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Table of Contents

Unit One: Analyzing the Healthcare Labor Market

1. Education and Earnings
2. Rising and Falling Industries: Where Does Healthcare Fit?
3. Which Healthcare Careers are on the Rise?
4. Careers in Healthcare Brainstorm
5. Introduction to New York's CareerZone
6. Researching Healthcare Careers on CareerZone
7. Preparing a Research Presentation
8. Presenting CareerZone Research
9. Additional Career Search Resources: Bureau of Labor Statistics, Career Cruising, Mynextmove
10. Wanted: Bilingual Healthcare Workers

Unit Two: Getting Prepared: Education and Experience

11. My Work History
12. Rebecca's Story: How Career Change Happens
13. Identifying Values and Interests
14. Home Health Aide Career Map
15. Career Families
16. Multiple Paths: How Personal Factors Impact Career Movement
17. Additional Career Maps: Medical Assistant, Healthcare Information and More
18. Reading Job Ads
19. CUNY Can Get You There: CUNY Programs in Healthcare
20. General Education Requirements: What Does it Have to Do with Healthcare?
21. New and Notable: Healthcare Interpreter and Community Healthcare Worker
22. How Do I Enroll in CUNY?

Unit Three: In Their Own Words: Health Worker Narratives

- 23. Developing Informational Interview Questions
- 24. Video Interview #1: Cynthia Gets a Promotion
- 25. Video Interview #2: Zaida's Advice for Working with Supervisors
- 26. Additional Healthcare Videos: Medical Assistant, Surgical Technologist, EMT and more
- 27. Nurse, Bonnie Archer's Story: Reading, Essay, Peer Editing, Revising
- 28. Operating Room Barber, Joseph Prestipino's Story: Note-taking and Discussion
- 29. A Healthcare Career Panel

Unit Four: A Patient's Perspective

- 30. Clarifying Questions and Helpful Phrases
- 31. A Patient's Vocabulary
- 32. Role Play Using New Questions, Phrases and Terms
- 33. Preventive Care Brainstorms
- 34. Preventive Care Myths and Facts
- 35. A Preventive Care Case Study: Graphs, Math and Residential Healthcare Careers
- 36. Video Case Study
- 37. New York Times Article and Discussion: *How Walking in Nature Can Change the Brain*

Using the Labor Market to Inform Career Explorations in Healthcare

Overview

This lesson set contains activities from which teachers can choose to explore the topic of healthcare careers with students. Using labor market research at its center, students learn about healthcare from the perspectives of a career searcher and a consumer of healthcare. Some of the activities are grouped in a series, while others can stand alone and be used at various different points in the curriculum. Teachers are invited to adapt the order of lessons according to their needs.

Unit One: Analyzing Healthcare Careers

In Unit One, students are exposed to healthcare careers at multiple levels of education and experience. Labor market statistics ground career exploration in current workforce realities, so that students gain an understanding of where the jobs will be when they graduate and inform their course-of-study decision making. They analyze labor market graphs, Career Maps created by the CUNY Graduate Center's Labor Market Information Service that describe common healthcare pathways, and research healthcare careers. They use career exploration websites such as New York State's CareerZone, the U. S. Department of Labor's Bureau of Labor Statistics site and others.

Unit Two: Getting Prepared: Experience and Education

Stepping off from examining individual careers, students learn how individual careers relate to one another and can lead to new opportunities. Again drawing on LMIS materials, students trace common career ladders in healthcare. They explore the factors that impact career change decisions and how professionals move between careers. Noting the education and training required in career moves, they begin to research healthcare programs offered by CUNY, including degree and certificate programs.

Unit Three: In Their Own Words

Having learned about careers through graphs and career maps, students now see the professions up close. They read narratives and watch video interviews featuring healthcare professionals, learn about informational interviews and develop interview questions. They practice note-taking, essay-writing, editing and revision. They have the opportunity to meet healthcare professionals in person, and practice asking informational interview questions.

Unit Four: A Consumer's Perspective

Beyond healthcare as a career, this unit addresses healthcare from the perspective of a "consumer" or patient. What terminology is needed for medical visits? How can I prevent illness and disease in myself and my family? What language can I use to advocate for myself in healthcare settings?

Unit One: Analyzing Healthcare Careers

Summary

In this unit, students are introduced to the wide range of careers in healthcare. They read graphs and databases to learn about health careers at various levels. They also consider non-health provider careers that exist in healthcare environments. They learn to navigate career websites, assess their own interests and conduct a group research project.

Lessons

1. Education and Earnings

Students analyze a graph showing average lifetime earnings according to highest level of education completed.

2. Rising and Falling Industries: Where Does Healthcare Fit?

Setting the stage for an exploration of healthcare careers, students read graphs on 2014 employment statistics across all major sectors, learning which fields are growing, shrinking and remaining level.

3. Which Healthcare Careers Are on the Rise?

Students read graphs and graphics about which healthcare careers are on the rise. This grounding in employment reality informs their later work in researching careers of interest.

4. Careers in Healthcare Brainstorm

Students begin their research by identifying careers in healthcare with which they are already familiar.

5. Introduction to New York's CareerZone

Students learn how to use the website, CareerZone, examining one sample career search together before conducting a group research project.

6. Researching Healthcare Careers on CareerZone

In groups, students research healthcare careers at various levels, using New York State's CareerZone website.

7. Preparing a Research Presentation

Students work in a group to organize the information found on CareerZone into a presentation.

8. Presenting CareerZone Research

Students present their research to the class, including the job responsibilities, salary, work setting and required education/training.

9. Additional Career Search Resources: Bureau of Labor Statistics, Career Cruising, and Mynextmove

The Bureau of Labor Statistics, Career Cruising and Mynextmove are three additional websites with descriptions of careers, interest self-assessments and real time labor market information such as job postings, geographical data and educational programs.

10. Wanted: Bilingual Healthcare Workers

Students read and discuss a short article on the value in the job market of being bilingual.

Education Pays

45 minutes

Students discuss statements about levels of educational attainment and lifetime earnings, in preparation for reading a graph on this topic.

Prep

Read the graph, *Average Lifetime Earnings and Educational Attainment*

Research the cost of HSE courses at your college

Write the following Agree/Disagree statements on the board:

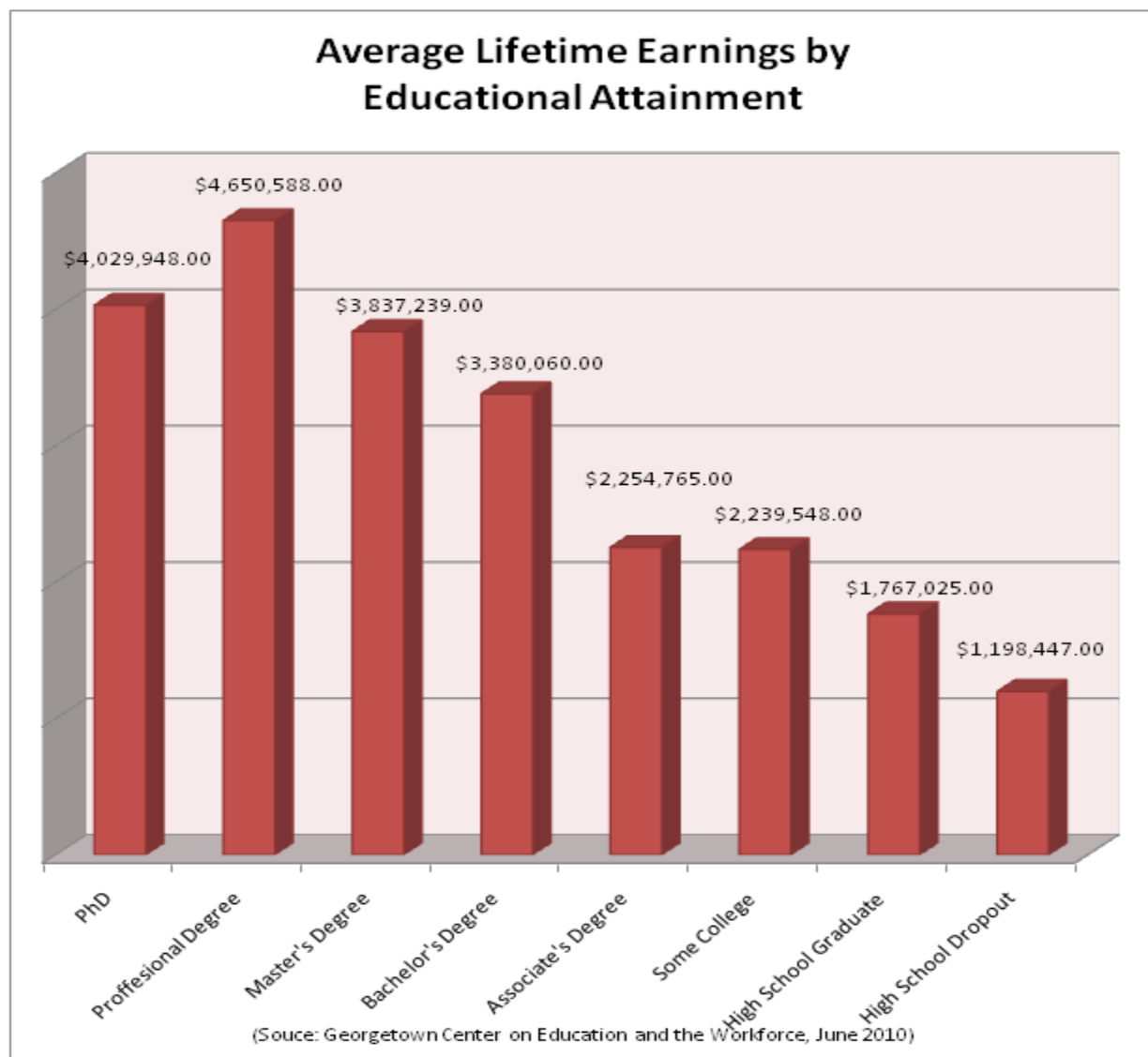
- People with more education usually earn more money than those with less education.
- People with high school diplomas usually earn the same amount of money as people without diplomas. What you really need is a degree.
- People with only high school or equivalent diplomas will never earn \$1 million.
- Since I didn't earn my diploma in high school when it was free, I am going to have to spend a lot of money going to school as an adult.

Materials

Average Lifetime Earnings and Educational Attainment graph

Explain

1. Pursuing higher levels of education and training is a big step. It requires time, money, excellent organization, especially if you have a job and/or family responsibilities, and a lot of hard work. Some people believe it will really help them get ahead financially and professionally. Other people wonder if it is worth the sacrifice. What do you think? Discuss the statements on the board with a partner.
2. Researchers at the *Center for Education and the Workforce* at Georgetown University had some of these same questions, and studied if people who had higher levels of education earned more money than those with lower levels of education. They found out how much money people earned during their lifetimes, and whether or not their education played a role. Read the graph below to find out what they learned.



Center for Education and the Workforce, Georgetown University, 2011

NOTES:

1. High School Graduate bar also refers to High School Equivalency diploma holders.
2. Another phrase to describe high school “dropouts” is “students who did not complete high school.”

Discussion Questions

- Explain what the title means
Amount of money workers earned over their working lives in relation to their highest level of education.
- What does each bar in the graph represent? Does each dollar figure represent the amount of money everyone with that educational level earned?
No, it is the average amount earned by all workers at that education level.
- What is an average?
Cumulative total divided by number of samples.
- What trend or pattern do you notice?
Higher the education, the greater the earnings. Some show large jumps. Other increases are smaller.
- What is a trend?
In this case, similar changes based on particular factors. For example, retailers often notice the trend that spending increases around the end of the year, because of holidays.
- What are 3 examples of professional degrees?
MD, JD, DDS
- Which agree/disagree answers can be found in the graph? Which one cannot?
1st 3 can. Last cannot.

Calculating Earnings

Students work on the following problems, then discuss as a class.

Calculating Earnings

1. How much more money does someone with a diploma earn than someone who never earns a diploma? Show your work below.

2. Write one sentence explaining what you did to solve this problem.

3. How much more money does someone with an Associate's degree earn than someone with only a diploma? Show your work below.

Where are the Jobs? 2014 Labor Market Employment Data

Prep

Read *Rising and Falling Industries* and the accompanying graph

Vocabulary: *loss, gain, level, increase, decrease, factor, manufacturing, utilities, hospitality, labor market, industry*

Materials

Rising and Falling Industries worksheet

New York City Job Losses and Gains graph

Explain:

There are many ways to research careers, but what if you conduct lots of research, wisely choose a career, spend several semesters fulfilling the educational requirements, earn the credentials, only to find that there are no job openings in this field? Your career research should include finding out how the labor market is doing in your intended field. In other words, is the industry you are interested in one that is expanding, shrinking, or remaining level? Will there be jobs when you are ready to start looking for one?

What is the *labor market*?

The labor market refers to employment – how many jobs there are, where, in which fields, and at which salaries. At any moment in time, some *industries* are growing, while others are shrinking or staying the same.

What is an *industry*?

An industry is a collection of related jobs. For example, what industry do an x-ray technician and medical biller belong to? Healthcare.

If a particular industry is growing, what does that mean for job seekers, people looking for jobs?

If it is shrinking, what happens to jobs?

1. Rising and Falling Industries Predictions

With a partner, students complete the *Rising and Falling Industries* worksheet.

Explain

Read the list below and **choose three industries that you think are growing** in New York City, **three that are shrinking**, and **three that are remaining level** and put a check in the corresponding boxes below. Discuss the reasons for your choices.

2. 2014 Employment Data

Students see how close their predictions were by reading the LMIS graph on 2014 job gains and losses and comparing it to their predictions.

3. Discussion

The class discusses their findings – Which industries are growing? Which are shrinking? Which might be a good field to enter? How does healthcare fit in?

Rising and Falling Industries

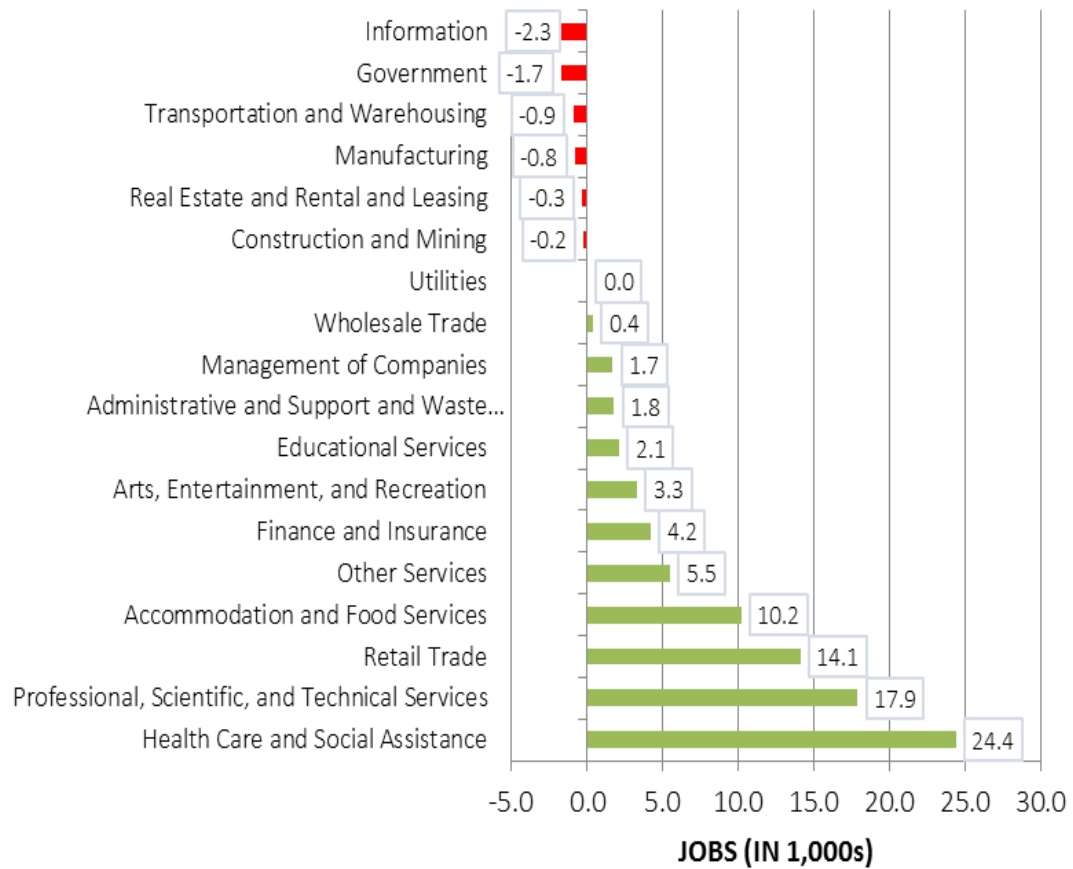
Choose three industries that you think increased in 2014, three that decreased and three that remained level, checking the corresponding boxes.

	Increasing	Decreasing	Staying the Same
Information			
Government			
Transportation and Warehousing			
Manufacturing			
Real Estate and Rental and Leasing			
Construction and Mining			
Utilities			
Wholesale Trade			
Management of Companies			
Administrative and Support			
Educational Services			
Arts, Entertainment and Recreation			
Finance and Insurance			
Other Services			
Accommodation and Food Services			
Retail Trade			
Professional, Scientific and Technical Services			
Health Care and Social Assistance			

How'd you do?

Read the graph on the next page and discuss how these numbers compare to your predictions.

NEW YORK CITY JOB LOSSES AND GAINS FROM NOVEMBER 2013 - NOVEMBER 2014



CUNY Graduate Center's Labor Market Information Service, based on New York State Department of Labor Employment Statistics, November 2014

Discussion questions

- According to the title, what is this graph about?
The increases and decreases in jobs 11/13-11/14.
- The bottom of the graph says, “jobs (in 1,000s).” What does that mean?
Add “thousand” after the number on the bar. For example, 17.9 represents 17,900 or 17.9 thousand.
- What do the light bars to the right of the 0.0 represent? What do the dark bars to the left of the 0.0 represent?
Light = job growth, Dark = job loss
- This graph represents employment information during what time period?
November 2013-November 2014
- Which industries have had the biggest increase in jobs during this period?
Healthcare & SS, Science/Tech, Retail, Accommodations & Food.
- Which industries have lost jobs?
Information, government, manufacturing, transportation/warehousing.
- According to this graph, do the numbers represent the total number of jobs in each industry?
No, they represent the increase or decrease in the numbers of jobs.
- According to the graph, was there more job growth or more job loss over the past year?
Explain your answer.
Job growth. Much higher numbers in the green than in the red, and in more sectors.
- Based on your previous answer, would you say the economy is doing well or not so well?
- Retail, Healthcare, Accommodations and Food, and Science/Technical were the top growth fields last year. What are some careers you think you might consider in these fields? Do you think each industry has advancement potential? Advancement means moving from lower level to higher level positions.

NOTE: Retail and food service are known to have many low level jobs without the opportunity of advancement.
- In this section, we’re going to study healthcare. What does this graph say about jobs in healthcare?
They’re increasing.

Which Healthcare Careers Are on the Rise?

75 minutes

Prep

Terms: Baby boomers, booming, increase, decrease

Materials

Growth in the Largest Occupations graph

Baby Boomers and Healthcare graphic

According to the Job Losses and Gains graph, healthcare is the fastest growing industry in New York City, but which jobs specifically are growing and why?

Turn and Talk:

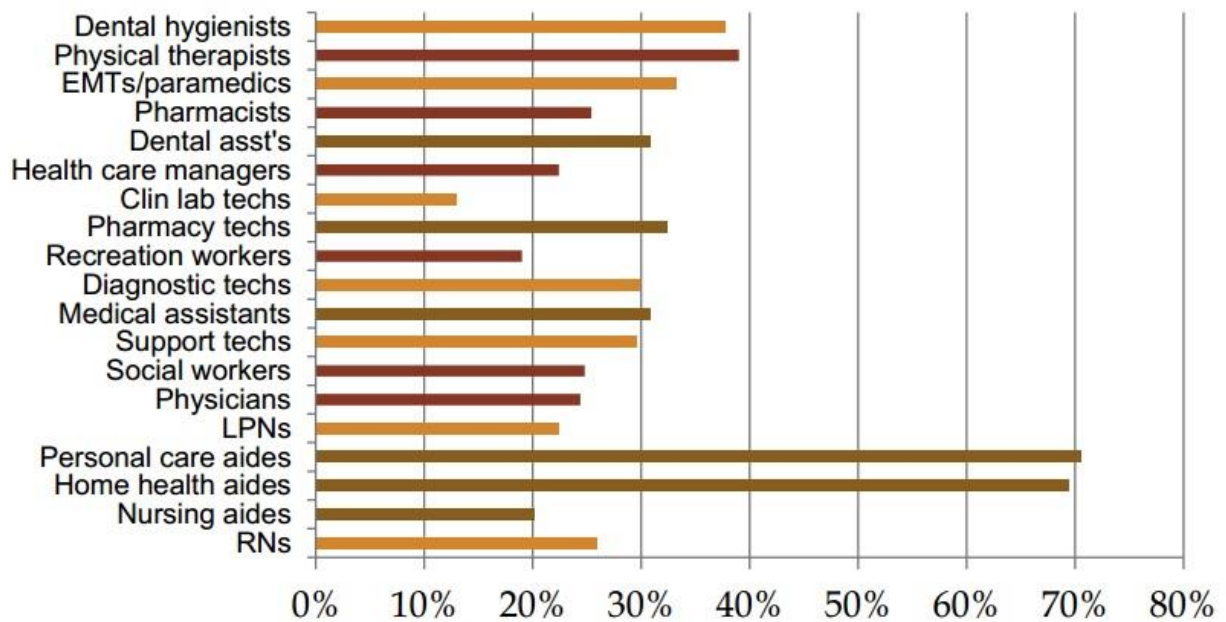
In pairs, students discuss which careers in healthcare they think might be increasing. Are they all increasing? Are entry level and high level careers increasing? What does technology have to do with it? After ten minutes, students share their thoughts with the class.

