

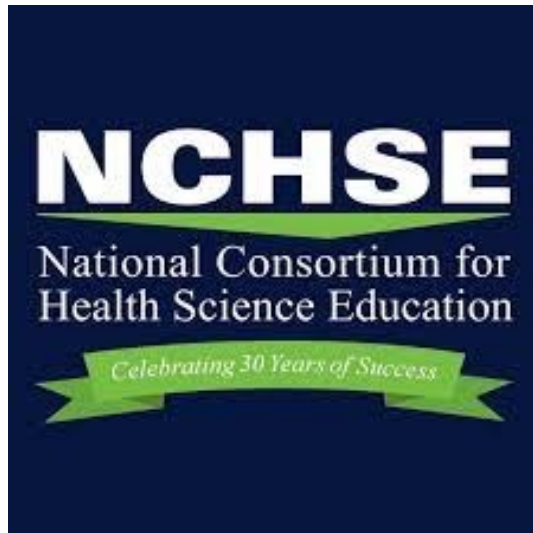
Health Science Classroom Instruction that Improves Employability Skills for your Future Health Professionals!

April 6, 2023

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Reminder:
This webinar is
being recorded.



NCHSE Webinar Meet & Greet

**Introduce
yourself** in the
chat by listing
your **name** and
state.



NCHSE Webinar **Intro** Activity



Using the **chat box**, write the title of a **song** that describes how *your* school year is going.



Today's Topic:

Which **employability skills** may require imagination and ingenuity to teach and qualitatively assess?



3 Proof of Learning Considerations when facilitating Employability Skills Instruction

- **Why** is this important for my students to learn?
- **How** will students demonstrate their understanding of this topic?
- **What** resources do I have to measure their mastery of this topic?

Job Seeking Skills

Job Seeking Skills Activity:

Career Interest Finder

- Use Holland Codes of interest to measure and match students to their career interest types.
- Career Interest Finder Examples from [NCcareers.org](https://www.nccareers.org)
 - Career Interest Finder- [Short Version](#)
 - Career Interest Finder- [Long Version](#)



Job Seeking Skill Activity: Reality Check

- Allow students to compare top career interest average salary to desired lifestyle.
- Improve awareness of monthly budget and expense choices.
- Example: NCcareers.org [Reality Check](#)

