**Careers in Health Care**

**Learning Objectives:**

1. Describe various careers within the health care industry
2. Complete a self-assessment of students fit in health careers
3. Analyze areas of health care that may be potential career opportunities

**This unit takes place over a course of time determined by the teacher. The first and last day provide videos and assessments for health career exploration. In between, the teacher schedules health area professionals to share their pathway, career features, and professional experiences with the students.**

**3 – 4 weeks prior to the unit, the teacher introduces the unit and asks students if they have family friends or relatives who are in the health care field.**

**Students are asked to see if those health care professionals are willing to come to class during the week(s) of XXXXX and introduce their careers through a 10 – 20 minutes time slot, with the following information as a minimum:**

1. Provide an overview of what the professional does.
2. Why did they choose the career?
3. Use a video and/or hands on activity to demonstrate the role(s) within the profession.
4. What was the most important event that they have experienced in that role?
5. What was the academic path to achieve the degree, license or certification?
6. Anything else they’d like to add.

**Learning Activities Day 1**

1. **Unit begins with an introduction and students watching Health Care Careers, The Movie** <https://www.youtube.com/watch?v=Jbnu03k3RtE> 20 minutes
2. **In groups – students list all the health care related careers they know.**
	1. When completed, all students stand. Each group takes turns saying a career.
	2. The teacher writes the career on a whiteboard, overhead or easel paper.
	3. As the list becomes comprehensive, the groups will sit down as they run out of careers on their list. One group will remain with the most on their list.
	4. Applaud the group.
	5. Class discusses the individual careers.
		1. Students are asked to take a career or two and create one sentence that describes what that professional does.
3. **Teacher sets the stage for the professionals who will visit the class.**

**Learning Activities Day 2 (Professional #1)**

1. **Professional provides career information**
2. **Student and teacher ask questions**
3. **Students create a class thank you that includes**
	1. What they learned
	2. How many students are interested in further exploring the career.

**Learning Activities Day 3 – X with Professionals repeats the above process.**

Teacher may schedule as many health care professionals as desired.

**Learning Activities Final Day**

1. **In groups, students list all of the professionals that came to talk**
	1. Describe what they remember from each presentation and their individual level of interest in the field.
2. **Teacher re-introduces the Day 1 comprehensive list of health care careers.**
	1. **Using computers and internet access, students will research several careers.**
		1. Groups take turns selecting a career to research until all/most/or a specific number are selected. Teacher may request that common careers such as doctors and nurses be omitted.
	2. **Research includes at a minimum:**
		1. What each career contributes to health science and/or patient care
		2. Education needed to earn the diploma, degree, license or certification
		3. What they like best about the career
		4. How many in the group think this is a good career choice and why.
3. **Students watch** **A Career in Healthcare Science 35 minutes** <https://www.youtube.com/watch?v=Pv1r_L4mV_Y&t=1288s>
4. **Students access Health Care Pathway** <https://www.healthcarepathway.com/articles/assessment.html#.XQY4C4hKhPZ>
	1. Take one or more assessments to determine if health care careers may be a viable option for them.
	2. **Share in small groups or with the class to the degree that they are comfortable.**
5. **Students reflect on the unit as a whole**
	1. What was most interesting?
	2. What was most confusing?
	3. How they feel about health care careers for them.