Explain:

Researchers were wondering the same thing, and collected information on the rate at which various healthcare careers are increasing. What does rate mean?

Students then read the *Growth in the Largest Occupations* graph to see how the current reality matches up with their predictions.

Growth in the Largest Occupations



Source: Joint Center for Political and Economic Studies/George Washington University

Discussion guide:

- Let's look at an example. The first one, dental hygienist is increasing by how much?
 - Nearly 40%
- What does that mean?
 - In the future, there will be 40% more jobs as a dental hygienist than there are now.
- If there were 100 dental hygienist jobs, and they increased by 40%, how many would there be?
 - 140.
- What are some of the fastest growing healthcare careers?
 - Personal aide and home health aide?
- Which careers do you think are entry-level careers?
 - Personal care aids, home health aides.
- Which do you think are mid-level careers?
 - Technicians, Licensed Practical Nurses
- Which careers do you think require the greatest amount of education and training?
 - Physical Therapist, Physician, Social Worker
- Are all of the careers on this chart increasing, or are some decreasing?
 - All are increasing.
- Were you surprised by any of the statistics?
- What do you think are some of the reasons for increasing jobs in healthcare?
 - People living much longer than usual, aging healthcare workforce – many will be retiring. Because of changes in healthcare policies, health insurance is available to more people, so some people who did not previously have regular medical appointments are starting to have more frequent medical appointments.
- Among the careers listed, are there any that you are unfamiliar with? Which ones?

What Accounts for Increasing Jobs in Healthcare?

Having speculated, students learn why jobs in healthcare are on the rise, through their analysis of the Baby Boomers and Healthcare graphic.

Materials

Healthcare Jobs Are Booming infographic

Page One

Distribute the first page, asking students to read it for understanding of who baby boomers are.

Discuss

- According to the graphic, who are baby boomers?
 - o People born between 1946 and 1964.
- How old are baby boomers now? Do the math.
 - o 51-69
- What do they have to do with healthcare?
 - o They are aging and have a lot of health concerns.
- Such as?
 - o Obesity, memory loss, arthritis, high blood pressure, heart disease, osteoporosis, diabetes
- Do you have any people in your life in this age bracket who have some of these health concerns?
- What are causes for health concerns in baby boomers in your family and community?
 - o Physical strain due to physically demanding jobs, such as ones in construction, food service, custodial, etc.
 - o Unhealthy diets
 - o Exposure to pollution
 - o Lack of preventive care, such as regular check-ups and health screenings
 - o Stress, due to financial, family and work concerns

Page Two

Distribute the second page, asking students to read it and explain in further detail the connections between baby boomers and healthcare jobs.

Discussion

- What does the title, “Healthcare Jobs are Booming” means?
 - o There are lots of new jobs in healthcare
- What are some of the reasons there are so many new jobs in healthcare?
 - o People are living longer, and with more health problems
 - o There are a lot of tech jobs due to the computerization of the healthcare industry
 - o Healthcare research creates a lot of laboratory jobs
- Which of the careers shown requires the least amount of education and training?
 - o Medical records technician
- Which careers shown on this graph require the greatest amount of education and training?
 - o Physical therapist, Pharmacist
- Which involve working with patients?
 - o Physician Assistant, Pharmacist, Dietician, Physical Therapist, Registered Nurse
- For the careers that do not involve working with patients, where do you think this work is conducted and what kind of work is it? What kind of interests do you think someone in these careers should have?
 - o An interest in machines and computers
 - o Someone who prefers not to come in contact with patients’ personalities, pain, questions, blood, etc.

HEALTHCARE JOBS ARE BOOMING

71 MILLION

BABY BOOMERS CONTINUE TO RETIRE

Baby boomers, those born in post-WWII 1946 to 1942 represent America's largest population of people, the oldest of which are turning 65 and entering old age. The healthcare system is preparing to deal with their medical needs by beefing up staff and furthering diagnostic technology available. Thousands of jobs are being opened up every year in the medical field because of the coming need for care.

WHICH MEANS



AND



Roughly 71 million baby boomers who turn 65 in the coming years have two more decades ahead of them.



WHO ARE THE BABY BOOMERS?

Born post WWII between 1946 and 1964 approximately 79 million babies born in these years. Authors William Strauss and Neil Howe, define the cohorts born from 1943 to 1960, who were too young to have any personal memory of World War II, but old enough to remember the postwar American High.

JANUARY 1ST, 2011



The very first Baby Boomers turned 65

The most common Baby Boomer names
JAMES **MARY**
ARE



There are over

9.8 MILLION

Baby Boomers in California, the largest grouping in any one state.

2020

education nur cause estiment

expected
employment

276 000

360%

108.300

30%

3.449.300

26%

344,600

25%

217,300

21%

77,100

20%

373,500

13%

TOPMASTERSINHEALTHCARE.COM

http://www.biodid.warwick.ac.uk/biodid/teaching/biology/botany/botany.htm

DEVELOPED BY
NOWSOURCING

Healthcare Careers Brainstorm

75 minutes

Students brainstorm careers in healthcare with which they are already familiar, including the name of the occupation and primary responsibilities.

Explain

There are dozens of careers in healthcare, and more are being created all the time, as technology impacts how medical care is done, as research makes new treatments possible, and as people live longer.

1. With a partner, list as many healthcare careers as you can in the left column. Write a description of what that person's job duties are in the right column.
2. List additional healthcare jobs in the left column that you've heard of, but are not sure what exactly the job entails – you can leave the duties on the right side blank.
3. List additional healthcare duties, even if you are not sure of the name of the career – you can leave that part blank. See the examples on the worksheet.

Example healthcare careers:

EMT

Interpreter

Home Health Aide

Substance Abuse Counselor

School nurse

Doctor

Nurse

Pediatrician

Lab Technician

Physical Therapist

Medical Biller

Speech therapist

Psychologist/Psychiatrist

Medical assistant

Dietician

Healthcare Careers Brainstorm

Write the name of the career on the left and the duties on the right. It's okay to leave some columns blank if you're unsure. Write as many as you can.

Career	Duties (what they do)
Radiologist	Uses X-rays or MRIs to diagnose illnesses or injuries
Internist	
	Checks you in to the emergency room and takes your insurance card.

Non-medical Careers in a Healthcare Environment

30 minutes

Students brainstorm careers in healthcare environments that do not involve providing healthcare.

Materials

Non-Health Careers in Healthcare Settings worksheet

Explain

In addition to people who help patients, there are dozens of other careers that make healthcare settings run. Who fixes the ambulances when they don't work properly? Who teaches children who are in the hospital long term? Who serves the food in the cafeteria? Write as many careers as you can that are done by non-healthcare providers in healthcare settings.

Distribute the *Non-Health Careers in Healthcare Settings* worksheet and have students work in pairs to complete it.

Examples:

Ambulance mechanic

Helicopter pilot

Children's tutor

Cafeteria chef

Cafeteria cashier

Interior designer

Share Responses

When students have completed both brainstorms record some of their responses on the board, with healthcare careers in one column and non-health careers in healthcare settings in another. Let students know that they will learn much more about these and other healthcare careers over the next several weeks.

Non-Health Careers in Healthcare Settings

Write the name of the career on the left and the job responsibilities on the right.

Non-healthcare Career	What they do in a healthcare setting

Introduction to New York's CareerZone

CareerZone and Other Career Search Websites

CareerZone is a free website focused on careers in New York State. It includes job descriptions, required education and certifications, and also includes information specific to New York, such as New York salaries, job outlooks and educational programs in New York. It also has an “Assess Yourself” tool, which recommends various careers to users based on the responses to questions about their interests.

Website: careerzone.ny.gov

The Bureau of Labor Statistics is the national Department of Labor's website. Like CareerZone, it has descriptions of careers through the Occupational Handbook, including salaries, duties, education and job outlook. It also has an area for students and an area for teachers including lessons, articles, activities, graphs and data.

Website: bls.gov

CareerCruising is a fee-based website that many college campuses subscribe to. It is ideal for students who have some or little idea of the careers they are interested in because careers can be searched by industry as well as by keywords. Careers within one industry are grouped together, so that users can learn about several related careers. It has employment graphs showing data about emerging careers and salaries, video interviews with employees speaking about their careers. It is not intended solely for New York State users, but much of the information can be filtered for New York State results.

Website: careercruising.com

Mynextmove

Mynextmove is similar to CareerCruising, but is free to all users. Careers can be searched by industry, by career name or by using the self assessment tool. It also includes real-time job listings and educational programs, salaries by geographical location, and career outlooks.

Website: mynextmove.org

Navigating CareerZone

60 minutes

Prep

Go to **CareerZone.ny.gov** and explore the website using the search bar and the Assess Yourself tool.

Materials

This lesson requires use of a computer lab. One with an overhead projector is best.

Explain

CareerZone contains information on careers in New York State, and is best for students who know the precise career they would like to enter or to research.

Write the website **CareerZone.ny.gov** on the board, and make sure students have navigated there. Ask students what kind of information they think a career search website might contain.

Ex: job description, salaries, settings or types of facilities workers work in, typical working hours, required education.

Once students are all on the front page, ask students what they see.

Six industry groups.

Ask students for examples of careers they might find in the Health Services category.

Ex: doctor, nurse, phlebotomist, medical assistant

Searching for Healthcare Careers

Click on the **Health Services** icon.

Then select **Health Sciences** in the Career Cluster.

Then select **High School plus Training – Job Zone 2** in the Preparation drop-down list. Then click Search. See screen shot. The results contain a list of careers in the health science field for career searchers with a minimum of a high school diploma.

[Home](#) ▸ [Occupations](#)

Occupations

Search for occupations which interest you.

Search Options

Please enter your search options. Fields may be searched on partial values. Searches may be performed on individual OR combinations of fields.

Career Path Options:

Career Cluster: (1 selected)

Agriculture, Food and Natural Resources
Architecture and Construction
Arts, Audio/Video Technology and Communications
Business, Management and Administration
Education and Training
Finance
Government and Public Administration
Health Science
Hospitality and Tourism

Career Pathway:

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

 Keyword:

Education Options:

Preparation: ▾

Cluster:

Arts and Humanities
Business and Information Systems
Engineering and Technology
Health Services
Natural and Agricultural Sciences
Human and Public Services

STEM Discipline:

Chemistry
Computer Science
Engineering
Environmental Science
Geosciences
Life Sciences
Mathematics
Physics/Astronomy

[Simple Search](#)
[Clear Search Options](#)

Search Results

Below are search results that match your criteria. Learn more details about each occupation by clicking on the occupation title.

17 Results Found 1 2 10 Items per Page (1 of 2)	
Occupation	Description
Ambulance Drivers and Attendants, Except Emergency Medical Technicians	Drive ambulance or assist ambulance driver in transporting sick, injured, or convalescent persons. Assist in lifting patients.
Cooks, Institution and Cafeteria	Prepare and cook large quantities of food for institutions, such as schools, hospitals, or cafeterias.
Dental Laboratory Technicians	Construct and repair full or partial dentures or dental appliances.
Dietetic Technicians	Assist in the provision of food service and nutritional programs, under the supervision of a dietitian. May plan and produce meals based on established more...
First-Line Supervisors of Food Preparation and Serving Workers	Directly supervise and coordinate activities of workers engaged in preparing and serving food.
Food Batchmakers	Set up and operate equipment that mixes or blends ingredients used in the manufacturing of food products. Includes candy makers and cheese makers.
Home Health Aides	Provide routine individualized healthcare such as changing bandages and dressing wounds, and applying topical medications to the elderly, convalescents, more...
Medical Equipment Preparers	Prepare, sterilize, install, or clean laboratory or healthcare equipment. May perform routine laboratory tasks and operate or inspect equipment.
Medical Records and Health Information Technicians	Compile, process, and maintain medical records of hospital and clinic patients in a manner consistent with medical, administrative, ethical, legal, and more...
Medical Secretaries	Perform secretarial duties using specific knowledge of medical terminology and hospital, clinic, or laboratory procedures. Duties may include scheduling more...
17 Results Found 1 2 10 Items per Page (1 of 2)	

Example Career: Ambulance Driver and Attendant

Having navigated to a list of healthcare careers, the teacher will now lead the class through reading a career description.

Prep

Read the complete description of Ambulance Driver on the CareerZone website.

Materials

Ambulance Drivers worksheet

Explain

Now we will look at one example career to see what kind of information is included.

1. Click on **Ambulance Driver and Attendant** and instruct students to do the same.

Ask students to read through the list of categories on the left and select 3-5 categories that would be especially useful to read.

Example: Tasks, Duties, Education/Training, Wages, Job Outlook, Licenses

2. Ask students to click on **Tasks** and read the required tasks of ambulance drivers, according to the website. They will be asked to paraphrase what they have read.
3. Ask students to paraphrase the tasks of ambulance drivers.
4. Distribute the *Ambulance Driver* worksheet, asking students which sections they will need to read in order to complete it.
5. In pairs, students complete the worksheet, based on the information they are reading. Make sure that all responses are paraphrased. Circulate and assist students.

Occupation Details for Ambulance Drivers and Attendants, Except Emergency Medical Technicians

Would you like to learn more about this occupation? Explore below by scrolling down to view all of the details, or select a menu option on the left.

Section Menu

[Occupation Description](#)
[Interests](#)
[Work Values](#)
[Tasks](#) ←
[Duties](#)
[Tools & Technology](#)
[Skills](#)
[Knowledge](#)
[Work Context](#)
[Work Styles](#)
[Education / Training](#)
[School Programs](#)
[Wages](#)
[Job Outlook](#)
[State License / Certification Requirements](#)
[Additional Resources](#)
[Apprenticeship Programs / Opportunities](#)
[Similar Jobs](#)
[Job Openings](#)



This occupation is in the following career cluster(s) and career pathway(s):

- The [Health Science](#) career cluster and the [Diagnostic Services](#) career pathway.
- The [Transportation, Distribution and Logistics](#) career cluster and the [Transportation Operations](#) career pathway.

▼ Occupation Description

Drive ambulance or assist ambulance driver in transporting sick, injured, or convalescent persons. Assist in lifting patients.

▼ Interests

Below are the top interests required for a person in this occupation.

[read more](#)

▼ Work Values

Below are the top work values required for a person in this occupation.

[read more](#)

▼ Tasks

Ambulance Drivers

*Complete the information below, using the CareerZone entry on ambulance drivers.
Make sure to paraphrase your answer, and include which section you found the information in.*

What – they do at work		CareerZone section:
Where – they work		CareerZone section:
When – they work		CareerZone section:
How much – they earn		CareerZone section:
Which – qualities they should have		CareerZone section:

A Range of Healthcare Careers

In groups, students will first brainstorm, then research one of five careers using the CareerZone website, and present their findings to the class.

Prep

Go to the CareerZone website, research phlebotomist/medical technician, Emergency Medical Technician (EMT), community health worker/health educator, dietician and nurse and complete the teacher's version of *Researching Five Careers*.

A computer lab is necessary for this class. If not available, print the career descriptions from Career Zone for use with students.

Materials

Researching Five Careers handout

Teacher's Version: Researching Five Careers

For the teacher: Complete this key based on CareerZone readings in order to support students in their research.

Profession	Specific Duties (What)	Setting (Where)	Education (How)	Salary (How much)
Medical Technician				
Health Educator				
EMT / Paramedic				
Nurse				
Dietician				

Five Healthcare Careers Brainstorm

60 minutes

Students will brainstorm the details of five careers before researching them using CareerZone.

Materials

Five Healthcare Careers handout

Explain

In the last lesson, we looked at a sample healthcare career together. What was it?

Ambulance driver.

Now you are going to use CareerZone to research a different healthcare career in a group, paraphrasing the information you find. Then you will present this career to the class. But before you begin your research, you are going to write what you already know about the careers.

With your group, you are going to write what you already know (or think you know!) about five different healthcare careers. Each of these careers is at a different career level. What does that mean?

They require different levels of education and preparation.

What is an example of entry-level career in healthcare?

Medical assistant, home health aide.

What is an example of a high-level career in healthcare?

Doctor, physical therapist, hospital administrator, psychologist.

What is an example of a mid-level career? It's okay if you're not sure. Take a guess.

Nurse, surgical technician, dental hygienist.

1. The class is divided into five groups, and each group brainstorms what they know about each of the careers and writes their responses on the worksheet.
2. When groups are finished, they discuss their responses as a class. Explain: This is what you think you know about these careers. Now you will research one of them to find out the reality of the profession.

Five Healthcare Careers

In your group, discuss and write what you think and know about the careers below. Make some guesses if you're not sure.

Profession	Duties (What)	Setting (Where)	Education (How)	Salary (How much)
Medical Technician				
Health Educator				
EMT / Paramedic				
Nurse				
Dietician				

Healthcare Career Research Using CareerZone

50 minutes

Having written what they already know about each of the five careers, now students will research the details of these careers.

Prep

Make sure you are familiar with each of the five career entries on CareerZone.

Short discussion of paraphrasing

Have a short discussion with students about paraphrasing, explaining that they will have to paraphrase from the CareerZone website. Discuss:

- What is paraphrasing?
- Why is it important?
- How is it done?

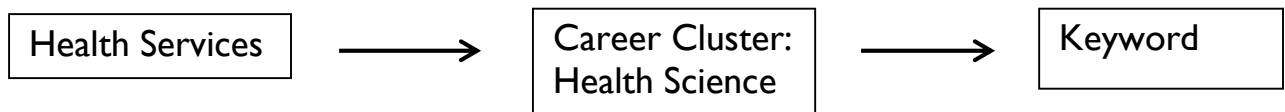
Explain

Now that you have written what your group already knows about these careers, your group will be assigned one to research using CareerZone. How will you find the entry using CareerZone?

Select Health Services, then enter the career in the keyword search.

Do you have to select the level of preparation?

No, that is not necessary when using a keyword search.



Once you have found the entry, you will read all about the career. You do not have to read every part of the description. Read the parts that you think will be most relevant to completing the worksheet.

Once you finish reading, as a group you will paraphrase what you read, adding to what you have already written on the worksheet, or you can write on a clean sheet if you prefer. As a group, make sure that you are paraphrasing and not copying from the website. Ultimately, you will present this career to the class.

Organizing information

30 minutes

Once students have a basic understanding of the career, they will clarify and organize their presentations. Write the following questions on the board to help guide students' organization of their findings. Discuss the questions before students resume work in their groups.

Discuss

- What makes an effective presentation?

It's well organized, with clear logic from one point to the next, clear, loud speaking, personal connection to audience.

- In what order will you present the information?
- How will you introduce the topic?
- What questions do you anticipate? Can you answer those questions, or do you need to research the answers?
- Is all of your information paraphrased?

Also include:

- What personal characteristics are a good match for someone who wants to enter this field?

Presenting Healthcare Careers

2 hours

Students **and teacher** will make presentations during this activity.

Prep

Prepare a five minute presentation using the Labor Market Information Service Health Information handout.

Discuss

Today you are going to present the career you researched.

- What are the benefits to students of making presentations?
 - Practice for later presentations in college or other courses.
 - Students practice collaboration – working together.
 - Students practice organizing their ideas, similar to what they do when they write essays.
- How might making presentations help prepare people who intend to work in healthcare?
 - Practice communicating ideas clearly to those who may be unfamiliar with the topic or details.
 - Practice working on a team, similar to how individuals work on a team in healthcare settings.

Presentations

1. The teacher leads a discussion of what makes an effective presentation.
Example:
Organization that guides the listener from one topic to the next, clear visuals that contribute to the spoken presentation, clear loud speaking, eye contact with audience.
2. Teacher explains that each student in the group will be involved in the presentation and asks the groups to decide which student will present which parts of the presentation.

Each group presents the career they researched. The presentation should include each of the major categories of information research: Duties, Setting, Salary and Education + Personal characteristics and personal motivation. Audience members should jot down questions they will ask at the end. Presentations should last 5 minutes, with 5 minutes for Q & A.

Discussing Critiques

Students learn about professional and academic critiques, in preparation for being an audience member to their peers during presentations of careers researched on CareerZone.

- What is a critique?

Offering feedback on a project. A critique can include praise as well as suggestions, for example, which parts were particularly effective and which parts need improvements.

- Who does them?

Many college students and workers do them. Many architecture and design students are required to do them, but other students do them too, when they ask their classmates to read their work and offer suggestions.

- Why is it done?

To get better! When you've made something the best you think it can be, it's helpful to hear how others have experienced it, and what ideas they have for improving it. Even the most famous and accomplished writers have editors. These are people who offer feedback in order to help the writer improve.

- What are some good ways of giving feedback?

"I thought it was effective when you said ..."

"You really caught/held my attention when you ..."

"I was confused when you said ..."

"I wanted to hear more about ..."

"One suggestion I have is ..."

Offering Feedback

After each presentation, once the Q & A has ended, students are invited to offer their critiques.

Teacher's Presentation

Teacher presents on the field of Healthcare Information, using the Healthcare Information handout.

