



# HEALTH SCIENCE CLUSTER

## LESSON 1

<b>Lesson Plan Title:</b> Health Career Explorations		<b>Instructor:</b>
<b>Suggested Total Time for Lesson (minutes):</b> 90 minutes (2 days)		
<b>Content Focus - What Will Students Learn? (Content Skill Sets)</b>		
<p>Health Science</p> <p>0972.HE.0711.5 Discuss healthcare fields and the types of workers needed</p> <p>0972.HE.0711.8 Describe selected types of healthcare facilities and healthcare delivery systems (e.g., organizational and financial structure, departments and services, type and levels of healthcare personnel, policies and requirements)</p>		
<b>Materials and Resources- What do you need to assemble and prepare before the lesson?</b>		
<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Large piece of paper or poster board</li> <li>• Markers, colored pencils, crayons</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Fakebook profile template</li> <li>• LinkedIn profile template</li> <li>• Patient scenarios</li> <li>• Explore Health Careers</li> <li>• Health Science Discover your Future Chart</li> <li>• Employability Skills Web Links and Resources</li> <li>• <i>Health Career Explorer</i>   <a href="http://explorehealthcareers.org">explorehealthcareers.org</a></li> <li>• <i>Featured Health Professions - Health Professions Network</i> (<a href="http://hponline.org">hponline.org</a>)</li> <li>• <i>Home : Occupational Outlook Handbook: : U.S. Bureau of Labor Statistics</i> (<a href="http://bls.gov">bls.gov</a>)</li> <li>• <i>Careers.org   Healthcare Practitioners and Technical - Occupations - Careers.org</i></li> <li>• <i>Careers.org   Healthcare Support - Occupations - Careers.org</i></li> <li>• <i>Reality Check - EducationQuest</i></li> <li>• <i>Video Library   Videos   CareerOneStop</i></li> <li>• <i>Healthcare virtual tours for hospitals and healthcare facilities</i> (<a href="http://virtually-anywhere.com">virtually-anywhere.com</a>)</li> <li>• <i>Imagine U - Home Page</i> (<a href="http://camcinstitute.org">camcinstitute.org</a>)</li> </ul>	
<b>Lesson Outline: What learning activities will your students do?</b>		
<b>Time</b>	<b>Sequence/Description of Learning Activity</b>	
5 minutes	<p><b>Get Started/Explain:</b></p> <p>Ask students to brainstorm about healthcare facilities and health careers to see what the students already know about the different health care delivery systems and careers.</p>	

<p>15 minutes</p> <p>30 minutes</p> <p>10 minutes</p> <p>10 minutes</p> <p>20 minutes</p> <p>20 minutes</p>	<p><b>Discover/Engage/Practice:</b></p> <ul style="list-style-type: none"> <li>• Present different Health Care Facilities to students using the HC Facilities PowerPoint. Do Turn and Talk activity about the homeless veteran (see PowerPoint slide 4)</li> <li>• <b>Four Corners of Practice activity: seat students in groups of 4</b></li> <li>• Have students research different healthcare careers using resources provided and/or the health career chart provided (if no internet access)</li> <li>• On a large sheet of paper, students write personal information on each corner: name, health career choice, education necessary, expected job description; or create a social media profile for the career of choice</li> <li>• Students discuss the four individuals represented on the corners of their paper or in the social media profile, and then select one of the following patient scenarios in which each would be professionally involved: <ul style="list-style-type: none"> <li>› <b>Motor Vehicle Crash with Burn</b> Description: Patient arrives in the Emergency Department (ED) via ambulance post-motor vehicle crash (MVC). He was wearing a seat belt and was T-boned by another car on the driver's side, the vehicle's airbags were not deployed. During extraction from the vehicle by the firefighters, there was spontaneous combustion of the vehicle and the patient sustained burns on his legs. The patient arrives in the ED with difficulty breathing and severe pain in his upper chest.</li> <li>› <b>Broken Hip</b> Description: A. Jones is a 76-year-old widow who slipped and fell outside her home and broke her left hip. A. Jones was admitted to the hospital three days ago and had hip surgery to repair the break. The surgery was uneventful, but recovery has been slow. A. Jones has a history of high blood pressure, osteoarthritis, and "stomach problems". A. Jones has a history of heavy drinking of alcohol, but states has recently "cut back to 1-2 drinks per day" and currently smokes ½ to 1 pack per day</li> </ul> </li> <li>• The group will compose a story about the patient they selected. The story should tell how each professional in their group would care for the patient and what type of facility(s) they would be in (note- it is up to the teacher to determine the requirements for the writing exercise)</li> <li>• (Optional extension activity) Groups can prepare posters to illustrate their teamwork and present it to classmates. Can work in groups: some do writing of the story and others create poster illustration.</li> </ul>
	<p><b>Check for Understanding/Summarize/Close:</b></p> <ul style="list-style-type: none"> <li>• Were students able to discuss the different healthcare fields, facilities, and types of workers needed?</li> <li>• Did students display an understanding that the different roles of health care providers and health care facilities play in supporting the needs of the health care consumer?</li> </ul>
<p><b>Modifications, Support, and Extensions (for those students with IEP)</b></p>	
<p><b>Reflection- Did the students learn the content outlined in the lesson focus? Why or why not?</b></p>	