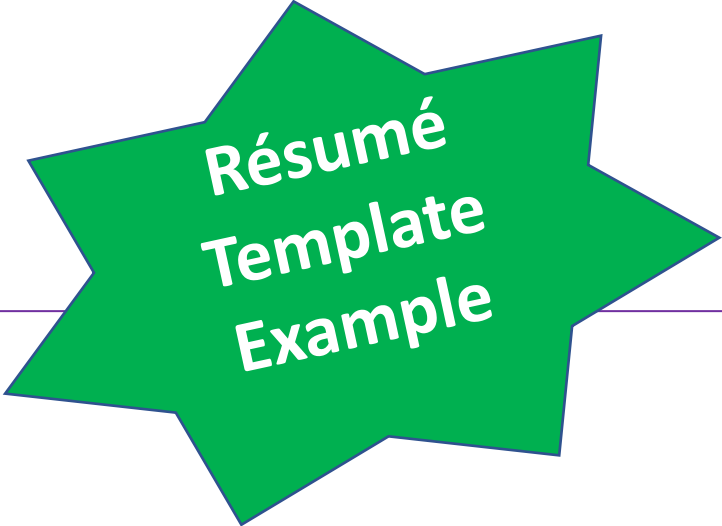
Budget Plan

Gross Income	-----	\$124,170 per year
- Federal Government :	15 %	\$18,625.5
- State Taxes :	2%	\$2,483.4
- City Tax :	1%	\$1,241.7
- Social Security :	6.2%	\$7,698.54
- Medicare :	1.45%	\$1,800.465
	Total :	\$31,849.60
Net Income	-----	\$92,320.39
- Housing :	20% - 35% : 21%	\$19,387.28
- Food :	15% - 30% : 17%	\$15,694.47
- Utilities :	4% - 7% : 4%	\$3,692.82
- Transportation :	6% - 20% : 7%	\$6,462.43
- Insurance :	4% - 6% : 5%	\$4,616.02
- Healthcare :	2% - 8% : 3%	\$2,769.61
- Clothing :	3% - 10% : 6%	\$5,539.22
- Personal :	2% - 4% : 3%	\$2,769.61
- Miscellaneous :	2% - 4% : 2%	\$1,846.41
- Savings :	5% - 9% : 6%	\$5,539.22
	Total :	\$68,317.09
	Money Left :	\$24,003.3

Job Seeking Skill Activity: Résumé and Cover Letter

- Allow students to review sample résumés of healthcare professionals using the website beamjobs.com.
- Create a sample résumé and cover letter depicting someone applying for their top healthcare career interest.
- Provide guided templates for students.

First name	Last name	
Address	Phone	
Email	LinkedIn Profile	Twitter/Blog



Experience

Date from – to
Job title, company

Education

Month Year
Degree Title, School (GPA, awards, honors distinctions)

Skills

Strengths relevant to the job role and certifications.

Activities

Highlight relevant passions, activities, leadership, or volunteer experiences.



**Cover Letter
Template
Example**

First name Last name

Address

Phone number

Email

LinkedIn Profile

Twitter/Blog

To whom it may concern:

Use this first paragraph as a brief introduction of yourself. What position are you applying for? How did you find the opening? Why are you interested in the position. Be genuine.

The second paragraph should be your sales pitch. Why are you perfect for this job? You should pick at least 3 skills that show how you meet the requirements for the job. Do not restate your entire résumé, but make a connection between your skills and their needs.

The last paragraph should begin with you restating, in one sentence, how you can benefit the organization. Show your interest in the job and express appreciation for their consideration.