Students critique the teacher's presentation. What did they learn about this career? What did they notice about the teacher's presentation style? How could it be improved?

Debriefing Research Project

The class discusses their experience of the research project. For example,

- What steps did they take to conduct the research?
- What did they learn as a career explorer?
- What did they learn about themselves, as a learner or as a worker?
- What was easy, difficult or interesting about this process?
- What skills did they use in order to complete this project?
- Have their ideas for their own career changed in any way? Explain.

Transferable Skills

Some students in this group may not be interested in healthcare. They may have other career plans in mind, or they may not know what field to pursue – just not healthcare! Discuss how the skills acquired in this unit can be transferred to learning about other careers.

Example

Use of CareerZone, reading and paraphrasing information about careers, analyzing graphs.

Using Career Cruising

As an alternative, Career Cruising is a website that can be used to research careers. It is important to note that some healthcare careers go by multiple names, for example “health educator” and “community health worker” are used interchangeably, “phlebotomists” also go by “medical assistant” or “medical technician.” In Career Cruising, similar careers are grouped together, enabling students to navigate easily between similar careers. Career Cruising features include:

- Searchable by industry -- It is organized by “career cluster,” so that students can find related careers within one career family.
- Graphs and charts – It contains graphs and charts of local salaries and emerging careers.
- Videos – Each career contains video and audio files from workers speaking about their experiences in their careers.
- Self-assessments and recommended careers that can be saved for future use, when students create individual accounts.

Prep

Vocabulary: *navigate, cluster, industry, emerge, self assessment.*

Career Cruising Activities

A number of activities can be done using Career Cruising.

- Preliminary Self Assessment
Before students use the website, they will consider their own interests, personality and career aspirations.
- Create Career Cruising Account
Once students have an individual Career Cruising account, they will be able to save assessments, and recommended jobs and other work they complete on the website.
- Example Career
They will practice navigating Career Cruising using an example career, gaining an understanding of how to use various features of the site, as well as how to understand the information presented.
- Use “Career Clusters” to Find Related Careers
They will look at one “career cluster” to find related careers in one career family.
- Matchmaker
Through Matchmaker, they answer a series of questions about their interests and Career Cruising recommends careers based on their responses.
- Career Exploration
Students will select one or more of the careers recommended by Career Cruising to explore further and paraphrase the information presented.
- Worker Interviews
Students will read, listen to or watch video interviews from workers speaking about their experience working in their career.

Your unique qualities

30 minutes

As a pre-cursor to conducting a computerized self-assessment, students consider their own knowledge of themselves as workers and future workers. What are their strengths? What might make them well suited for work with patients, or in a lab, or a patient's home?

Explain

1. Think back to the research you conducted using CareerZone. What are some of the interests and personality traits that would make a worker well suited to work in the career you researched?

Example: Health educator – likes speaking to groups, interested in learning about how to keep people healthy, likes working in one's own neighborhood or community, is observant, is friendly and outgoing.

2. Now, on a piece of paper list qualities you have that will impact your career choices. Include personality traits, things you like to do and things people say about you. For example, do you like working with other people or do you prefer working alone? Do you like helping others, or does it frustrate you? Does using computers come naturally for you? Do people say you get impatient? List as many characteristics as possible. Be specific. List positive traits as well as things that are difficult for you.
3. Once you have written these qualities down, share them with a partner and hear about their qualities and interests. Now, recommend careers for one another based on these lists. Don't forget to write them down.

Introduction to Career Cruising

40 minutes

Prep

Practice logging on and creating a Career Cruising account

Materials

Computers are required for this session. An overhead projector is helpful.

Explain

Career Cruising is a career website with lots of features and various ways to learn about careers. We're going to look at the website and see what it has to offer.

1. The teacher navigates to careercruising.com, logs in, and writes username and password on the board and circulates to make sure everyone is logged in. Teacher also logs in on the overhead computer.
2. Ask students to click on the **Career** tab near the top of the page. Before students click on the **Industries** tab teacher asks them to recall what an industry is and give a few examples, such as healthcare, education, public administration. Students then click on the industries tab and the class reviews an example: Healthcare and Social Assistance. Ask students to click on the Industries tab, then from the list, **Healthcare and Social Assistance**.

Explore Careers

Keyword Search: [Q Search](#)

[Index](#) [School Subjects](#) [16 Career Clusters](#) [Industries](#)

Accommodation and Food Services	Manufacturing
Administrative and Support and Waste Management and Remediation Services	Mining
Agriculture, Forestry, Fishing and Hunting	Other Services
Arts, Entertainment, and Recreation	Professional, Scientific, and Technical Services
Construction	Public Administration
Educational Services	Real Estate and Rental and Leasing
Finance and Insurance	Retail Trade
Health Care and Social Assistance	Transportation and Warehousing
Information	Utilities
Management of Companies and Enterprises	Wholesale Trade

Career Selector

Search for careers based on a variety of criteria, like earnings, core tasks, and more.

[▶ Start Career Selector](#)

Health Care and Social Assistance

Overview

Industry Subsectors

Significant Careers

Wages & Trends

Other Resources

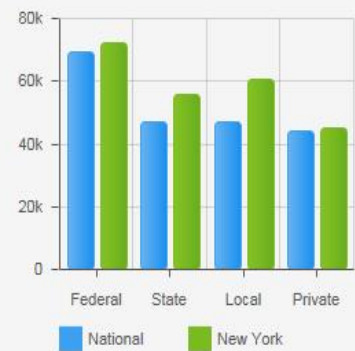
About the Industry

Caring for people who are sick or in need, or who require some kind of medical or social assistance, is a huge undertaking. Fortunately, the establishments in the Health Care and Social Assistance industry are there to help. Health care and social assistance activities are grouped together because the services they offer are often interrelated. For example, a nursing home may offer both medical and social assistance to its patients. Some establishments provide only medical care, some provide only social assistance, and many provide both. Establishments vary according to the activities or services provided. Common workplaces for professionals in this industry include doctors' offices, hospitals, medical labs, nursing homes, substance abuse treatment centers, and mental health facilities.



[Read More](#)

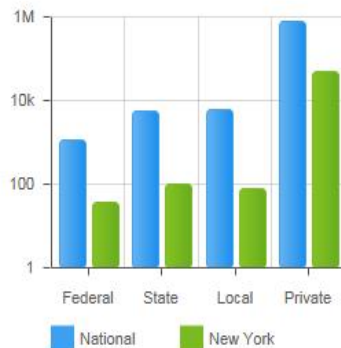
Average Annual Wage



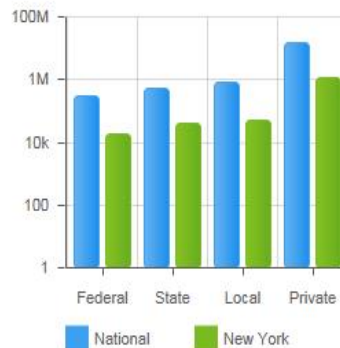
Employment Statistics

Compare National to: New York

Number of Establishments



Number of Employees



Ownership

	National	State
Federal Government	\$70,036	\$72,770
State Government	\$47,673	\$56,354
Local Government	\$47,548	\$61,280
Private	\$44,494	\$45,381

Discussion of example career on Career Cruising:

- What do you see on this page?
Graphs and paragraphs.
- About what?
Graphs: number of businesses, employees and earnings.
- What do the different bars represent?
Government and private jobs.
- What do you notice about the numbers?
There are a lot more private than government jobs in this industry.
- What does *wage* mean?
The same as earnings, like from the graph from the first day.
- What did you learn from that graph about wages from the first day?
Wages are higher the more education you complete.
- What do you notice from this graph about the wages?
The highest are from local (city) jobs. Among private jobs, the wages are higher in New York than in the rest of the country.
- Take 10 minutes to read the paragraphs, just for the main ideas. What do the paragraphs say about this industry?
It describes careers that help people stay healthy and safe.
- Click on the Industry Subsector tab. What do you notice?
There are many jobs in ambulatory care, which is for people who do not need to be hospitalized. There are also a lot of jobs in hospitals.
- Click on Significant Careers. What does this graph show?
The numbers of people employed in the given career nationwide.
- Click on Wages and Trends. What do you notice?
Wages are higher in New York than in the rest of the country.
- Click on Other Resources. How could this section be useful to you?
If you want to do more research or look for a job in this industry, these resources can help you.

Creating a MyPlan Account

20 minutes

Explain

There are a lot of resources on Career Cruising, including answering questions that will help the website recommend various careers for you based on your responses. There is so much on this site, it's important to create an individual account so that you can track of it all.

Ask students to look at the overhead as you demonstrate, or follow along on their own computers. Navigate to the MyPlan tab to create a username and password. Then click on **Create my Plan** and complete the registration.

Students should use the CareerCruising worksheet to record their usernames and passwords and keep them in their binders. Cut the password saver on the next page in half and give one half to each student to keep in his/her binder.

Create My Plan Account

What is My Plan?

A My Plan account allows you to get the most out of Career Cruising. With My Plan you can:


- Take Matchmaker & My Skills
- Complete the Ability Profiler
- Find your Learning Style
- Save careers, schools, and majors of interest to you
- Document your activities and experiences
- Create a resume
- Upload files

[And much, much more...](#)

Is there still more?

Yes! Create your account to find out!

My Information

First Name	<input type="text" value="Enter your first name"/>	*
Last Name	<input type="text" value="Enter your last name"/>	*
Grade/Level of Education	<input type="text" value="Kindergarten"/> 	*
Gender	<input type="radio"/> Male <input type="radio"/> Female	*
Email Address	<input type="text" value="Enter your email address"/>	
Confirm Email Address	<input type="text" value="Enter your email address again"/>	

Choose Your Login

Username	<input type="text" value="Enter your username"/>	Check availability	*
Password	<input type="text" value="Choose a password"/>		*
Confirm Password	<input type="text" value="Re-enter your password"/>		*

[✔ Create My Plan](#)

CREATE “MY PLAN ACCOUNT” ON CAREER CRUISING

www.careercruising.com

Choose Your Login

Username _____

Password _____

CREATE “MY PLAN ACCOUNT” ON CAREER CRUISING

www.careercruising.com

Choose Your Login

Username _____

Password _____

Exploring “Career Clusters”

45 minutes

Using Healthcare and Social Assistance as a model, students will practice reading about one or more careers in the “career cluster” they are interested in.

Explain

Navigate to the **Career Clusters** tab and click on one cluster that sounds interesting to you. Read about it in the cluster profile. Then examine some careers under the **Related Careers** tab.

Write – Three Statements, Three Questions

Choose one of the related careers and write three points that are interesting to you about it. What about this career captures your attention? It doesn't matter if it requires a lot of education – you're just starting to investigate. Then list three questions you have about this career. If you were to pursue this career path, what would you want to know?

CareerCruising Matchmaker

30 minutes

Students will use the Matchmaker feature to answer questions about their interests and Career Cruising will recommend careers based on their responses. Students will be able to save the results for future use.

Explain

CareerCruising not only has descriptions of careers, but also can suggest careers based on what you tell it about yourself. You did already did a self assessment based on what you know about yourself. This is another way of doing a *self-assessment*. The website may recommend careers you had not considered, or it may recommend the exact career you have been thinking about.

Click on the **Myplan** tab with your name in the top left corner. Then click on **Career Matchmaker** to receive suggestions for careers. Then click **Start New Matchmaker**. Create a name for the session, such as the month and year and click **Start Now**. This self-assessment focuses on your interests, so don't worry about what you do or don't know how to do already. That's what education is for!



Ellen
My Plan



Assessments Careers Education Financial Aid Employment

My Plan Build My Resume Share My Plan Print My Plan

Matchmaker

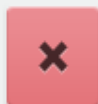
Introduction

In this section you will be asked 39 questions. Read each question carefully.
Once you have finished answering the questions, Career Matchmaker will look for careers that suit your answers.

For each question there are five answers to choose from:



Dislike very much



Dislike



Does not matter



Like



Like Very Much

Matchmaker Label

Please enter a name for your session. Your results will be saved automatically after the first round of questions.

▶ Start Now

Reading about Recommended Careers

60 minutes

Students will now read about one or more of the careers recommended by Career Cruising, and paraphrase what they have read.

Explain

Now that Matchmaker has recommended a list of careers for you, read through that list. Do any sound interesting? Surprising? Terrible? Choose one that sounds interesting to you, regardless of where on the list it is. Under the Careers tab, conduct a keyword search. Your search may return a career that has a slightly different name than the one on your list. Some careers go by a variety of different names.

Reading

Click on the Job Description tab and read all about it.

Paraphrase

You'll now paraphrase what you read. What is paraphrasing and how is it done? Why is it important to paraphrase?

Take what's written in the Job Description and put it in your own words on the Career Cruising Careers worksheet. You will have to paraphrase, since you can't copy what someone else wrote. Then read the Working Conditions, Earning and Education tabs, and paraphrase what you learned about this career on the worksheet. Make sure the information you write is in your own words, and that you are comfortable explaining to the class what you wrote. If you read any unfamiliar words, see if you can understand the meaning of the sentence without knowing every word.

Recommended for You by Career Cruising

Complete this worksheet by paraphrasing the information you found on Career Cruising. Make sure to use your own words and make sure you understand everything you have written.

Career:

Responsibilities	
Salary	
Where they work	
When they work	
Education	

Worker Interviews

30 minutes

Career Cruising has collected hundreds of interviews from workers. For every career, there are individual workers speaking about their experiences. The interviews have some portions in writing, some in audio and some in video. Hear from a worker first-hand about his/her own experience.

Write on board and ask students to reflect in writing

- What does the worker like about his/her career?
- Is that something you think you would like? Why or why not?
- According to the worker, are there any disadvantages of working in this field?
- If the worker were in class today, what would you ask him/her?

Additional Career Search Resources

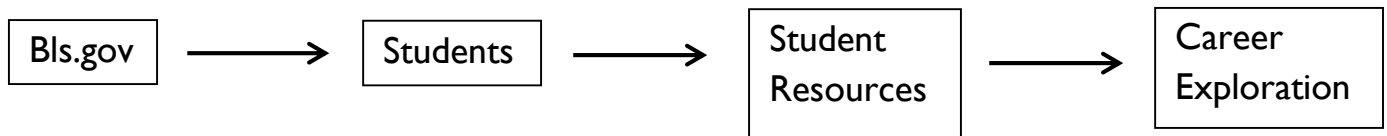
In addition to Career Zone and Career Cruising, Mynextmove and the Bureau of Labor Statistics are very useful websites

Mynextmove

www.mynextmove.org is similar to Career Cruising. It is very user-friendly, contains a self assessment tool, and is searchable by industry or through keyword searches. It organizes recommended careers according to their education requirements / levels. The job outlook can be searched by location, and it contains a database of job openings by location.

Bureau of Labor Statistics

The Bureau of Labor Statistics is the national Department of Labor's website. It contains very readable job descriptions and also contains lots of employment data. It can be found at **www.bls.gov**. It has a student section (tab on the front page) which contains a career exploration tool. There is also a Teacher's section that contains lessons and support materials.



Classroom activities

We'd like your help to improve our materials. Please send your recommendations for classroom activities, posters, or any other content on the BLS K-12 website to k12@bls.gov. We appreciate any suggestions you may have.



How do you spend your time?

Students will learn how to create and interpret a pie chart displaying how they spend their time.

Overview ([PDF](#))
Excel: Directions ([XLS](#)) Worksheet ([PDF](#))
Print: Directions ([PDF](#)) Worksheet ([PDF](#))



Graphing Prices

Students will learn how to graph changes in price levels of goods in this real-world graphing exercise.

Worksheet ([PDF](#))



The Price is Correct

In this activity, students will learn about inflation and play a game to guess how the prices of common goods have changed over the past several years.

Worksheet ([PDF](#))



Choosing a Career

Students will research careers from among the 580 occupations listed in the Occupational Outlook Handbook.

Worksheet ([PDF](#))

CPI Inflation Calculator

\$

in 1953

Has the same buying power as:

in 2013

Inflation Calculator

Students will use the Inflation Calculator to learn how the buying power of the dollar has changed over the years.

Worksheet ([PDF](#))

Wanted: Bilingual Healthcare Workers

45 minutes

Students read and discuss a short article on the market advantages of being bilingual.

Prep

Read *Wanted: Bilingual Healthcare Workers*

Materials

Wanted: Bilingual Healthcare Workers article

Agree or Disagree

Write the following statement on the board and ask students to discuss in pairs whether they agree or disagree and why:

Job seekers whose first language is not English are at a disadvantage when looking for a job.

Once students have discussed for 5 minutes, ask them to share their thoughts.

Reading

Explain that the class is going to read an article about the realities of job opportunities for bilingual workers. Distribute the article, *Wanted: Bilingual Healthcare Workers*, and ask students to read it.

Discussion

What is the main idea of the article?

Bilingual workers are in demand in the healthcare field.

According to the article, why is there currently a demand for bilingual workers in healthcare?

U. S. demographics are changing, with many non-English speakers, and there are increasing numbers of healthcare users in general, many of whom speak languages other than English.

What situations might an interpreter help with in healthcare settings?

X-rays, explaining procedures, explaining follow-up instructions, pain management, explaining instructions in a pharmacy, dieticians explaining food and recipes, hospital transfers via ambulance, hospital admissions, nursing home care

Why is it not ideal for children to translate for their parents or other family members?

Sensitive medical information that might not be appropriate for children to hear about.

Why does the article mention the Civil Rights Act of 1964?

That law required that federally funded organizations have bilingual staff. This includes many hospitals and healthcare facilities.

Wanted: Bilingual Healthcare Workers

Adapted from Dan Woog, Contributing Writer, Monsterjobs.com

Today, as immigration increases and with the nursing shortage in full swing, the demand for bilingual healthcare workers is growing. The greatest need appears to be for Spanish-speaking nurses.

Anita Holt, RN, says bilingualism is critical -- not just in nursing, but throughout the healthcare system. "Patients feel more comfortable if they can talk to someone who understands their language, as well as the beliefs and values of their culture," she says. "For example, it is important for a hospital patient to not only have his wife and children at his bedside, but also his *compadres* and *comadres*, his *tios* and *tias*. If the nurse, lab technician or doctor do not understand the concept of *familia*, the integrity of his care could be compromised.

Sam Romero, founder and president of a Massachusetts-based healthcare recruiter specializing in bilingual and bicultural professionals, agrees. "Physicians' assistants, nurses' aides, orderlies, mental health technicians, food service personnel, people who work in nursing homes -- anyone who understands a different culture and service can make a healthcare organization more efficient and effective," he says. "That understanding helps the organization, too, by cutting down errors, slashing turnover and serving broader populations."

It's the Law

The Civil Rights Act of 1964 mandates that every organization receiving federal money employ bilingual staff. "That's particularly important in the emergency room, where people use medical terminology," Romero says. "People are discussing delicate, sensitive matters, so you shouldn't have a 10-year-old boy interpreting for an OB/GYN. But it happens. I've seen a housekeeper called in, and she told the patient something the doctor wasn't saying. It's much better for a doctor or nurse to provide information."

Holt says bilingual nurses are needed all over the US. Although the demand is most crucial in states bordering Mexico, Hispanic/Latino immigrants -- legal and illegal -- are settling across the country. And the variety of Hispanic/Latino cultures (for example, a patient from Colombia's cultural experience will vary greatly from that of a Puerto Rican patient) only increases the need for bilingual nurses. In response, the National Association of Hispanic Nurses has developed chapters in nearly every state. The organization holds an annual summer conference and networking opportunities.

What Should Bilingual Job Seekers Do?

Holt suggests bilingual healthcare job seekers subscribe to professional journals (such as the *American Journal of Nursing*), and join Hispanic/Latino and non-Hispanic/Latino professional organizations. They should also inquire about collaborative efforts among hospitals, medical and nursing schools, nonprofit foundations and government agencies. This is true even for health professionals who are not proficient in Spanish. For example, the US Department of Health and Human Services awarded the University of Texas at El Paso an \$800,000 grant to prepare culturally and linguistically competent family nurse practitioners to work at border clinics.

Asian-Language Speakers Needed

Bilingual and bicultural healthcare needs extend beyond Spanish, of course. Romero says immigration is increasing from countries like Cambodia, Vietnam and Laos -- places where medical care is vastly different from the US. And at the same time, immigration policy is staunching the flow of healthcare professionals from Asia. "Since 9/11, there is much greater vigilance about who comes in," Romero says. "It's harder for professionals, even folks with doctor's and nurse's degrees, to move here."

Unit Two: Getting Prepared: Education and Experience

In Unit One, students learned about a sampling of healthcare careers and how to use career search resources. In this unit, they will learn about how one career can lead to another, which can lead to another, and what steps need to be taken in between. They learn about common career pathways in healthcare, and read a first-hand account from a teacher, turned professional developer, turned medical student, charting her course of career change.

They read Labor Market Information Services' Career Maps in Home Health Aide and Medical Assistant, learning common paths that people in those professions take as they move along the career ladder. They also read LMIS's *Mapping Your Future in Healthcare: Beyond Hospitals and Nursing Homes*, learning about which healthcare careers require which levels of education.

Lessons and Activities

11. My Work History

Students begin this unit by reflecting on their work history. What factors impacted their own career decision-making? Did they engage in any career-related education or job training? What did they learn about their own interests from jobs they've had? What skills did they acquire?

12. Rebecca's story: How Career Change Happens

Students read a letter about career change from a teacher turned professional developer turned medical student. They create a map of her moves, including actions taken that made each move possible.

13. Identifying Values and Interests

One of the hardest parts of career decision-making is not knowing ourselves. Students increase their self awareness by identifying their work values and interests, considering careers informed by this information about themselves.

14. Home Health Aide Career Map

Students read the Labor Market Information Services' Home Health Aide Career Map, noting the multiple common career pathways HHAs take.

15. Career Families

Students explore the idea of job families or areas, outlined in the Home Health Aide career map by listing jobs related to HHA and what people with those jobs might do at work.

16. Multiple Paths: How Personal Factors Impact Career Movement

Delving more deeply into career pathways, students discuss the personal life factors that cause a worker to choose one path over another.

17. Additional Career Maps: Medical Assistant, Healthcare Information and “Beyond Hospitals and Nursing Homes”

The previous activities can be adapted for use with these additional Career Maps.

18. Reading Help Wanted Ads

Students read very different help wanted ads for similar home health aide jobs. Some contain a lot of information – some contain very little. Using questions and inferences they work to make sense of it all.

19. CUNY Can Get You There: CUNY Programs in Healthcare

Students get an overview of CUNY healthcare programs and resources to research them, including the CUNY college websites and the Discover CUNY chart of majors.

20. General Education Requirements: What Does it Have to Do With Healthcare?

Students look at a sample healthcare major at a CUNY college and discuss the relevance of general education requirements to the major.

21. New and Notable: Healthcare Interpreter and Community Healthcare Worker

Descriptions of two of CUNY’s new and notable healthcare certificate programs.

22. How Do I Enroll in CUNY?

Students learn the steps needed in applying to CUNY certificate and degree programs.

My Work History

45 minutes

Students get personal, reflecting on their own work history and what they have learned from it.

Explain

It's great to hear from experts, but when making career decisions, it's just as important to know yourself – your likes and dislikes, strengths and weaknesses, and what you learned from one job that you will bring into your next work experience. How can you avoid repeating history and continue to make better, more informed and more fulfilling decisions for yourself?

Generating Questions

You are going to interview a partner about his/her work history, finding out about past jobs and what s/he learned from them. Take 15 minutes to write as many questions as you can that will help your partner to describe his/her work history. Your objective is to help him/her think about what s/he learned that can be useful in future career planning. If students have difficulty generating questions, use some from the list below, or others that you think of.

Examples:

What was your first job?

What job did you have after that? And after that?

What did you like about it/them?

What didn't you like about it/them?

Did you ever have a supervisor you thought was especially effective or supportive? What made him/her so?

What did you learn about yourself in that job?

What did you learn about careers in that job?

When you left that job, what kind of job did you want next?

What advice or warnings would you give someone who wanted to do that job?

Were you prepared for the responsibilities of that job? If no, what did you do to prepare yourself?

What did you learn about interviewing or applying for a job?

Explain

Interview your partner, asking the questions you wrote down. Then switch, and your partner will interview you.

Circulate among the students and listen to the conversations, noting any patterns or interesting discussions.

Wrap-up Discussion

Students volunteer to share some of what they discussed.

- What did you learn in this conversation?
- Did you learn anything about yourself?
- Does this give you any new thoughts about your career choices, past, present or future?
- Did you notice any patterns or similarities between you and your partner?

You will study common career moves in the healthcare fields. It is very common for certain entry level careers to lead to certain mid-level and upper-level careers and we are going to look at how people made those moves.

Rebecca's Story: How Career Change Happens

45 minutes

Students read a letter from a teacher to her students explaining her decision to leave the teaching profession and go to medical school. They then map the course she took in changing careers, in preparation for reading career maps in Home Health Aide, Medical Assistant and/or Healthcare Information.

Prep

Read *Rebecca's Letter to Students*

Materials

Rebecca's Letter to Students

Teacher introduces *Rebecca's Letter to Students*, explaining that Rebecca was a teacher for many years and then decided she wanted to make a career change. She had to leave in the middle of the semester because of her change, and wrote a letter to her students to explain. Students will learn what steps she took in order to make the change, and map her course.

Students read *Rebecca's Letter to Students*. When they have finished, write the following questions on the board and ask them to discuss them in pairs:

1. Why did Rebecca write a letter to her students?
2. What jobs has Rebecca had?
3. What is she doing now?
4. Why did she leave her last job?
5. When Rebecca wanted to move from one job to another, what are some of the steps she took?

Rebecca's Letter to Students

Dear Students,

I wanted to share a little bit about my career path with you. I went to college in the 1990s in Ohio. I worked a lot of different jobs while I was in college. When I graduated from college, I didn't know what I wanted to do, but I needed a job right away. I told everyone I knew that I was looking for work. I had a lot of jobs while I was in college, including being a writing tutor and an assistant to an English professor.

One of my friends told me that there was an ESL program at City Tech that needed a teaching assistant. The job including making copies, grading papers, attending class and working with small groups, and doing other things to help the teachers. It sounded like something I could do so I applied right away. The director called me to come for an interview, and I remember then I didn't know what to wear. Should I dress like a teacher? Was I supposed to wear a suit? I didn't have a suit, so I wore nice pants and a button-down shirt.

I got hired and started working with four teachers. They each had me do different things. It was interesting to see how different they all were. One was very quiet in class, and the students were always busy but quiet also. Another talked a lot more, and had a jolly booming voice. I did whatever they asked me to do, and I enjoyed talking with the students, who were all immigrants to the United States and had come from all over the world.

About seven months later, I was starting to look around for other jobs because I didn't get enough hours as a teaching assistant to support myself. One day, the director called me at home. One of the four teachers had fallen and shattered her anklebone. She was going to be out for the rest of the semester. He wanted to know if I could take over and teach the rest of the class. My first instinct was, "No way! I have no idea how to teach a class, I'm just a helper." But he tried to convince me to do it. Also, it was a full time job, and I would make enough money to support myself. So after thinking it over for a day, I agreed to give it a try. I ended up teaching at this school for many years.

My students were amazing. Many of them had moved to New York as adults, knowing almost no English. Most of them worked 40 hours a week or more, and also came to class 25 hours a week. Many of them were my age and were totally reinventing themselves, in a new country, a new language, and a new career. While I loved the students, I was getting a little bored with teaching. One problem with teaching is that you end up teaching the same content over and over and over. I had taught the past tense, the present tense, the present continuous tense so many times. And I didn't really care that much about verb tense. So when I noticed that I was getting irritable in class because I just didn't want to talk about introductions and conclusions and verbs any more, I started thinking about making a change.

It took me many more years to decide what I wanted to do. I talked to a lot of people about it. It was helpful to talk to older people, because they had long careers and could give advice. I was in my early 30s at this time. I knew I would have to work until I was 65 at least, if not longer. So I had almost 35 more years of work ahead of me!

One topic I had always been interested in was sickness and health. My mother was a nurse for 49 years, and my father died of cancer when I was 12 years old, so it was a constant presence in my life when I was growing up. I always enjoyed reading articles about health in the newspaper. But I knew that I didn't want to be a nurse. I knew too much about it from my mom. It had never occurred to me to be a doctor—I knew that you had to be really, really smart to be a doctor, and I hadn't really taken any science in school. I found science interesting, but I didn't have a strong background in it. I also didn't know anyone who had been a doctor.

Right around this time, my mother had surgery because she had skin cancer. I went to be with her, and to the doctor's appointments with her after the surgery. I was surprised to see that the surgeon was about my age, or only a year or two older. The surgeon seemed like a regular guy—not necessarily some genius. He especially seemed like a regular guy when he started flirting with me during my mother's appointment! After the appointment was over, he kept hanging around, asking me questions about what I did and where I lived. I was not interested in him because I already had a boyfriend. But this was an important interaction anyway, because I realized that doctors were not gods—they were just regular people, and weren't even necessarily that much smarter than me.

After that experience, I started to wonder what it would be like to be a doctor. I read some books written by doctors. It reminded me a little bit of teaching—you get to work individually with people and try to help them. But unlike verbs, I was very interested in illness and how to help people have better health. I researched what classes I would need to take to go to medical school. It was a lot of classes—biology 1 and 2, general chemistry 1 and 2, physics 1 and 2, organic chemistry 1 and 2, and calculus. I had taken calculus in college and gotten a C-, which was definitely not good enough for medical school.

I was pretty open about this idea with my friends, and a lot of them encouraged me to try it out. But not everyone did. One of my oldest friends said to me that I should think about why teaching wasn't "good enough" and questioned why I would want to make such a drastic change. I had a hard time explaining why, but it just felt like the right thing to do. I did not tell my mother. I knew that she would not be very supportive and would have a lot of questions and try to convince me to stay at my current job.

Meanwhile, I met a few doctors and talked to them about it. Most of them were very encouraging, but not everyone. It split down gender lines—the women doctors were so excited for me and often told me that going to medical school was the best decision they had ever made. But a few of the male doctors, especially the ones who had gone right into medical school directly from college, warned me against it.

I started classes at Hunter College in February 2012. After being a teacher for a long time, it was really fun to be a student, but it was difficult, too. I disagreed with how some of the teachers were teaching. I had a hard time understanding some of the science. I was still working, and I had to spend a lot of time on the weekends studying. But I felt excited to be going in a new direction.

When I finally told my mother what I was doing, she reacted just like I expected. She said, "Doctors are not very nice people, so why would you want to be a doctor?" She said, "Medical school is very competitive, do you think you will get in?" I was annoyed since it seemed like she didn't think I was smart enough. She then suggested that I become a nurse or maybe a pharmacist instead. After talking to her, I went for a long run in the park to burn off some anger.

In 2014, I applied to medical school, and I got interviews at four schools. I was accepted at one school, rejected from one school, and put on the wait list at two schools. I will go to the school where I was accepted, which is in Cleveland, Ohio, which is where I am from, and where my mother lives.

I will be moving to Cleveland in June 12th. I'm really sad not to be working with this class anymore. I've been so impressed with your thoughtfulness, your ideas, your participation, and your excellent questions.

What I've learned on my journey is that we only have this one life, so you've got to make it into the life you want. I think you all probably agree with me since you are here right now, doing the same thing. If you have people in your life who are not supportive of what you are doing, their lack of support is a reflection of who they are, not who you are.

Adapted from a letter written by Rebecca Leece

Mapping Careers

60 minutes

Prep

Vocabulary: *key, legend, symbol, feature*

Draw a Career Map based on Rebecca's letter

Materials

Paper and markers

Teacher's map of Rebecca's Career Changes

Discussion

Ask: What is a map?

A visual representation of land, or sea.

How is it used?

For navigation. To learn how to travel between points, or how to find where you are, if you're lost.

Most maps have a *key or legend*. What does a key on a map usually tell you?

The scale, for example $\frac{1}{2}$ inch = 20 miles

Why is this important?

So you know how much distance you need to cover. The key tells you whether the distance between two points is 10 miles or 1,000 miles.

Have you ever used a NYC subway map? What are some of the features and symbols on it and what do they represent?

Ex: Different colored lines, representing subway lines, squares for terminal stations, open circles and closed circles for express and local stops, dotted lines for subway tracks currently under construction.

Have you ever used another kind of map? What kind? What was easy or difficult about using it? What are some symbols you might find on a map?

Straight lines, dotted lines, triangles, circles icons, for example of mountains or restaurants

Rebecca's Career Map

Divide students into groups and have each group draw Rebecca's career map.

Discuss Instructions

If you were to draw this career map, what would it look like?

1. Before you draw the map, list Rebecca's jobs in order
2. List anything Rebecca did to help her get a job.
Ex: Talking to others to learn more or having an interview.
3. Now draw a map, drawing a circle around each job and a box around each thing that helped her get the job, for example did she get a new degree, or seek advice from someone who already worked in the field? Use dotted lines to show how she moved from one job to the next.
4. Draw a legend or key, explaining what the circles, boxes and dotted lines mean.

Identifying Values and Interests

45 minutes

Students complete a number of activities to help them identify their values and interests with respect to career choices. The following pages were written by Kate Brandt, and borrowed from the CUNY HSE Curriculum Framework, 2015.

1. My values

Students identify which work-related values are important to them, paving the way for considering careers. For example, setting one's own hours, working alone, using creativity.

2. My Strengths

Students identify personal characteristics that are important to consider when choosing a career path. For example, enthusiasm, adaptability, logical thinking, curiosity.

3. My Skills

Students identify areas in which they excel, such as negotiating, organizing events, selling ideas or products, working with children.

Explain

So much goes in to choosing a career. You can do all the research in the world on careers, but if you don't know your self, you won't know what you're looking for.

Choose one, two, or all three activities to conduct with students.

4) MY VALUES

Values are attitudes or beliefs that represent your preferences. Values are not right or wrong, or true or false but they can determine how you behave, feel, think and also how you make decisions.

Select your top FIVE values. If you find that you have more than five, do your best to narrow down your selection to your STRONGEST five values.

Be an expert at what I do	Follow a set routine daily most of the time	Opportunities for personal growth
Set my own hours/have flexibility	Work alone most of the time	Work regular hours
Compete with others on the job	Gain a sense of achievement	Work under pressure
Spend time with family	Work as a member of a team	Own my own business
Contact with the public	Work in a fast-paced environment	Opportunity for personal growth
Take risks	Help improve society	Opportunities for professional development
Earn a high salary	Help other people	Prestige or social status
Travel often for business	Work in a physically pleasant environment	Perform a variety of tasks each day
Experience adventure/ excitement on the job	Job security	Set my own hours/have flexibility
Use my creativity	Work indoors	
Feel respected for my work	Work outdoors	
Wear a uniform	Lead and influence others	

After you complete this inventory, write a reflection on the following questions:

- Why are these values particularly important to you? How have they shaped your life so far? How might they shape your choice of major, or career?

3) MY STRENGTHS

We all possess strengths that contribute to our success. It is important to recognize these qualities because they can help you identify careers that will satisfy you.

Select your top FIVE strengths. If you find that you have more than five, do your best to narrow down your selection to your STRONGEST five strengths.

Accept criticism	Curious	Fair-minded
Accurate	Decision-maker	Independent
Adaptive	Dependable	Logical
Adventurous	Determined	Motivated
Approachable	Direct	Perform well under pressure
Artistic Reliable	Easy-going	Problem-solver
Attention to detail	Efficient	Quick thinker
Calm	Enthusiastic	Realistic
Confident	Expressive	Relate well to others
Considerate	Honest	Responsible
Creative	Hospitable, welcoming	

After you complete this inventory, write a reflection on the following questions:

- Why did you select these particular strengths? How do these strengths help you as a student? How might they help you in your career? What areas would like to strengthen, as you move forward?

2) MY SKILLS

Skills are learned through your work, school and everyday living. It is important to identify the skills you have to help pinpoint occupations that correspond to them.

Use the chart below to select your top FIVE skills. If you find that you have more than five, do your best to narrow down your selection to your STRONGEST five skills.

Ability to multi-task	Make decisions
Attention to detail	Manage groups of people
Carry out plans	Manage my time effectively
Convince others to see things my way	Meet targets and goals
Counsel—advise others	Motivate myself and others
Delegate tasks to others	Negotiate
Develop evaluation strategies	Organize events
Edit written material	Provide constructive feedback to others
Effective team player	Recognize nonverbal communication
Express my ideas verbally	Report information accurately
Extract important information from written material	Resolve conflicts
Find better ways of doing things	Resourceful
Follow policies correctly	Sell ideas or products
Gather information from a variety of sources	Sensitive to the needs of others
Get along with diverse groups	Set and meet deadlines
Identify feelings in myself and others	Set goals
Identify the reasons something isn't working	Share credit
Imagine new ways of doing things	Solve problems
Lead group discussions	Speak and write clearly
Listen carefully and take notes for reference	Take responsibility to get a job done
Listen carefully to others' point of view	Teach others
	Work with children

After you complete this inventory, write a reflection on the following questions.

- Where did you learn these particular skills? How do these skills help you as a student? How might they help you in your career?

Home Health Aide Career Map

60 minutes

Prep

Vocabulary: *dotted line, dashed line, technical, administrative, clinical, intermediary*

Materials

Home Health Aide Career Map

Explain

Researchers wondered if there were common career pathways that many workers in the same field took. So they studied data to find out and found a few common pathways. Many people begin a career in healthcare as home health aides. Why do you think that is?

It does not require a diploma and involves working with patients.

Some home health aides really enjoy their jobs and remain home health aides for a long time. Others decide they want to make a career change. We are going to study common pathways that home health aides take. Researchers created a map of these common paths, similar to how you created a map for Rebecca's career changes. In this map, like the one you created, you can see the movement from career to career to career.

NOTE: It is very difficult to generalize about careers, because not all employers are looking for the same characteristics in their employees. So the information presented in this map may not be true for all jobs in the field they describe. For example, I know from researching home health aides that many home health companies require only that their employees read at a 6th grade level. Others require a diploma. A diploma will probably help a home health aide move up in the company or move to a higher level position.

Students read the map, then answer questions about it.

Discussion questions

What kind of information is on this map?

- Salary and education requirements of careers, common movement between careers

What do the dotted lines represent?

- Movement between careers

What do the dashed lines represent?

- The amount of time usually taken to move between careers.

What do the tan bubbles represent?

- Technical healthcare jobs.

What are some examples?

- Ultrasound technician, ultrasound supervisor and laboratory manager.

What do the purple bubbles represent?

- Technical/nursing careers.

What does the blue bubble represent?

- A career that is *administrative* and *clinical*.

There is one career that is on the map twice. What is it and why do you think it is on the map twice?

- RN. Once straight from HHA, and once with medical assistant as an intermediary step.

In pairs, take a minute to imagine the person who becomes a medical assistant, then an RN. What factors in her life made him to become a medical assistant before an RN. Now imagine the person who went straight from HHA to RN. What factors allowed that move?

Thinking about Career Families

45 minutes

In groups, students read about one of the career families from the Home Health Aide Career Map-- administrative, clinical or technical.

Materials

Career Families worksheet

Explain

Living things come in families – people, animals, even plants. Careers can be organized into families as well – unique individuals with a lot in common. Thinking about careers in terms of families or areas can help a career explorer identify several possibilities of careers s/he might enjoy.

In the Home Health Aide Career Map, you saw a few different career families. Do you remember what they were?

Technical, administrative, clinical.

You are going to work in a group to explore this idea of a healthcare career family. You are going to discuss how you would describe this kind of career. For example, does it involve working with patients? Is there a lot of paperwork and organization involved? Are machines used?

1. Divide students into four groups and assign each group one of the following topics:

Administrative, clinical, technical or health information. Take a minute to describe health information – healthcare workers who work with patient data, enter it into and retrieve it from computers, work in medical billing, etc.

2. Distribute the *Career Families* worksheet. Do one example of each category together, then have students complete the worksheet together.

Technical: Take ultrasound images, clean and prepare ultrasound equipment, learn how to use ultrasound equipment.

3. Then they discuss whether or not this is a career field in which they might be interested.

Career Families

After reading about the career family in the Career Map, write what people in this family do at work, additional tasks you think they might do, and what you have seen people in this job family do at work. Then discuss whether or not you might like a job in this career family and why or why not.

Career Family:

They do these tasks at work.	We wondered if they also perform these tasks

I have seen people in this career family doing the following tasks

Multiple Paths: How Personal Factors Impact Career Movement

45 minutes

In the Career Maps, students saw that there were a few common pathways that workers took. For example, some home health aides became RNs. Other home health aides first became medical assistants and then became home health aides. Now they will consider what goes in to choosing a career path. What would make some home health aides become medical assistants before becoming nurses, as opposed to others who became nurses with no steps in between? And in general, what personal factors impact how a worker will change careers?

Discuss

In the Career Maps, you saw a few different career paths, what were they?

- Some home health aides became RNs with no stops in between. Others became medical assistants first. Others became ultrasound technicians or laboratory managers.

Brainstorm

The class brainstorms and teacher writes responses on the board:

What life factors might play a role in the pathway workers take?

Examples:

- Their interests, for example working with patients or working with technical equipment.
- Their time. A career change might require a lot of education, which they might, or might not have.
- Family. They might need to spend more or less time taking care of family members.
- Money. They might have to invest a good deal of money into their education.
- Limitations. They might find a particular career is too difficult physically.
- Career exploration. They might try a few different careers before they find one that is a good fit.

In pairs students discuss factors that impact their personal career choices. The teacher writes on the board:

- How does family impact your career choice?
- How does time impact your career choice?
- How does money impact your career choice?
- How does interest or personality impact your career choice?
- What else impacts your career choice?

Additional Labor Market Information Service Career Maps

The previous lessons can be adapted for use with additional LMIS Career Maps in healthcare, including Medical Assistant and Health Information. Medical Assistant is a common entry level career and Healthcare Information is a vast and rapidly growing area in healthcare. Like the Home Health Aide maps, both are visual and contain lots of information about job responsibilities, individual careers and career families, salaries and required education.

Medical Assistant

Medical Assistant is a common entry level career for workers with an Associate's degree, that can lead to many higher level healthcare careers, including clinical and administrative positions, such as Nursing positions or various administrative or managerial positions.

Healthcare Information

Having gotten a taste of this new field during class presentations, students can now learn about it in more detail. With the digitization of healthcare records, this is a rapidly growing field, including workers who collect information from patients, retrieve and organize information, crunch the numbers, analyze the data and repair the computers when they freeze! It also includes medical billers, which is an expanding field. Like most fields, there are also administrative and managerial positions. This is a good field for people interested in healthcare, who are not interested in working as clinicians.

Beyond Hospitals and Nursing Homes

In Unit One, students researched one of five healthcare careers, representing careers that require a little to a lot of education, training, practice and certification. With the Labor Market Information Service's *Healthcare: Beyond Hospitals and Nursing Homes*, students are introduced to dozens of careers in healthcare, organized by the level of education and practice required. They include clinical, technical, administrative and health information careers. Like the other career maps, they contain information on responsibilities, required education, salary and work hours.

Reading Sample Want Ads

60 minutes

Students read a selection of help wanted ads posted on the Monster Jobs website. Some of the ads are very detailed. Others are not. How will they know what the job entails, whether or not they are qualified, or if it is a good fit for them? By reading, inferring and asking lots of questions.

Prep

Read the *Selected Job Ads* for Home Health Aides

Materials

Selected Job Ads for Home Health Aides

Job Ad Information worksheet

Explain

Imagine you have completed the training in your field, have had some internship or field experience, and are now ready to look for a job. You're looking through job ads. What information is included? In groups, students will list this information in the left hand column on the Ad Information Checklist.

Example: Salary, location, start date, responsibilities, population served, contact person

Groups will now read the job ads from three home health care companies and put a check in the corresponding box for the information included. For example, if the job ad for Brook Street lists the start date, they will put a check in the corresponding box. If not, they will leave it blank.

Discussion

The class will discuss their experience of reading the job ads:

- How are they different from one another?
- Were some more informative than others? How so?
- What information was missing from the less informative job ads?
- What questions should a job-seeker ask for the less informative ones?

Ad Information Checklist

*In the left-hand column, write information you expect to find in a help wanted ad.
Then read the sample ads and check which ads contain which pieces of information.*

Job Information	Brook Street	Best Choice	Encare

Certified Home Health Aid

Job Summary

Company

Brook Street USA

Location

New York, NY

Industries

Healthcare Services

Job Type

Full Time

Employee

Job Reference Code

NY2015HH_1441145221

Contact Information

Khurram Muhammad

Brook Street USA

About the Job

Our client is a home health care company that provides supportive assistance for patients. They are seeking a New Jersey certified home health aide who's able to work with the elderly, hospital discharges, and bed bound individuals.

If you are outgoing, personable, and proficient in Microsoft office, please contact Kelien Gibbs @ 646.780.5180.

MonsterJobs.com

Home Health Aide (HHA)

Best Choice Home Care Agency - New York, NY

Posted: 9/7/2015

Immediate Work Available For Certified Home Health Aides

- Great Cases are open for FULL TIME/ PART-TIME/ DAY/ EVENING AND EVEN WEEKENDS (Flexible)
- Excellent Pay & Benefits! (1199 Union): Live- in Aides: \$300.00 - Sign on Bonus after 30 shifts!
- We are welcoming all newcomers who speaks: Korean, Spanish, Russians, Creole/French is a PLUS!
- This is a great opportunity to work for an agency where you will be valued and respected.

Job Description

Home health aides provide in-home care to elderly, disabled, and ill people. They provide many different services, including bathing, dressing, and housekeeping. They may also administer simple prescribed medications.

Home health aides normally work under the supervision of a nurse or other medical professional who can provide assistance when more advanced care is required.

Because many home health aides visit their clients repeatedly over the course of many months or years, this is one of the few occupations in healthcare where you can really get to know the people you care for. For many people, this makes it a very rewarding occupation.

Requirements:

1. Come into interview dressed professionally.
2. NEED: Current Physical w/ 2 step PPD and/ or Chest X rays
LAB REPORTS: Rubella / Rubeola & Flu vaccinations
3. 2 Forms of ID (Passport, State ID, Non Driver's License, S.S)
4. 2 Personal References (typed, signed & dated)
5. Bring HHA certificate

Additional Information

Walk-ins Welcomed: EVERY THURSDAY 10AM~ 3PM

Centerlight Health Care Inc.,

136-65 Avenue- 2nd FL

Flushing , NY 11354

(718) 319- 2525/ (718) 319- 2574

Home Health Care Aide

Job Summary

Company

Encare

Location

Bronx, NY 10452

Industries

All

Job Type

Full Time

Employee

Job Reference Code

8210127EW

About the Job

HOME HEALTH AIDE WANTED
All 5 Boroughs. Competitive Salary
ENCARE: 800-847-1094

CUNY Can Get You There: CUNY Programs in Healthcare

Now that students have been exposed to many careers and are developing preferences, they will begin to wonder, how can I become one? CUNY offers dozens of certificate and degree programs in healthcare. Students do not need to choose one immediately, but should become comfortable learning how to research them.

Background on CUNY

The City University of New York has campuses in all five New York City boroughs. It is comprised of 24 colleges in total, offering Associate's, Bachelors, Masters, Doctoral and Professional degrees, in addition to Certificate programs. Degree programs are offered through the college's academic departments. Certificate programs are generally offered through the Continuing Education departments.

CUNY Community Colleges

CUNY's community colleges, also known as 2-year colleges, include the Borough of Manhattan Community College, Bronx Community College, Stella and Charles Guttman Community College, Hostos Community College, Kingsborough Community College, LaGuardia Community College and Queensborough Community College. These colleges offer Associate's degrees and Certificates. Many adult education students enter degree programs through CUNY's community colleges.

CUNY Comprehensive Colleges

Some CUNY colleges offer Associate's and Bachelor's degree programs. These are sometimes referred to as comprehensive colleges, and are also known as senior colleges. They offer 2-year and 4-year degrees. They include Medgar Evers College, New York City College of Technology and the College of Staten Island. Many adult education students enter degree programs at these colleges as well.

CUNY Senior Colleges

CUNY's senior colleges include Baruch College, Brooklyn College, Queens College, York College, The City College of New York, Lehman College, Hunter College and John Jay College of Criminal Justice. These colleges offer undergraduate and graduate degrees – Bachelor's, Master's and Doctoral degrees, in addition to Certificates.

Understanding Degrees vs. Certificates

Most CUNY colleges offer both certificate and degree programs. Following are some of the main distinctions.

What are Degrees and Certificates?

College degrees require several years of study and include coursework in a student's major as well as foundational coursework in subjects like English, Math and Science. Degree programs require that students have high school or equivalent diplomas, be accepted for admission to the college, and pass placement exams before taking courses for credit. Most Associate's degrees require 60-65 credits.

Certificate programs vary in their requirements and details. Some are credit-bearing, while others are not. Most require a high school or equivalent diploma, but some do not. Some credits earned may transfer into a degree program if students decide to pursue a degree at a later date. Some lead to licensure, which may have requirements of its own, such as legal residency.

How Can I Pay For Degrees and Certificates?

The tuition for degree programs is a flat rate for full-time students, those who take 12 or more credits per semester. Part-time students, those who take fewer than 12 credits per semester, are charged a rate per credit hour. Students who receive Financial Aid from the federal and/or state governments can use these grants toward tuition. Other sources of financial support for degree programs include loans and scholarships. CUNY also offers a payment plan allowing students to pay tuition in installments.

The college's Financial Aid cannot be used for non-degree programs. Financial support for Certificate programs include other government grants, loans and scholarships. Public Assistance grants can be used toward many Certificate programs.

Some students who are not eligible for federal or state Financial Aid may be eligible for scholarships specifically intended for them, such as in the case of undocumented students.

Which is Better, Degree or Certificate?

Both are valid and useful forms of education. Students need to assess their own situations in order to decide which is right for them. They should consider:

- How much time they can devote to education, on a weekly basis and in total numbers of years.
- What kind of career they are interested in preparing for.
- How much money they have to spend on education.
- What they are willing to do in order to secure more funding for education, such as applying for scholarships.
- How much weight the credential (degree or certificate) carries in the labor market, in particular, if it is required or beneficial for the career they want to pursue.

Researching CUNY Degree and Certificate Healthcare Programs

Students practice using the college website to locate degree and certificate programs in healthcare, then choose one degree program to research in further detail.

Prep

Explore the certificate and degree programs your college offers by going to the college website and reading about majors within the Academic portion of the website, and certificates in the Continuing Education department. You will lead students through navigating these areas.

Materials

This session requires use of a computer lab.

Instructions

In the computer lab, ask students to turn off their monitors and direct their attention to the back page of the Home Health Aide or Medical Assistant Career Map. Ask what they see.

- Healthcare programs across CUNY campuses.

What kinds of programs?

- Certificate, Associate's, Bachelor's, among others.

What's the difference?

- Amount of time in program, level of credential. Explain that in many, though not all fields, a degree is considered a higher level credential than a certification, but that some careers do not require more than a certificate, so both are important to consider.

Explain that the programs listed here are only a few that CUNY colleges offer and today students are going to explore other healthcare programs that the college offers.

Have students navigate to the college's website, to Academics, and to find all of the majors related to healthcare. Explain that they may be in a variety of places, for example, there may be an Allied Health division, a Science division, or majors may be listed alphabetically. Ask students to find as many healthcare majors as they can and write them on the worksheet under Majors. Then have them navigate to Continuing Education and do the same with certificates.

Next, have students choose one program they will explore in greater detail. They will navigate to the program's page and answer questions about it.

Healthcare Majors & Certificates at

_____ College

Use the college website to find majors and certificates in healthcare offered at the college. For college majors that lead to degrees, look under the Academics section of the website. For certificate programs, look in the Continuing Education Department. List a minimum of 8 in total.

College Website: www._____.cuny.edu

Majors Leading to Degrees

- 1.
- 2.
- 3.
- 4.
- 5.

Certificates

- 1.
- 2.
- 3.
- 4.
- 5.

Exploring a College Healthcare Degree

Choose one healthcare degree program that you will explore in detail.
Use the college website to read about the major, then paraphrase to complete the questions below.

1. What is the name of the program?
2. What type of degree is it (Associate's in Arts, for example)?
3. Name three things you will learn or practice in this program.
4. How many credits can you earn in this program?
5. Where is the office on campus to find out more about it?
6. Is there an internship, placement, or practice portion of this program? Explain.
7. Write about one part that sounds interesting to you and explain why. Write about one part that sounds like it might be difficult for you and explain why.

Understanding Degree Program Requirements

60 minutes

Part of researching college degrees involves learning about which courses are required of which majors. Every major has certain requirements. Some requirements specify a particular course; other requirements allow students to choose from several related courses. Most students are required to take two semesters of English composition. Other requirements may include Math, Science, Humanities, Social Sciences, Foreign Languages and/or Arts courses. Sometimes students have difficulty understanding the relevance of general education requirements to their major. Students look at a sample healthcare major and discuss the importance of the general education requirements.

Requirements of majors are divided into three main areas – Curriculum Requirements, which are the courses that relate directly to the major; and General Education requirements, which are divided into two parts: Required Core and Flexible Core. Course requirements of the major are usually outlined in the description of the major in the Academics section of the college website. See the description of the Health Information Technology major at Borough of Manhattan Community College on the next page as an example.

Prep

Read the Health Information Technology description in the BMCC website, and practice navigating there from the Academics area of the BMCC website.

Materials

This lesson should be conducted in the computer lab or with handouts from the BMCC website.

Explain

We're going to look at a healthcare major offered at BMCC – Health Information Technology. What do you think that is?

- Preparing students for a career in working with some of the computerized systems in healthcare, such as computerized medical records, billing, etc.

What courses do you think are required in this major?

- That's what we're going to find out today. You'll learn how to navigate a college website to find the required courses. We're going to use Health Information Technology as an example so that in the future you will be able to look at the major or certificate that you are interested in.

1. Write **BMCC.cuny.edu** on the board and have students navigate there, making sure they are all on the correct page. Then ask them to click on **Academics**, then **Academic Programs**, then find and click on **Healthcare Information Technology**.
2. Explain that the major requirements come in two major parts: curriculum requirements and general education requirements. General education requirements are further divided into core and flexible core requirements. Curriculum requirements are the courses that directly relate the major or career. Core and flexible core requirements are courses that students in this and other majors take across a variety of departments, many of which prepare students for further study in their major area.

Ask students to read through all the requirements and explain that each requirement is linked to a course description that includes more detailed information.

Divide students into groups of three and ask them to complete the following worksheet.



Health Information Technology Program Requirements

The Health Information Technology (HIT) program is a two-year, 5 semester 67-credit course of study offered through the Allied Health Sciences department at BMCC. The program is accredited by the Commission on Accreditation for Health Informatics and Information Management Educational Programs. Students who successfully complete the program obtain an associate of applied science (AAS) degree and are eligible for certification as a registered health information technician (RHIT) via an examination administered by the American Health Information Management Association.

Things to Know

- HIT courses are offered only during the day, although courses in the liberal arts and sciences may be offered in the evenings and on weekends.
- Students are required to complete two professional practice experiences at participating health care facilities.
- Students must attain an average of C or better in all HIT courses to maintain eligibility in the program.
- BMCC students wishing to transfer into the HIT program must have a grade-point average of 2.0 or above and completed all remedial course requirements.

100% of employers and graduates surveyed for the past several years are satisfied that the program prepares students for employment.

Program Requirements

Common Core

Required Common Core

English Composition	6
Mathematical and Quantitative Reasoning	4
MAT 150 Introduction to Statistics	
Life and Physical Sciences	4
BIO 425 Anatomy and Physiology I	
Total Required Common Core	14

Flexible Core

Creative Expression

SPE 100

Fundamentals of Speech ¹

3

Scientific World

BIO 426

Anatomy and Physiology II

4

PSY 100

General Psychology

3

Total Flexible Core

10

Total Common Core

24

Curriculum Requirements

Fall 1

HIT 103

Medical Terminology I

3

HIT 106

Pathology of Diseases I

3

HIT 107

Health Record Systems

2

HIT 108

Health Data Information, Storage and Retrieval

3

Spring 1

HIT 203

Medical Terminology II

3

HIT 204

Health Statistics

2

HIT 207

Coding and Classifications Systems I

2

HIT 208

Pathology of Diseases II

3

Summer I Session

HIT 210
Professional Practice Experience I

3

Fall 2

HIT 331
HIM Medical/Legal Applications

2

HIT 332
Quality Management and Improvement

2

HIT 333
Coding and Classifications Systems II

2

CIS 207
Healthcare Information Technologies and Management Systems

4

Spring 2

HIT 421
Coding and Classifications Systems III

2

HIT 422
Health Care Delivery Systems

1

HIT 423
Management in the HIM Department

2

HIT 430
Professional Practice Experience II

4

43
Total Curriculum Credits

67
Total Program Credits

Notes:

1. For students whose first language is not English, SPE 102 will satisfy this requirement.
2. Students needing remediation in Reading, Writing or Math can take CUNY Start prior to matriculation.
3. Students whose first language is not English needing remediation in Reading or Writing can take the CUNY Language Immersion Program (CLIP) prior to matriculation.

Understanding General Education Requirements

Read the Healthcare Information Technology description on the BMCC website, www.bmcc.cuny.edu
For each course listed below, click on the link to read more about it in order to answer the questions.

1. English Composition – How will this course help Health Information professionals?
2. Mathematical and Quantitative Reasoning – Why do Health Information professionals need math?
3. Anatomy and Physiology – Why do you think this course is required?
4. Fundamentals of Speech – What does this course have to do with Healthcare Information?

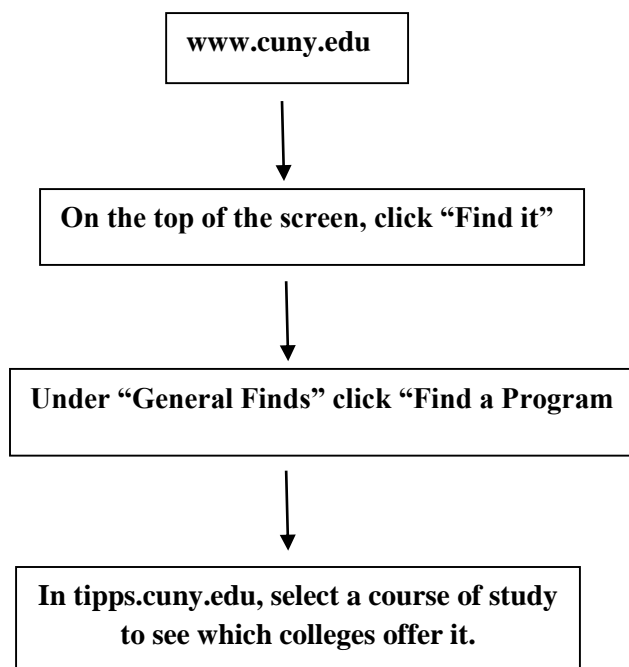
7. Having learned about Healthcare Information Technology, is this a career you would consider pursuing? Why or why not?

CUNY-wide Resources on Majors: CUNY.edu and Discover CUNY

As students explore majors and certificates offered by the college they are currently attending, they may become interested in a major not offered by the college. The most popular majors are offered at many campuses, though each campus has special majors not offered elsewhere. Two resources that can be used to find which majors are offered at which colleges are the main CUNY website and the Discover CUNY pamphlet.

www.cuny.edu

College majors can be searched on the main CUNY website by navigating to:



Discover CUNY

Discover CUNY, also accessed through www.cuny.edu, is a pamphlet containing all of the majors in CUNY organized in alphabetical order, which colleges offer them, and whether they are offered as Associate's or Bachelor's degrees. It does not include Certificate programs. It may be used to conduct further research on a not offered at the college a student is currently attending.

New and Notable Healthcare Certificate Programs

Having researched degree programs, students will now learn about certificate programs. Certificate programs can be credit-bearing or not, require one semester or many semesters of study, may be open to diploma-holders only or may be open to those have not yet earned diplomas. There is a lot of variation in certificate programs. In CUNY, they are housed in the Continuing Education departments. As the needs of industries change, colleges are adding and updating certificate programs all the time. The most up-to-date information can be found through the Continuing Education offices.

One new and notable certificate program is Medical Interpreter. According to the Census Bureau's 2012 American Community Survey, 49% of New Yorkers speak a language other than English at home. With the rise in healthcare facility and hospital use comes an increased need for foreign language interpreters in healthcare settings. CUNY campuses offer a Healthcare Interpreter certificate program for students already fluent in English and another language.

Another valuable healthcare certificate program is Medical Biller/Coder, which is offered in the Continuing Education departments of many CUNY colleges. The current rise in healthcare use creates administrative jobs in healthcare, including Medical Biller/Coder. These are people who assign a code to the healthcare services a patient receives, identifying them to insurance companies and medical personnel. This is a good job for people who want a non-clinical position in healthcare, are comfortable with numbers and are very detail oriented.

The fliers on the next pages outline these certificate programs at a few CUNY community colleges. There may be differences in requirements and program details in similar certificate programs at different colleges, so researching individual programs is always recommended.

Medical Interpreter

60 million people in the U.S., and 3 million New York City residents alone, do not speak fluent English. A rewarding career as a Medical Interpreter, one of the fastest growing professions in the nation, begins at Hunter College. The Medical Interpreter is a nationally recognized 48-hour Certificate Program in Health Care and Social Services Interpreting. The program covers basic & advanced interpreting skills, medical terminology, Code of Ethics and Standards of Practice, cross-cultural communication, memory development and note-taking, intonation makeover for less accented speech, and the U.S. health care system. By successfully completing this program, students will meet a key prerequisite of National Certification for Medical Interpreters.

Registration and Tuition:

Students must be proficient in English and any second language. Tuition is \$1,100 plus a one time \$20 registration fee.

Fall 2015 Schedule	Day	Time	Dates
The Medical Interpreter, Sec.2	Mon.- Fri.	5:45-9:45pm	11/30-12/4
	Saturday	8:30-12:30pm	12/5 & 12/12

Course Information:

The Medical Interpreter: from Bilingual to Professional

(language-neutral program – students with any second language are welcome)

The program is taught by an instructor with extensive expertise in linguistically, culturally & legally fluent interpreting in healthcare and a practicing Medical Doctor providing services for the diverse population groups. Role plays and group exercises provide hands-on experience for skills development. Video segments offer demonstrations of the “right and wrong” ways to interpret. Each student receives 400-page Training manual, 90-page Exercise & Role Play workbook and 130-page ‘Medical Terminology for Interpreter’ handbook. Optional 150-hour Shadowing Practicum at one of the NYC area hospitals is available upon successful completion of the 48-hour Program. If you have any questions please contact Eric Candle at ecandle@ecdata.net.

The class will cover:

- Medical Interpreting as a profession, LEP population groups, language access laws
- National Certification for Medical Interpreters: the roadmap to get hired!
- Basic and advanced interpreting skills, active listening and art of prediction, modes of interpreting, note-taking and memory development techniques
- Codes of Ethics, Standards of Practice and Medical Interpreters roles
- Ethical decision making process
- 'Intonation makeover' for less-accented speech
- Medical terminology for interpreters: Greek and Latin roots, suffixes and prefixes; human body systems (anatomy and physiology); vocabulary resources for any working language pair and a strategy for overcoming linguistic/cultural terminology challenges; differential diagnosis and smart medical terminology
- Cross cultural communication; cultural humility; culture bound syndromes; high-context vs. low-context cultures
- The Culturally and Linguistically Appropriate Services in Health Care
- The U.S. health care system and the Affordable Care Act
- Interpreting in mental and behavioral health settings
- Technology and Interpreting: Over-the-Phone and Video Remote modalities
- Medical interpreting in New York City and New York State: regulatory environment & professional opportunities

Continuing Education Certificate Programs are part-time non-credited courses and therefore we do not issue student visas. To apply for a student visa, students must be enrolled in a full-time credited college program or an ESL studies program.

Medical Billing/Coding at Bronx Community College

Following is a description of the Medical Billing/Coding certificate program offered by Bronx Community College's Continuing Education department. Similar courses are offered at other CUNY colleges.



MEDICAL BILLING & CODING (ACE 4730)

110 hours; Tuition \$995

Saturday 9:30am - 1:30pm

October 31, 2015 - June 11, 2016

Requires a High School Diploma or HSE
(High School Equivalency)

This program is for those who wish to begin a career as a medical coder. The program includes advanced medical terminology, comprehensive coding (CD-9 & CPT -9), HCPCS and computerized medical billing. In addition you will learn the rules and regulations of Medicaid claim submission for physician billing and the eligibility requirements of patients.

How Do I Enroll in CUNY?

Certificates

CUNY certificate programs are administered through the colleges' Continuing Education departments. Students should contact the college's Continuing Education office to determine if there are any prerequisites, the cost, schedule, location, deadlines and other pertinent information. Most programs require a high school diploma or equivalency as a prerequisite, but some, such as home health aide, do not.

Degrees

Once students have received a high school diploma or equivalent, they may apply to a CUNY college. They should research which college they want to attend, in order to find the best fit for their needs and interests. Once they are accepted, they will take placement exams in Reading, Writing and Math, which will determine whether they are placed into credit or developmental (remedial) courses. Students who need remediation may consider enrolling in CUNY Start or CLIP to work on basic skills at low cost.

Step 1: Research programs and colleges

There are many factors to consider when researching a college program, such as:

- Where is the college located and how will I get there?
- Does it offer the major I am interested in?
- Can I afford the tuition, either through payment, financial aid or scholarships?
- Are classes offered at times that work for me?
- How much time will I need to devote to attending classes, commuting and class preparation, including reading, completing assignments, group projects, and preparing for exams?

Step 2: (May be concurrent to Step 1) Earn high school or equivalent diploma.

Step 3: Apply to CUNY through the college's Admission Office, known as Direct Admit, or online through the college website.

Step 4: Apply for Financial Aid – Pell, the federal grant and TAP, the New York State grant, through the website, www.fafsa.gov

Step 5: Once accepted, take CUNY placement exams in Reading, Writing and Math.

Step 6: If remediation is required, enroll in CLIP or CUNY Start.

The CUNY Language Immersion Program is for students who are non-native English speakers and need to improve their reading and writing in English before enrolling in credit-bearing college courses.

CUNY Start is for fluent English speakers who need to improve reading, writing or math skills before enrolling in credit-bearing courses.

Step 7: Attend New Student Orientations

Special Programs

Beginning college can be overwhelming to many new students. The following CUNY programs provide students with smaller settings and more individual attention, academic support, such as instructional immersion and tutoring, financial support, such as contributing to tuition, travel expenses and book costs, and personal and academic advisement.

Low Cost Programs for Students with Remedial Needs

CLIP (CUNY Language Immersion Program) – An intensive English as a Second Language (ESL) program for CUNY students who need to improve their academic English language skills. Classes meet five hours a day, five days a week, in day or evening sessions in all five boroughs.

CUNY Start – Provides intensive preparation in academic reading, writing, math, and "college success." An academic program with social supports, CUNY Start helps students prepare to re-take placement exams in Reading, Writing and Math, and enter degree programs.

Financial and Academic Supports for Degree Students

ASAP (Accelerated Studies in Associate's Programs) – Helps associate degree students earn their degrees as quickly as possible, ideally within three years. ASAP includes a consolidated block schedule, cohorts by major, small class size, and requires full-time study. It also includes tuition waivers for financial aid-eligible students, textbook assistance, and monthly MetroCards.

College Discovery – Available to financially eligible students, College Discovery offers a pre-college summer program, tutoring, counseling and advisement, tuition assistance, book and materials stipends.

The above programs are university-wide programs. Individual CUNY colleges offer additional programs. Representatives are often available to present on panels or to classes.

Unit Three: In Their Own Words

In Unit One, students learn about the big picture of employment through graphs, charts and research. They think broadly about the range of careers encompassed by healthcare and practice using career database websites to conduct research based on their own interests.

In Unit Two, they use Career Maps to learn how careers relate to one another, and can be stacked one upon the other to make career pathways. They learn about common pathways in healthcare and consider their own criteria for movement between careers.

In Unit Three, their research becomes personal. They hear from workers themselves, taking advantage of firsthand accounts from workers in writing and video. They read personal narratives and write essays in response. They watch and discuss video interviews. And they have the opportunity to meet workers in person through a career panel.

1. Informational Interviews: How to Develop Interview Questions

Students are introduced to this unit by thinking about personal narratives and how they can be useful in their career searches. They develop meaningful questions for workers in the field.

2. Video Interview #1: Claudia Gets a Promotion

A seasoned home health aide explains how she earned a promotion. Discussion guide included.

3. Video Interview #2: Zaida's Advice for Working with Supervisors

Another seasoned home health aide shares her tips for problem-solving with supervisors. Students think about her and their own experiences with supervision, as people who have had supervisors, or people who supervise others, at work or at home.

4. Additional Healthcare Video Interview Resources

A listing of some of the dozens of healthcare video interviews that can be found on Youtube. Selections include entry level and medium level positions such as medical assistants, EMTs and ultrasound technicians.

5. Nurse Bonnie Archer's Story: Reading and Essay

Students read a story told by Bonnie Archer, a nurse at Columbia Presbyterian Hospital. They then write an essay on it, including a first draft, peer review and revisions.

6. Joseph Prestipino, The Operating Room Barber: Reading, Notes and Discussion

Students will read about a profession they might not associate with healthcare, a barber. They will practice taking notes and conducting a discussion.

7. Healthcare Career Panel

Students write questions for and hear from a panel of healthcare professionals.

Developing Informational Interview Questions

45 minutes

After having conducted research online and through other methods, students work on developing questions as a research technique, specifically the questions one might ask in an informational interview.

Discuss:

What are some of the ways you have conducted research on careers so far this semester?

- Descriptions on Career Zone/Career Cruising/Mynextmove/BLS
- Information on Career Maps
 - o What kind of information?
 - Responsibilities, education requirements, salary, common pathways

What are other sources of information about jobs?

- Help wanted ads, workers themselves, career guide books, observation

Today we are going to focus on gathering information from workers themselves. If you wanted to learn about a job from a worker, how would you find that worker?

- Family, friends, classmate, student, professor, place of business, ask everyone I know that I am looking to speak to someone in this industry.

When you ask someone about their job in order to learn more about it, it's called an informational interview. When in this course did you read about an informational interview?

- In Rebecca's Letter to Students.

Who did she interview?

- Doctors.

Why?

- To see if becoming a doctor was something she might want to do.

Where did she find the doctors? Were they people she knew personally?

- One was her mom's doctor.

What did Rebecca think of her mother's doctor?

- She remembers being surprised that he seemed like a "regular guy," which made her think that becoming a doctor might be within her reach.

Did all the people who interviewed say similar things?

- No. Some were very encouraging and some were discouraging.

Why did she decide to go to medical school even though some people thought it was a bad idea?

- She came to her own conclusions, taking into account all of the research she conducted, her own knowledge of herself and her interests.

IDIOM

Have you ever heard the expression, “**take it with a grain of salt?**” It means that the information you have received is one person’s opinion, and you need to interpret it for yourself. You might agree or you might not. Either way it’s valuable to hear someone’s opinion. That’s exactly what Rebecca did when many people gave her their opinions about going to medical school. She listened, came to her own conclusions based on what she heard, and made decisions that seemed right for her.

Developing Interview Questions

Rebecca asked some very specific questions about going to medical school. Now it's your turn. Imagine that you are interviewing a worker about a career you are interested in. Write the questions you will ask them. Think about everything you want to know about working in this field and ask questions that help you learn about their experience and get some advice from an experienced worker.

What	
Where	
How	
How often	
How much	
Who	
When	
Describe	

Video Interview #1: Cynthia Gets a Promotion

Prep

Watch Cynthia's interview at

<https://www.youtube.com/watch?v=dbNio6ZoW-U&feature=youtu.be>

Materials

Computer projection

Pre-view predictions

Students will watch a short video interview with a home health aide who gives her advice on how to get a promotion. First, ask students a few questions. If they were interviewing Cynthia, what would they ask:

Ex: How long did it take you to get a promotion?

Did you have to ask for it, or was it offered?

Do you have regular performance evaluations?

Have you ever had an evaluation you disagreed with?

Has a patient ever complained about you?

What if your supervisor doesn't like you?

Would you have stayed at your job if you had been denied a promotion? Why?

Video Screening

Students watch the video at

<https://www.youtube.com/watch?v=dbNio6ZoW-U&feature=youtu.be>

and discuss what they saw.

Discussion of Video Interview #1: Cynthia Gets a Promotion

- Cynthia says several times that she loves her job. What do you think she likes about it?
- What are some of her responsibilities at work?
- How did Cynthia get promoted?
- List three pieces of advice Cynthia gives to new employees.
- Cynthia talks about being a peer mentor. What is that?
- Having seen the video, what are some additional questions you have?
- Do you think you would like Cynthia's job? Why or why not?
- Do you think Cynthia should stay in her job? Why or why not?

Video Interview #2: Zaida's Advice for Working with Supervisors

Prep

Watch Zaida's interview at <https://vimeo.com/115571766> by logging on with the password CUNYHHA.

Materials

Computer with projection

Explain

Zaida is a worker who speaks about working with supervisors to solve problems. She also speaks about getting a raise. What questions do you have for Zaida? Teacher writes students' questions on the board.

Video Screening

Students watch the video and listen for the answers to their questions.

Discussion

- Cynthia and Zaida have different suggestions about how employees can get the hours they need. What is Zaida's advice? What is Cynthia's advice? Which do you prefer?

Watch the video a second time to answer the following questions:

- Why did Zaida's mentee think about applying for unemployment? How did Zaida help her?
- Why does Zaida say, "you have to know how to play the game?" What is the game?
- What does Zaida say about not speaking English well? Do you agree with her?
- Why did Zaida and Cynthia go to Albany? Who are the "big men" they spoke to?
- How much do Zaida and Cynthia get paid? How much do they want to get paid?
- Why does Zaida mention restaurant and daycare workers?
- Have you ever had a difficult experience with a supervisor? Were you able to solve it? If so, how? If not, why do you think you could not reach a solution?
- Do you ever have to supervise anyone, either at home, such as a younger sibling, or at work? What do you think makes people listen to a supervisor? What do you think makes an effective supervisor?

Additional Healthcare Videos

There are dozens of career-related videos on Youtube, containing short video interviews with healthcare professionals speaking about their jobs. Classes can discuss these videos similarly to the ones of Cynthia and Zaida. Youtube can also be searched to find additional career videos by using a keyword search.

1. Healthcare Career Pathways

A 6-minute video introducing healthcare careers that do not require Bachelor's degrees. Many require certificates or Associate's degrees. Includes job descriptions, salaries and education.

https://www.youtube.com/watch?v=fvkCs_63HSM

2. Healthcare Managers

A 3-minute video introducing what healthcare managers do and where they work.

https://www.youtube.com/watch?v=fvkCs_63HSM

3. Healthcare Information Management

A 3-minute video explaining the data-related world of healthcare information, including what college courses are required.

<https://www.youtube.com/watch?v=ITbY8taAMcg>

4. Medical Assisting

An interviewer interviews a medical assistant and goes through a sample appointment. She explains many of her responsibilities in detail.

https://www.youtube.com/watch?v=dNM_OpSmMyc

5. Surgical Technology

A 5-minute video showing the duties of surgical technologists.

<https://www.youtube.com/watch?v=uNDR2ZT9Yxl>

6. Ultrasound Technology

An ultrasound technologist explains her responsibilities, demonstrating the equipment she uses, and describing educational requirements.

<https://www.youtube.com/watch?v=s3McedzGDgg>

7. Paramedic

A “ride-along,” this video takes place in on-shift ambulance.

https://www.youtube.com/watch?v=87DvYA3nX_M

8. Community Health Worker/Health Promoter

Immigrant Community Health Workers explain how members of the local community who share language and culture with residents can help improve local health.

https://www.youtube.com/watch?v=_ia9Cfi9KgE

9. Healthcare Interpreter

A college professor describes a new certificate in Healthcare Interpretation.

https://www.youtube.com/watch?v=N3_jrrXbu94

Nurse Bonnie Archer's Story, Part One

75 minutes

Prep

Read Parts 1 and 2 of Bonnie Archer's story and discussion guidelines

Vocabulary: donor/donation, transplant, recipient, suspense

Materials

Bonnie Archer story, pp. 84-86

Explain

How many of you want to be nurses, or work in a hospital in another capacity? Today you will practice your reading skills by reading the story of a nurse who worked in a New York City hospital.

If you were going to interview a nurse about her job, what are some questions you would ask:

Examples: What hours do you work? What do you do in a typical day? What is most difficult about your job?

Write the responses on the board.

Distribute pp. 84-46 of the Bonnie Archer reading and ask students to read it.

Discussion

1. Bonnie Archer talks about a big problem in her nursing unit. What is it?
2. Bonnie Archer describes a course she teaches for nurses at her hospital. If they are already nurses, why do they have to take a course? What happens if they don't pass the course?
3. What kind of surgery does she describe?
4. Why did she go to Michigan?
5. Why does she say, "The heart surgery unit is run by nurses?"
6. According to her, why are some heart surgeries canceled?
7. Whose family does she describe? How does she think they feel?
8. Prediction time: This isn't the whole story. What do you think happens next?

BONNIE ARCHER, R.N.

Assistant Head Nurse,
Surgical Cardiac Intensive Coronary Care Unit

We're in a conference room next door to the coronary unit where the open heart and transplanted patients are taken after surgery. Ten minutes into our conversation, a nurse appears at the door and beckons her to the unit. A patient is just coming down from the operating room.

The patient, a gray-haired man who appears to be about fifty, is wheeled in to a room filled with high-tech equipment. A chest-drain is inserted into the corner of the room transmits a picture of the patient to the nurses' station at all times. An electrocardiogram machine is next to the bed, as are a respirator and a cart holding the equipment necessary to care for this patient. He stands in a corner of the room watching the life watch and the sleeping patient is hooked up to the many mechanical-assist devices and monitors. In less than twenty minutes, the hook-up is complete. The patient is still sleeping soundly as his assigned nurse looks on. We return to the conference room.

* * *

Heart Transplants

85

The heart surgery unit is run by nurses. When a nurse comes to work here, he or she has to forget about being sick or tired. Nurses here have to grow their thinking to clinically managing a patient. Here you must think like a doctor. You have to. A patient has a crisis, there's not always time for you to go get a doctor. They'll die.

Our standards are extremely high. The hospital runs a core course which you have to pass before you can be a critical care nurse. They weed out people who can't make it. I run the clinical orientation course, which is a six-week training course for nurses who want to work in this unit. My best group, in September, started with eight nurses, and only four made it through the core course. It's a waste of time and money to bump someone out of the program, but the alternative is they could injure a patient. So if they're not up to our standards, out they go.

It's hard to turn down a nurse. We need every one we can get. This unit is going through a horrible crisis. There are just not enough nurses. Actually, there's a massive shortage of nurses everywhere. They are not graduating as many—people aren't going into it like they used to. Critical care units, open heart, and ER are hardest hit. We have a three-hundred-dollar bounty here. If one of us recruits another R.N., we get paid three hundred bucks. And still, no one has recruited anybody. Not one nurse. No kidding.

Most of the pre-transplant patients are at home waiting for a heart to become available. When we get a heart, the patient it's for is called and told to come directly up to us. When they arrive, when they see this place, they just stand there, dazed. They can't believe it! The unit looks to them like something from outer space. The first thing we do is put them in a room and prep them. We draw blood, shave them, do all the usual prep things. It can take about two hours. And then we wait.

The worst thing that can happen preoperatively is that the donor heart is no good. You don't know that for sure until the team has gone to see it, but you can't hold off bringing the patient in, because time is so important. If the heart is no good, the team won't take it. We've had patients go upstairs and be put to sleep, and then the surgery is canceled. The patient knows that can happen—some have had three or four false alarms. Even our children say, "Maybe I'll get it this time, maybe I won't." Sometimes when they see someone else getting a heart they'll say, "You know I've waited three times?" But we try to assure them—"You'll get yours, you'll get it. Don't worry."

86

LIFE AND DEATH

Once I went to Michigan with Dr. Reemtsma to pick up a donor heart. I remember him reading a horror book the whole way there—a horror story? He's a lot of fun. He's just the way anybody else is, you know? Even with his position, he's always the same. He and a chest resident were scheduled to go and no one else was available, so they asked me if I wanted go. I said, "Me?" I thought they were kidding. "Sure, you," they said. "But we want you to work, not just go along for the ride."

We took an ambulance to Taftboro Airport and took a Lear jet to a suburb outside of Detroit. The donor was at a six-hundred-bed hospital. The people there were really excited about our coming. I think it was their first donor. All we knew in advance was, the family was giving away their son's heart. Usually you see the patient for the first time in the operating room, but this particular family wanted to meet the heart team while the boy was still alive. When we walked into the room, the grieving family was surrounding his bed, which is unusual.

So we went to the bedside like they wanted and, of course, who does Reemtsma push in front of the family? Me! I'll never forget it. About six family members were on or around the bed, crying. The patient was seventeen years old, nine days brain dead from a motorcycle accident. He had been hit by a tractor trailer. So I peddled through the curtain and saw them all crying and grieving over this body that was only alive because of all those machines. The mother came out of the room and she asked me who the heart was going to. I told her the recipient was a young woman with two small children. Well, that made the whole family so happy. They were almost relieved. For them the continuation of life had begun. The grieving was over.

In less than fifteen minutes the boy was in the operating room.

The Conclusion of the Bonnie Archer Story

60 minutes

Materials

Bonnie Archer story, Part 2

Review

Ask the class to recall what they read in the first part of Bonnie Archer's story. If they have trouble recalling, use the questions below.

Examples:

- What was her job?
Nurse, Cardiac surgical.
- What happened in what you read last time?
She was preparing to do a heart transplant.
- Where was the surgery?
She had to go to Michigan to get the heart.
- What happened at the very end of what you read?
The donor was on the operating table, with the operation ready to begin.
- Who was the donor?
A 17 year old who lost brain function from a motorcycle accident.
- Who was with him in the hospital?
His family.
- What does Bonnie Archer say about her job?

Ask: What were some of your predictions, and write predictions on the board.

Reading

Ask students to finish reading Bonnie Archer's story and prepare to discuss it.

Once I went to Michigan with Dr. Reemtsma to pick up a donor heart. I remember him reading a horror book the whole way there—a horror story! He's a lot of fun. He's just the way anybody else is, you know? Even with his position, he's always the same. He and a chest resident were scheduled to go and no one else was available, so they asked me if I wanted go. I said, "Me?" I thought they were kidding. "Sure, you," they said. "But we want you to work, not just go along for the ride."

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So we went to the bedside like they wanted and, of course, who does Reemtsma push in front of the family? Me! I'll never forget it. About six family members were on or around the bed, crying. The patient was seventeen years old, nine days brain dead from a motorcycle accident. He had been hit by a tractor trailer. So I peeked through the curtain and saw them all crying and grieving over this body that was only alive because of all these machines. The mother came out of the room and she asked me who the heart was going to. I told her the recipient was a young woman with two small children. Well, that made the whole family so happy. They were almost relieved. For them the continuity of life had begun. The grieving was over.

In less than fifteen minutes the boy was in the operating room. In addition to his heart, the family had decided to donate his liver and pancreas. That meant we had to wait until the end to get the heart, because taking it earlier would discontinue circulation; we would literally kill the patient. It was incredible. They had me directing the OR staff, people I'd never seen before. "Anything Miss Archer tells you to do, do it," they said, and I think if I told them to jump off the roof, they would have jumped!

The other procurement teams had all this technology, this fancy kidney pump machine and fancy pancreas conserve. They thought we were much too calm. We only had this Igloo picnic ice-chest. But that's all we need, because the heart is just put into a bag with a special solution that preserves it for the trip,

and the bag goes directly into a Styrofoam ice-chest. They see us being really calm, and Reemtsma is so easy going.

When we got ready to take the heart the anesthesiologist looked at me for direction in everything. When the other teams got what they wanted we opened the chest. Greg, who was the chest resident, clamped the aorta and I was supposed to flush this special solution on the heart and assist the anesthesiologist. I'll never forget that moment. The blood pressure was 120 over 70; then they clamped the boy's aorta, removed his heart, and the pressure dropped to zero. There was no blood. I held the bag and they dropped the heart into it and I put it in the ice chest. Everyone was standing around saying, "Oh, my goodness. Is that all there is?" It really looks so simple. An amazing organ, the heart.

We left the hospital as soon as we finished. We were rushing like crazy, because our patient at home was very sick. We were going to be lucky if we could make it back in time. I mean, *minutes* were important! The plan was, when we were in the air coming back I was to radio in to Eric Rose, who was standing by in the Presbyterian OR with the patient asleep. He needed the estimated time of arrival so he could put her on bypass and remove her heart. Timing was everything. This woman was dying. When we were up in the air, I radioed in and said we'd be arriving at Teterboro almost on the dot of two in the morning. That was the signal to Eric to begin removing her heart. After I hung up the phone, the pilot said to me, "Miss Archer, what's the nearest airport?" I said, "What do you mean, what's the nearest airport?" He told us there was a storm coming up and we were going to have to land elsewhere. I said, "We can't! We can't land anywhere else! They've cut her heart out! They already put the woman on bypass!"

So, with our fingers crossed, we landed at Teterboro. It had taken us an hour and a half to fly to Detroit and we made it back in forty-five minutes. The storm practically carried the plane. It was just me, Reemtsma, the chest resident, and the two pilots. We had flown out of the storm. When we got to Jersey, the ambulance rushed us across the bridge and we met the state troopers from New York. We got to the ER platform, ran into the hospital, went right up to the operating room, gave them the heart, and they put it into the patient. Just in time. Believe me, just in time.

Discussion questions

- What happened in the rest of the story?
Surgery was completed successfully. The heart was successfully removed from the donor and successfully placed in the recipient, *just in time*.
- How did you feel when you were reading the story?
Nervous it wouldn't be completed in time? Excited?
- In addition to the heart, what else was removed from the donor's body?
Pancreas and liver.
- The organs had to be removed in a particular order. Why?
So that heart could pump blood to other organs.
- There were several suspenseful moments in the story. What were they?
1) Would the donor heart be healthy? 2) Would the transplant team make it on time?
- What were some of the healthcare jobs you encountered in this story?
Nurses, doctors (surgeons), residents, anesthesiologist, pilots.
- What are some jobs that weren't mentioned in this story, but were in some way involved in the care of the donor, recipient and their families?
Airport staff, such as airport traffic controllers, airplane maintenance people, such as the person who puts gas in the plane, the mechanics, the person who cleans the plane; hospital staff such as hospital custodians, person who schedules surgeries, person who prepares legal documents such as death certificates and agreements to donate organs; nurses who help patients recover after surgery; people who picked up pancreas and liver and everyone involved in those surgeries.
- What did you find interesting in this story? What was difficult? Does this make you want to know more about any specific healthcare jobs? Which ones?

Bonnie Archer Essay

90 minutes

Students will write a first draft of an essay on the Bonnie Archer, thinking about the nurse's career and their own career interests. They will then conduct peer edits, reading a partner's essay, offering feedback, receiving feedback and writing revisions.

Prep

Review the essay assignment peer edit worksheets.

Materials

Essay: *The Nursing Profession* assignment

Explain

You will write an essay on Bonnie Archer's story. Review any applicable essay-writing skills you have been working on, such as topic sentences, transition sentences, etc. Allow students ample time to write their first draft in class, and let them know they will need to bring it to the next class, since they will be doing peer edits.

Essay: The Nursing Profession

In this essay, you will write about what you learned about the nursing profession from Bonnie Archer's story, and how it relates to your own career interests and explorations.

Paragraph 1: Bonnie Archer's Job

Describe Bonnie Archer's job in as much detail as possible, including:

- Where she works
- With whom she works
- What she does at work
- What you think she might like and not like about her job

Paragraph 2: A Special Surgery

Describe the surgery you read about including:

- What type of surgery it was
- What made it difficult
- What made it successful
- What made the story of this surgery interesting to a reader
- If someone in your family needed this surgery, would questions you would ask the doctors and nurses.

Paragraph 3: My Interest in Healthcare

Readers of this story were introduced to several different jobs in healthcare. Write about your own interests in healthcare. They do not have to be jobs you saw in this story. Write in as much detail as you can, including:

- Why you are interested in exploring careers in healthcare
- Which specific careers you might want to learn more about
- What seems interesting and what seems difficult about these careers
- What are some questions you have about these careers

Peer Editing Bonnie Archer Essay

60 minutes

Students go through a process of reading one another's essays, providing feedback, receiving feedback from their partner, and revising their essays based on the feedback.

Prep

Vocabulary: relevant, peer, edit, revise

Materials

Peer edit guide handouts

Extra copies of essay assignment

Preparing for Peer Editing

Before you have someone else look at your writing, it's always important to re-read it yourself and make sure it's the best it can be. Re-read what you have written. Make sure:

- It has at least 3 paragraphs and all the writing in each paragraph is relevant to the assignment and focused on one idea.
- The writing is clear and easy to understand.
- The writing is grammatically correct. It can help to read aloud or think each word to yourself.
- There are no spelling mistakes.

If you encounter any mistakes, correct them now.

Now, write down three questions you have for your editor. These are parts of your essay that you are unsure of, for example, a question about if a certain part is clear, or a question about whether one sentence is too long and should be split in two. Your editor is here to help you, so ask questions that will help clarify what might make your essay better.

Peer editing

50 minutes

Even the most successful writers have editors. Editors can catch mistakes writers have missed. Exchange essays with a partner, read your partner's essay and complete the following peer editing worksheet based on what you read. You will also need the assignment when completing the peer edit worksheet. Your goal is to help your partner make her essay the best it can be.

Peer Editing Worksheet

Complete this sheet based on your reading of your partner's essay.

Editor _____

Date _____

Writer _____

Title of Essay _____

A particularly effective part of this essay was:

Paragraph One:

This paragraph was about:

It was / was not (circle one) closely related to the assignment because:

It was / was not complete because:

Paragraph Two:

This paragraph was about:

It was / was not (circle one) closely related to the assignment because:

It was / was not complete because:

Paragraph Three:

This paragraph was about:

It was / was not (circle one) closely related to the assignment because:

It was / was not complete because:

Error Log

I found the following grammatical errors:	Where I found them:	Why they are incorrect:
I found the following problems with organization:	Where I found them:	Why this was a problem:
I found the following parts unclear:	Where I found them:	What made these parts unclear:

Discussing feedback

25 minutes

When students are finished with the edit sheet, they should discuss all points with their partners, and give their partners the sheet. Once they are finished, they should switch speaking and listening roles, so that both essays are discussed. Once both essays are discussed, the editor should give the writer the feedback sheet.

Students should bring their first draft and the peer edits of their own essay to the next session.

Revision, Based on Feedback

40 minutes

With their partner's feedback in front of them, writers should make changes to their essays on the first draft or on an additional sheet as necessary. The teacher circulates to check progress and answer questions. Pairs should continue to sit together in case they have questions for one another.

Final Draft

45 minutes

Using revisions, students write final drafts, at computers or by hand, and turn in the first draft, peer edit worksheet, revision notes and final draft by the end of the class.

A Celebration of Writing: Sharing Excerpts

25 minutes

As the teacher circulates, she selects components of students' essays that are particularly effective and asks the writer to share with the class, discussing as a class what made these parts particularly effective.

Non-healthcare Jobs in Healthcare Settings

75 minutes

Having read the story of an operating room nurse, students prepare to read the narrative of someone they might not expect to work in a hospital, an operating room barber. Following the reading, they practice taking notes and discussing the central points of the story, recalling details and making inferences.

Prep

Read Joseph Prestipino's story

Material

Joseph Prestipino's story

Explain

Many people think most of the jobs in hospitals are doctors, nurses, people who operate surgical equipment. But earlier you listed many jobs that are not directly related to healthcare that you can find in healthcare settings. What are some examples?

Example:

Mechanics, Pilots, Custodians, Tutors

The book that Bonnie Archer's story comes from has stories from people in many different careers who all worked in the same New York City hospital. It has stories from doctors and nurses, but also secretaries, teachers, students, even a barber. Why would a barber work in a hospital?

Turn and Talk

You are going to talk to a partner about the role of a barber in a hospital. But first, you'll have to write down the discussion questions. Often teachers write discussion questions on the board, but this time, I won't write anything on the board, so you'll have to pay close attention to what I'm saying. I'll repeat the questions as many times as you want, but I won't write them on the board:

What are the hospital barber's responsibilities?

Who are his clients?

Do you think he likes his job? How do you know?

How much money do you think he earns?

Now, take five minutes to discuss these questions with a partner.

Reading Joseph Prestipino's Story

Now read Joseph's story and see if you can find the answers to the questions you wrote down. Once you've found them:

- 1) Write where in the story you found them
- 2) Paraphrase the answer, giving as much detail as possible, but using your own words.

Debrief of Activity

Students discuss the Joseph Prestipino activities, reflecting on their experiences with dictation, note-taking and the two Day in the Life of a Hospital readings.

Discussion Questions

- How was the experience of taking notes from dictation?
- Did it make you listen in a different way from how you normally listen? Did you use any other skills that you don't often use?
- How would you rate your note-taking skills? How could they be improved?
- What are the similarities and differences between Bonnie Archer's and Joseph Prestipino's stories?
- Did you prefer one to the other? Why?
- Which other workers in a healthcare setting are you interested in? How will you find out about these professions?

JOSEPH PRESTIPINO

The Barber

He's fifty-three. For the last ten years he has run the barber shop on the main floor of the hospital. The three-chair shop, which has two other full-time barbers, smells faintly of shaving cream and talc. Clients include hospital staff, patients, and people from the neighborhood. He takes pride in the fact that the hospital president has his hair cut there. A shave and a haircut cost \$13.00.

He usually only spends his afternoons in the shop. In the morning, he's either in the operating room or in the Neurological Institute, where he shaves the heads and backs of patients about to undergo neurosurgery.

It's a job. My friends all kid with me. "Hey, Joe, what are you doing over there?" But it's a job, like anything else. It's work. I got a family to support.

I started by myself here. Now there's three of us. We all give haircuts, but I'm the only one who also works in the OR, so I have to keep myself on a strict schedule. I get up at four-thirty every morning. I take my shower, make a cup of coffee, and come to work. Here, I do a little cleaning in the shop or whatever needs to be done, and then I go across the street to the Neurological Institute to the operating room. I get a schedule for the day's operations, and I see what's got to be done. I shave four, five, sometimes six patients a day.

The first few times I shaved a head for an operation it bothered me. But after a while it became nothing. My talking with the patients is so fantastic. Maybe they ask me, "Joe, how much of the hair are you going to cut?" I answer them nicely, because everybody's frightened when they get an operation. So I will say, "It's not up to me, it's up to the surgeon. I'll try to do the best I can, not to cut it too much." You got to know how to talk, when to talk, and how to sneak the words in. There's a lot of

The Operating Room

273

angles that you have to learn to make patients feel a little more relaxed. You just pick them up as you go along.

Nobody showed me what to do in the beginning. I picked up most of it on my own. With backs, it's easy because you shave the whole back. But with the heads, it's a little difficult—especially when a woman is involved. We do a lot of suboccipital—that's the back area of the neck. I lift the hair up and I cut underneath where the surgeon is going to operate, and then the top of the hair, if it's long, will cover it up.

I save the hair when I cut it. I pick it up and put it in an envelope. Then I stamp it with the patient's name on it, and turn it in to the ICU so they can give it to the patient. Some people are peculiar. They want to keep their hair. Even the men. Some people say it's in case of a mortality. I don't know for sure. But I don't want to have them saying, "Why do you keep the hair? Maybe you're going to do a wig or something . . ."

Usually I only do patients having neurosurgery. So I shave just heads and backs, and axilla [armpits] sometimes, arms, something like that. If a patient needs a shunt, then I'll shave the head, neck, chest, and abdomen. Sometimes, though, they call me for some difficult case in the regular OR, like an orthopedic case. Or a few times they called me for open heart surgery, to shave the whole body. They only do that if the person has so much hair on them that it would be difficult for a nurse to do it. One time they had a patient who had hair just like a gorilla. It took me about three hours to do his body. I had to clip it first with a machine, and then shave it with a razor and soap.

I mostly do the heads in the operating room. I ask the surgeon what he wants before I start, because head preps are not always the whole head. Sometimes it's only a partial. And sometimes if the patient is a little scared, the doctor may put the patient to sleep before I start. To eliminate any trouble, I don't touch the patient, especially if he is having a craniotomy, unless the doctor says to me, "Joe, on that patient, do a full head prep." Or else, I prep them in their room with the doctor's supervision. That way, I don't get in trouble; the nurses don't get in trouble; nobody gets in trouble. My work is done with no problems, and everything works smoothly.

This morning, a patient called the anesthesiologist. He says, "I want to talk to the barber." Now on this patient the doctor is supposed to do a partial craniotomy, so I would only need to cut a little bit of his hair. But when I went in there, the patient says to me, "Take everything off. This way, when it grows back,

it's all nice and new." Some people want it that way; some people don't want it that way.

Sometimes I walk around the floors, I kid around with the people. I say, "Hi, how are you?" Then they point at their shaved heads, "Look what my doctor did to me!" They don't even know that I did it.

I do a lot of babies. Very small babies. All kinds. It's very sad. When the parents are in the room when I go in to shave the head, they want to know if the kid can get well. It's not my place to talk about that. I can't tell them anything. I tell them I'm only a barber, that I cut their hair. That's about all.

When I finish in the OR, I see if I got anything to do on the floors. Then I go to my little shop. Sometimes during the day, I get emergency calls from the operating room. If I have a person in the chair, I have to leave him and run to the operating room. Then I come back and I'll finish the customer. Maybe they'll wait a little while. I do my work. I try my best. I try to leave everybody satisfied.

Today, I make a living. I'm not getting rich. Now I got something else going, too. I'm a big man at the racetrack—I got a big window. I take bets. I've been working there now for fifteen years—Yonkers. And I handle a lot of money—I'm a part-mutuel clerk. What I could sell you in two minutes, you'd be surprised. To get this license, you got to clear completely of anything. Otherwise they won't give it to you. I figured, I don't earn that much money as a barber. If I needed something, I don't want to work doubly hard to do that, so let me have another little job, maybe. So that's why I do it. Also, it keeps me young; it keeps me alive.

People in this country—they have a family, they have it nice. They have a car, they got a girlfriend, they got this, they got that—they don't know how lucky they are. It was not easy for me. It was tough. I came to this country alone at nineteen. I spoke no English and I had to work really hard. In Sicily, I was used to the good life. I had three sisters, they used to care for me—cook, press my pants, this and that. Here it was hard. I opened my own shop, things were going along. I got married, had three kids, and then the long hair came in. The hippies. And there was not enough work to support my family. I had to find other jobs. I worked in a gasoline station on Sundays. I worked on the newspapers at night, and weekends—I used to deliver newspapers to the stores. It was very discouraging until one day

The Operating Room

275

my friend, who worked in this hospital, told me he was going to retire. And that's how I got here. I took over his place.

Everything seems happy today. I'm just an average guy, life hasn't been easy. I've been working all my life. But tomorrow, even if suddenly I get rich, I say with all my heart, I could never stop working. I love the work. I like to work with the surgeons, especially with the neurosurgeons. And they like me too. They have no problem with me whatsoever, because they know I can do my work with one eye closed and one hand tied behind my back.

Career Panel

Having watched video interviews and read narratives by healthcare professionals, students now have the opportunity to interact directly with healthcare professionals. They develop questions for the panelists, then listen to the presentation, asking their questions and taking note of the answers.

Prep

Having a career panel requires a lot of preparation, but is one of the most engaging activities to students.

Invite 5-6 panelists who work in healthcare. These can include professionals, alums or professors. You can also invite a student who is currently preparing for a healthcare career. This will offer some insight into the career preparation (certificate or degree) process, but not about actually working in the field.

Where to find panelists:

- Ask people you know – relatives, friends, neighbors.
- Ask other teachers at your site for recommendations.
- Ask at the college, for example in the Health Center or in academic departments. Some academic departments require that faculty complete a certain number of presentation or outreach hours per semester.
- Ask at places of business you are familiar with.
- Ask students for recommendations.

What to ask for:

- Explain that you teach basic education – ESL or HSE – to adult students who are studying careers while they are working on their academic skills.
- Explain that as part of the class you are creating a career panel, and that students are interested in hearing about the _____ profession. Ask the panelists to be available for 1.5 hours – adjust this time as needed. Explain that you will ask them to briefly describe what they do and be available to answer questions from students.
- Let your interest in your students come through. Talk about what impresses you about them. For example, they are parents who returned to school after their children have graduated, or people who come to school after working a night shift, or young people who do their homework when their friends are socializing.

Confirm, confirm, confirm

- You can never confirm too many times. It's terrible to have panelists not show up and be left with a thin panel. Confirm the date, time and location.

Prepare the panelists

- The panelists might have never participated in a panel before. They might be nervous and unsure of what to discuss.
- Email them a list of 4-5 topics you would like them to discuss. For example:
 - o Can you describe what you do on a daily basis at work?
 - o How did you get your job?
 - o What do you like about it?
 - o What is difficult about your job?
 - o What majors or certificates are required? Is licensing required?
 - o Is there a path to advancement? What are some higher level and lower level positions on this track?
 - o What personality traits are a good match for this career?
 - o What hours do you work?
 - o What benefits are typical in this profession?
 - o How do you think this profession is changing? What do you think it will be like in 3-5 years?

Let them know that the students will also generate their own questions for discussion.

Tips for a Successful Career Panel

- **A Mix of Formal and Informal Settings**
A mix of formal and informal settings is ideal. For example, there is a moderated panel followed by lunch that the panelists are invited to. Maybe your site can order pizza, or you ask students and panelists to bring their lunch. This allows for more intimate conversations and networking. Another way is to simply have the panel take up a portion of class time, and ask the panelists to stay during a break before the next part of the class begins, and ask students to take advantage of the panelists' presence.
- **Be Flexible**
It's ideal if panelists can stay for the entire event, but if one needs to leave at a certain time, it may be better to have that panelist for some of the time than not at all.
- **Be gracious and tell the panelists about the value of their participation.** Also remember that this can be a rewarding experience for panelists. It's inspiring to meet hard-working students and feel like you've contributed to their learning.

Preparing Students for a Career Panel

In order for the panel to be successful, students need to be prepared, so that they can engage with the panelists. They should be clear on what to expect from panelists and what will be expected of them.

Explain

You have read graphs and maps, watched video and read written interviews, now it's time to meet the healthcare professionals themselves. Remember when Rebecca asked questions of doctors about their professions? This is similar. We've invited healthcare professionals so that you can learn about their experience in the workplace.

The professionals we have invited work as _____, _____, _____, and _____. You will hear about their experiences in the workplace and will have the opportunity to ask them questions.

Write at least two questions – they can't be the same – for each panelist. What is it you really want to know about this career? Make sure the questions are complete and contain no spelling or grammatical mistakes. You may ask students to write different types of questions, for example, WH- questions.

If students have a difficult time thinking of questions, ask for one or two examples and write them on the board.

Unit Four: A Patient's Perspective

Overview of Unit Four

In Units One, Two and Three, students study healthcare careers, first in the broad context of current labor data, then learning about career ladders, and finally through personal accounts.

In Unit One, they study graphs to learn the big picture of employment today, and use career database websites to conduct research based on their own interests.

In Unit Two, they learn how careers relate to one another and can lead to advancement, using the CUNY's Labor Market Information Service Career Maps and other documents.

In Unit Three, students read and hear personal narratives from workers in writing and video. They write essays, discuss video interviews, and converse with workers in person during a career panel.

In Unit Four, students study healthcare from a patient's perspective. They consider their experiences as consumers of healthcare. What makes a healthcare encounter positive or negative? How can they get better results? What vocabulary do they need to know in order to navigate medical situations effectively? What about preventive care – What can they do on their own to improve their own and their family's health?

Students use charts, articles, videos and role plays to expand vocabulary, practice reading comprehension and recall, solve problems using percents, fractions, multiplication, division and calculating averages. Texts include a New York Times article and organizational data.

1. Clarifying Questions and Helpful Phrases

Students brainstorm what makes some medical encounters difficult, then generates questions and phrases that can be used to clarify these situations.

2. A Patient's Vocabulary

Students learn vocabulary relevant to medical appointments, pharmacies, and insurance interactions through working in pairs, discussing definitions, writing and presenting sentences.

3. Role Plays

Using their newly acquired phrases and vocabulary, students role play difficult medical scenarios, as a method of problem solving.

4. Preventive Care Brainstorms

Students list preventive care measures, discussing ones they currently do and ones they would like to do more often.

5. Preventive Care Myths and Facts

Students complete a True/False worksheet, learning about the realities of preventive care.

6. Case Study in Preventive Care

Students examine data from a social service organization, making a variety of calculations based on the data from an increase in preventive care measures.

7. Video Case Study

Students watch a short video from the organization, highlighting clients and staff, then consider the careers that exist within the organization.

8. New York Time Article: How Walking in Nature Changes the Brain

Students read an approximately 700-word article about a research study, write, then discuss their responses to it.

9. My Career Map

A closing activity, students reflect on what they have learned about their own career interests, identifying a career goal and steps needed to reach that goal.

Overview of Unit Four

10 minutes

Explain

Having learned all about healthcare careers, now we'll look at healthcare from the perspective of a consumer, someone who goes to the doctor, obtains health insurance, takes care of his/her children, and prevents disease in self and family. You'll learn and practice vocabulary that patients should know when interacting with doctors, pharmacists and insurance companies. You'll solve math problems using data from a local organization that instituted a preventive care program. You'll do role plays to practice troubleshooting problems in medical environments.

Clarifying Questions and Helpful Phrases

30 minutes

In preparation for healthcare role plays, students will generate phrases that can help them clarify their understanding, communication, and advocate for themselves in healthcare settings. They will later use these phrases when doing role plays about difficulties encountered in healthcare settings.

Explain

During the first week, you discussed positive healthcare experiences you've had, and generated a list of traits effective healthcare professionals have. Now let's brainstorm difficult experiences you've had in healthcare settings.

First of all, what do we mean by "healthcare settings?"

For example: Medical offices, hospitals, pharmacies, ambulances, nursing homes, at home with home health aides or nurses, Medicaid/Medicare offices or phone calls

What has made some of these encounters difficult? Teacher writes responses on the board in one column under the heading **Challenges**.

Example: busy/rude receptionists, provider misunderstood me, I had to wait a long time to be seen, I misunderstood the provider.

Then the class generates a few examples of phrases that the patient could say that might be helpful in some of these situations, and the teacher writes a few of them on the board under the heading **Helpful Phrases**.

Example:

Do you accept _____ insurance?

Can you repeat that, please?

Can you write that down for me?

Other examples of helpful phrases include:

Hello. My name is _____. I'm here for a ___ o'clock appointment with _____.

I don't understand. Can you explain that again?

Do I need to fast before the blood draw?

Is it safe to take if I'm pregnant or breastfeeding?

Can you write a letter for my employer/school/caseworker?

Do you have a business card/brochure with the phone number?

Do you accept _____ insurance?

Can you repeat that, please?

Can you write that down for me?

Do you know what time I'll be seen?

Is it safe to take with _____?
(medication)

Are there any side effects?

Do I need a follow-up appointment?

Are there any other treatment options?

What are the risks?

Do I need a referral?

Do you have an interpreter who speaks _____?

Then students generate more phrases in pairs, writing them down.

The teacher then calls for more examples and adds them to the list on the board.

A Patient's Terminology

60 minutes

Students learn and practice using terminology common to medical offices, pharmacies and insurance companies. Once they learn the definitions, in small groups they practice them by writing and presenting sentences using the words.

Prep

Be prepared to explain the following terms: *Primary care provider, Insured member, Dependent, Prescription, Coverage, Treatment, Confirm (confirmation), Immunization, Well visit, Diagnose (diagnostic), Symptom, Urgent care, Recurring, Chronic, Pediatrician, Referral*

Materials

A Patient's Terminology worksheet

Explain

In addition to helpful phrases, specific vocabulary is needed to navigate healthcare situations successfully. Part of what can make a healthcare experience challenging is not understanding the words a provider uses, or not knowing how to communicate one's own questions or concerns. Health providers often use terms that patients don't know, and that can cause a lot of confusion and even lead patients to be unable to follow instructions. Have you ever misunderstood terms in a healthcare setting? In groups, students will write their understanding of various healthcare terms, then the class will discuss.

1. Divide the class into groups of three, distribute the worksheets and ask students to write down what they think the words mean.
2. The class reviews the definitions together and students write the correct definitions on their worksheets.
3. Each group is then assigned four of the words and as a group, write two sentences using each of the assigned vocabulary terms. The sentences should demonstrate their understanding of the term.
4. Each group then presents to the class one or two of the sentences for each vocabulary word.

A Patient's Terminology

Term	I think it means	Definition
Primary care provider		
Insured member		
Dependent		
Prescription		
Coverage		
Treatment		
Confirm (confirmation)		
Immunization		
Well visit		
Diagnose (diagnostic)		
Symptom		
Urgent care		
Recurring		
Chronic		
Pediatrician		

Role Plays

60 minutes

By now, students have generated phrases helpful in medical contexts and have learned healthcare terminology. They will now put them to use in role plays.

Prep

Consider which students will work together in role play groups

Vocabulary: *Goal, Complication, Strategy*

Materials

4 1/8 page slips of paper per student

Explain

We've generated helpful phrases and questions, and learned healthcare terminology. Now we will put these phrases and words into practice by using them to solve problems common in healthcare situations, including some of the challenges you discussed earlier.

Distribute four slips of paper to each student. On two slips of paper, students write two patient communication goals.

Example: fill prescription, understand surgery, explain symptoms, understand diagnosis.

On the remaining two slips of paper, students write a complicating factor.

Example: did not understand receptionist, arrived late to appointment, needed a translator.

1. The teacher collects the slips in two piles – **Goals** and **Complications**. Quickly scan to remove any that you think will not work or will not be appropriate for role plays. Explain that groups of students will act out the scenes, using the helpful phrases and vocabulary terms learned earlier to solve the problems.
2. The teacher divides the groups, and distributes one Goal and one Complication to each group, asking them to prepare a scene 2-3 minutes in length. The scene must use some of the helpful phrases, questions and terms. Students should keep the goal in mind and try to use the phrases, questions and terms to reach their goals.
3. Once groups have prepared, students will perform their role plays. Hopefully, the *protagonist* will be successful, but this doesn't always happen. The scene should be true to life, based on students' experiences.

Discussion Following Role Plays

Once a group has performed, lead the audience to discuss their responses to what they've seen. The questions below represent a guideline. Ask follow-up questions to help students identify the problems and solutions that they saw.

1. Who was the healthcare consumer?
2. What was his/her goal?
3. What was the complicating factor?
4. What strategies did the *protagonist* use to reach his/her goal?
5. Was s/he successful?
6. Has this ever happened to you as a patient?
7. Are there other strategies you could or would use if this happened to you as a patient?
8. Has this happened to someone you were accompanying on a healthcare visit?
9. What advice do you have for the healthcare provider?
10. What would you do differently if you were the healthcare provider?

Resource for English Language Learners

Lessons and materials to help English language learners acquire language for healthcare settings can be found in CUNY's *We Are New York* video series and accompanying lessons. Look in the Healthcare section of http://www.nyc.gov/html/weareny/html/educators/classroom_materials_for_teachers.shtml.

Preventive Care: Graphs, Math, Reading and Discussion

Students engage in a number of activities around the idea of preventive health care. They do the math on preventive healthcare using data from a supportive housing organization in Brooklyn. Then they watch a video from this organization, getting a glimpse into the healthcare careers that exist in such an organization. They test their knowledge of personal preventive healthcare steps through a True/False quiz. And they read a New York Times article on recent research into recreation as preventive healthcare.

Prep

Vocabulary: *hospitalization, mole, birthmark, check-up, annual(ly), resident, health screening, in-patient, remedy, prevent, brooding, delay, contribute, reduce*

Read all handouts and activities

Materials

Preventive Care True/False worksheets

Preventive Care at Brooklyn Community Housing and Services worksheet

Healthy Aging at Oak Hall SRO chart

How Walking in Nature Changes the Brain reading

Explain

In recent years, healthcare costs have been increasing. Some employees who receive health insurance through their jobs have had to *contribute* more to their healthcare plans than they used to. The amount of time we spend with doctors seems to be getting shorter, as doctors have to squeeze in more patients than they used to in order to earn enough money to keep their facilities operating. Some people *delay* going to the doctor because wait times are often long, waiting rooms are crowded, or they feel worried about potential bad news or are uncomfortable with their English skills. One *remedy* most people agree on is that preventive care can improve health and *reduce* the need for emergency room visits. Preventive care means doing things to improve and maintain good health. Some preventive care can be done by families at home, such as eating healthy, regular meals and getting exercise. Other preventive care involves doctors and nurses, such as getting regular check-ups, especially for children, pregnant and elderly patients. There is so much research these days showing the value of preventive care, whether it is done by individuals or at medical facilities.

Preventive Healthcare Brainstorm

20 minutes

Ask

What are some preventive healthcare measures you take? They can be ones you do on a regular, even daily, basis, or ones that you do infrequently. The teacher writes students' responses on the board.

Examples: Brushing teeth, getting more than 6 hours of sleep, participating in annual checkups, receiving immunizations, especially for children.

What are some preventive actions you don't currently do, but know would improve your health, and would like to start doing? Teacher writes list on board.

Examples: Eating more vegetables, going to sleep earlier, quitting smoking.

Preventive care True/False

30 minutes

Distribute the T/F handout and ask students to complete it with a partner. Then review the answers as a class.

Preventive Care Myths and Facts

With a partner, write True or False based to your understanding of the following statements.

1. ____ Adults aged 22-29 are recommended to have a medical check-up every 1-3 years.
2. ____ Most moles or birth marks should be removed to prevent skin cancer.
3. ____ Pregnant women should not drink coffee.
4. ____ People who brush and floss their teeth three times daily do not need to get their teeth cleaned by a dentist twice a year.
5. ____ Walking does not do much to control weight and maintain good health. Stronger exercise is required.
6. ____ Checking for possible cancerous lumps in a breast can be done at home without a doctor or nurse.
7. ____ Seeing an eye doctor annually to check for vision and eye health is recommended.
8. ____ Colleges require students to prove they have received immunizations.
9. ____ Hand sanitizer is more effective at preventing disease than washing hands with soap and water is.

True/False Preventive Care Answer Key

1. True. Young adults in good health can wait 1-3 years between appointments if they don't have any questions or concerns and are feeling healthy.
2. False. Moles and birth marks should be watched to make sure they are not changing. Moles or birthmarks that are changing should be discussed with a doctor or nurse.
3. False. Experts do not agree on the exact amount of caffeine that is safe, but most agree that at least one 12-ounce cup is safe.
4. False. Having teeth cleaned professionally twice a year is recommended. Brushing and flossing 2-3 times daily is also recommended.
5. False. Even if no other exercise is possible, walking is recommended as a way to lose weight, strengthen muscles and bones, prevent heart disease and high blood pressure, and improve mood.
6. True. Becoming familiar with one's body is one of the best ways to catch small problems before they become big problems. Doctors recommend that women check their breasts monthly at home for any lumps. If any lumps are found, patients should discuss the finding with their gynecologist or general practitioner.
7. True. Eyesight can change slightly, or a lot, from year to year. When people, especially students who read a lot, strain their eyes by trying to see things that are difficult for them to see, it can damage their eyes and cause other problems such as headaches. Having annual vision check-ups is a good way to keep glasses or contact lens prescriptions current, and to check for eye disease.
8. True. Colleges require that students show proof of immunizations before they register for classes. Some even offer free immunizations on campus to help students stay current in their immunizations.
9. False. Research shows that hand sanitizer should be used only when soap and water are not available, because washing with soap and water is more effective at killing harmful bacteria that can cause disease.

Success with Preventive Care, the Case of Brooklyn Community Housing and Services

60 minutes

Students analyze data about preventive care from a housing organization in Brooklyn to practice calculating averages, percents, fractions, multiplication and division.

Explain

During the first week you looked at national and local data related to employment and salaries. The numbers represented people nationwide and in New York City. Now we will look at information that is even more local, from one agency called Brooklyn Community Housing and Services. This organization gathered some interesting data about preventive care from within their own agency, and shared their data for students and others to learn from.

Brooklyn Community Housing and Services provides temporary and long-term housing and support to elderly, young mothers and their babies, and people with mental illness who used to be homeless. They realized that their residents were spending a lot of time in emergency rooms and encountering a lot of the problems commonly found in emergency rooms – long waits and over-crowding, for example. They wondered how they could help the residents have access to better healthcare. They wondered if doing more preventive care would help decrease the number of times residents would have to go to the emergency rooms. A lot of the residents have trouble getting to doctor's offices because they are elderly, have disabilities, and have young babies. So the agency hired a nurse and doctor to come to the residence and tracked the number of emergency room visits before and after they hired medical personnel to work on site.

Divide the class into groups of three to work on the following math problems.

Case Study in Preventive Care: Brooklyn Community Housing and Services

1. One of the buildings, Oak Hall, housed 74 people with mental illness. In 2006, $\frac{1}{3}$ of them were over 55 years old. How many were over 55 years old?

Show your work here

2. Before there was a nurse or doctor on site at the residence, 20% of the older residents received an annual check-up or health screening. How many was that?

Show your work

Explain the steps you took to answer this question.

3. Once the nurse and doctor were on site, 83% of the older residents had annual check-ups and health screenings. How many was that?

Show your work

Now check your work

4. Getting check-ups is great, but Brooklyn Community Housing and Services wondered if it would really affect the number of hospital stays. Before the doctor and nurse visits, residents made 415 hospital stays in one year. If you wanted to figure out the average number of times a resident visited the hospital that year, how would you find it?

Now do the math to find the average and write the answer in a sentence below.

Show your work:

The average number of times _____
_____.

5. After several years of having doctor and nurses on site, there were only 14 hospital stays in one year. What was the average number of times a resident went to the hospital during that year?

Show your work

6. The chart on the next page shows the data BCHANDS collected about hospital stays over a 9 year period. Read the chart and notice any *trends* regarding the number of hospital visits over time.

Is the trend consistent? Explain. Use the word *trend* in your answer.

The numbers from which years seem surprising? Why do they seem surprising?

Make three educated guesses that might explain these surprising numbers.

1.

2.

3.

7. After studying this data, what conclusions can you make about preventive care at BCHANDS?

Healthy Aging at Oak Hall SRO

Geriatric Program		
	<u>Fiscal Year 2015</u>	<u>9 Year Totals</u>
Geriatric Participants	22	46
Males	83%	72%
Females	17%	28%
Average Age	63	62
Incarceration History	60%	50%
Serious Mental Health Diagnosis	78%	78%
Inpatient Hospitalization	14 days	FY 2007: 415 days FY 2008: 125 days FY 2009: 104 days FY 2010: 67 days FY 2011: 13 days FY 2012: 31 days FY 2013: 30 days FY 2014: 59 days FY 2015: 14 days

“Healthy Aging at the Oak Hall SRO,” Brooklyn Community Housing and Services, 2015

SRO stands for Single Room Occupancy. It refers to a building that has several single bedrooms with shared bathrooms, instead of entire apartments.

Brooklyn Community Housing and Services Video: Stories from Elderly Residents

The following video was made for promotional purposes. It highlights a number of the BCHANDS residents, as well as staff members.

Write the following questions on the board and ask students to write their responses once they have seen the video. You can play the video a second time if necessary.

The video can be found at <https://www.youtube.com/watch?v=RerII8virms#t=96>

1. What are some of the challenging situations residents have been in before they arrive at Brooklyn Community Housing and Services?
2. List as many jobs at the residence that you can think of. Include workers you see as well as workers you don't see.
3. What are some of the skills you think employees of Brooklyn Community Housing and Services should have?

Example: Patience, understanding of trauma, good communication skills, training in social work, psychology, substance abuse counseling, community health.

4. If you wanted to work with this organization, what are some questions you would ask?
5. If you knew an elderly person who was homeless and looking for housing, what are some questions you would ask Brooklyn Community Housing and Services to find out if the elderly person could become a resident there?
6. Many people think of physical health when they think of jobs in healthcare, but what careers exist in the mental or emotional healthcare fields? Is this a field you would want to work in? Why or why not?

Recreational Preventive Care Brainstorm

15 minutes

Before reading an article about a study of the benefits of recreational preventive care, students brainstorm recreational activities that they think might have health benefits.

Explain

The residents at Brooklyn Community Housing and Services drastically improved their health by having regular check-ups and healthcare screenings. It's not surprising that these preventive measures are good for our long term health. Going to the doctor isn't especially fun, but it's a simple act that can prevent problems in the future. But can healthy activities be fun too? List as many activities as you can that are fun and might be good for our health too. Teacher writes responses on the board.

Ex: Riding a bicycle, laughing, playing with kids.

If you were to choose one to do more frequently, what would it be and why?

Reading: How Walking in Nature Changes the Brain

40 minutes

Students read and discuss a New York Times article about a study examining the impact of walking in nature.

Materials

How Walking in Nature Changes the Brain reading

Explain

Researchers noticed that walking in nature made them feel different – positive and calm – and wondered if there were any health benefits from it that could be scientifically proven. They decided to study it and find out.

Read the New York Times article, “*How Walking in Nature Changes the Brain.*” Read it once to find out the main conclusions their study showed. Don’t worry about any parts you don’t understand just yet. Read it for the big, main ideas. You’ll have the opportunity to read it a second time.

Discussion questions

25 minutes

Once students are finished reading, write the following questions on the board and ask students to discuss with a partner, before discussing as a class. During class discussion, ask students to describe where in the text they found their answers.

1. What big questions were the researchers hoping to answer with the study?
2. How did they study this?
3. What did they find?
4. What questions do they still have?
5. Have you ever walked in nature? Where and when? Try to recall how it made you feel.
6. What kind of nature exists in New York City?

Closer Reading

25 minutes

If time remains, ask students to underline any words, phrases or paragraphs they did not understand. Ask them to discuss their uncertainties with a partner, then discuss as a class.

How Walking in Nature Changes the Brain

By Gretchen Reynolds, New York Times, July 22, 2015

A walk in the park may soothe the mind and, in the process, change the workings of our brains in ways that improve our mental health, according to an interesting new study ...

Most of us today live in cities and spend far less time outside in green, natural spaces than people did several generations ago. City dwellers also have a higher risk for anxiety, depression and other mental illnesses than people living outside urban centers, studies show.

These developments seem to be linked ... according to a growing body of research. Various studies have found that urban dwellers with little access to green spaces have a higher incidence of psychological problems than people living near parks and that city dwellers who visit natural environments have lower levels of stress hormones immediately afterward than people who have not recently been outside.

But just how a visit to a park or other green space might alter mood has been unclear. Does experiencing nature actually change our brains in some way that affects our emotional health?

That possibility intrigued Gregory Bratman, a graduate student at the Emmett Interdisciplinary Program in Environment and Resources at Stanford University, who has been studying the psychological effects of urban living... He and his colleagues found that volunteers who walked briefly through a lush, green portion of the Stanford campus were more attentive and happier afterward than volunteers who strolled for the same amount of time near heavy traffic.

But that study did not examine [why].

So for the new study... Bratman and his collaborators decided to closely [examine] what effect a walk might have on a person's tendency to brood. Brooding ... is a mental state familiar to most of us, in which we can't seem to stop chewing over the ways in which things are wrong with ourselves and our lives. This broken-record fretting is not healthy or helpful. It can be a precursor to depression and is disproportionately common among city dwellers compared with people living outside urban areas, studies show.

Perhaps most interesting for the purposes of Mr. Bratman and his colleagues, however, such rumination also is strongly associated with increased activity in a portion of the brain known as the subgenual prefrontal cortex.

If the researchers could track activity in that part of the brain before and after people visited nature, Mr. Bratman realized, they would have a better idea about whether and to what extent nature changes people's minds. Mr. Bratman and his colleagues first gathered 38 healthy, adult city dwellers and asked them to complete a questionnaire to determine their normal level of morbid rumination.

The researchers also checked for brain activity in each volunteer's subgenual prefrontal cortex, using scans that track blood flow through the brain. Greater blood flow to parts of the brain usually signals more activity in those areas.

Then the scientists ... assigned half of the volunteers to walk for 90 minutes through a leafy, quiet ... portion of the Stanford campus or next to a loud, hectic, multi-lane highway in Palo Alto. The volunteers were not allowed to have companions or listen to music... Immediately after completing their walks, the volunteers ... repeated both the questionnaire and the brain scan.

... Walking along the highway had not soothed people's minds. Blood flow to their subgenual prefrontal cortex was still high and their broodiness scores were unchanged. But the volunteers who had strolled along the quiet, tree-lined paths showed slight but meaningful improvements in their mental health, according to their ... questionnaire. They were not dwelling on the negative aspects of their lives as much as they had been before the walk. They also had less blood flow to the subgenual prefrontal cortex. That portion of their brains were quieter.

These results "strongly suggest that getting out into natural environments" could be an easy and almost immediate way to improve moods for city dwellers, Mr. Bratman said.

But of course many questions remain, he said, including how much time in nature is sufficient or ideal for our mental health, as well as what aspects of the natural world are most soothing. Is it the greenery, quiet, sunniness, loamy smells, all of those, or something else that lifts our moods? Do we need to be walking or otherwise physically active outside to gain the fullest psychological benefits? Should we be alone or could companionship amplify mood enhancements?

"There's a tremendous amount of study that still needs to be done," Mr. Bratman said.

But in the meantime, he pointed out, there is little downside to strolling through the nearest park, and some chance that you might beneficially muffle, at least for awhile, your subgenual prefrontal cortex.

My Career Pathway

This is intended as a closing activity for students who have researched their career interests. They reflect on what they have learned through their own work experiences as well as from their research in class. This presents a good opportunity to recall previous activities, including CareerZone activities, Career Map activities, Youtube videos, the Letter from Rebecca, and others.

Prep

Consider using the CareerZone activities in Unit One and Career Map activities in Unit Two before doing this activity.

Consider creating your own sample Career Map to show as an example to students.

Materials

My Career Pathway worksheet

My Career Map worksheet

Explain/Recall

You've learned a lot about various careers. What are some of the forms of career research you have conducted?

CareerZone activities, Career Panel, CUNY degree programs research

What about your own work history – Is that a form of research?

In a way, yes. Through experience you learned what you do and don't like about at least one career. You might have even found out about careers related to your own at your workplace.

Now, it's time to map your career journey. You might not have all the information you need to pursue your career right now, but you do know some steps to get you closer to reaching your career goals.

In the next activity you're going to reflect on your work experiences – what they taught you about your interests. Did you like doing certain tasks and dislike doing other tasks? Did you see a related job that looked interesting?

You'll also think about the career research you've done in this class – Did you learn about a new career that sounds interesting to you? Did you learn about an entire career family that sounds interesting?

You'll think about what it takes to get there – There are many steps between here and there. Does it require more research? Earning a particular degree or certificate? Getting licensed?

My Career Pathway

Now it's time to chart your own career path. Complete the worksheet below in preparation for creating your own Career Map. Consider your working past, present and future.

One career I've had in the past is _____.

It made me realize that I enjoy / don't enjoy (circle one) _____

_____.

My ideal career is _____.

I'm interested in this career because _____

_____.

This career involves _____

_____.

Three steps I can take to get me closer to working in my ideal career are:

1.

2.

3.

My Career Map

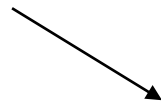
Complete the Career Map below to chart your career history and goals. This is your career past, present and future.

Past Career:

What I Learned About My Career Path:

Ideal Career:

What I Hope to Accomplish in this Career:



One Step This Career
Move Requires

Another Step This
Career Move Requires

A Third Step This Career
Move Requires