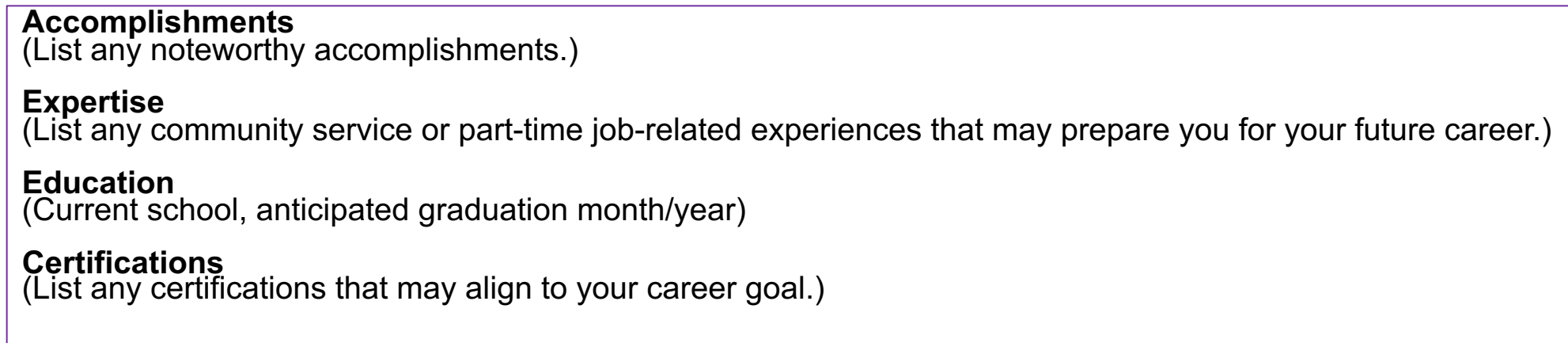
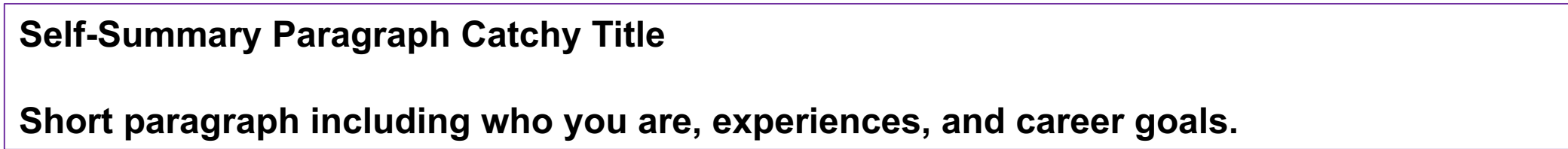
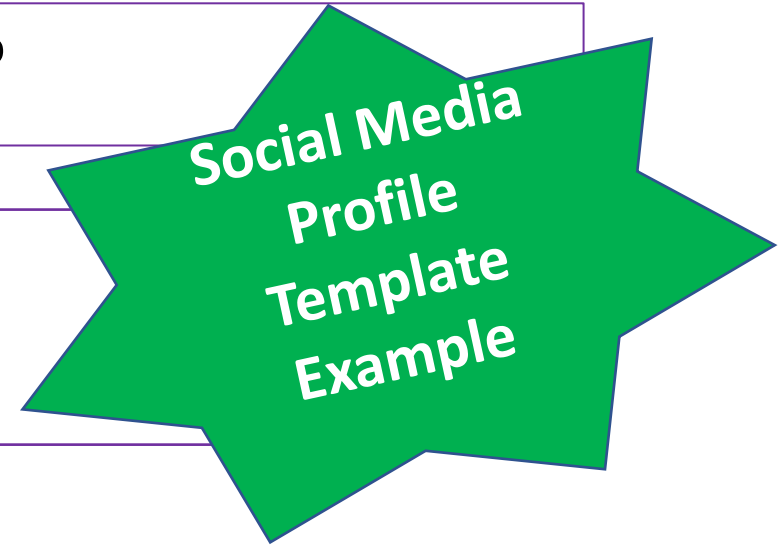
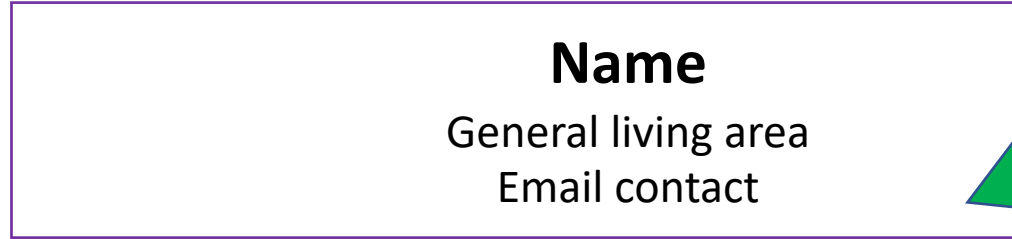
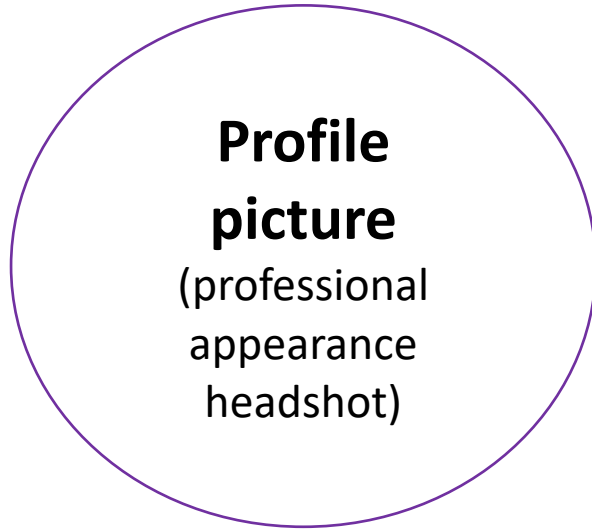
Sincerely,

Sign your name in cursive using black ink

Type your name here

Job Seeking Skill Activity: **Social Media Profile**

- Students should first view and discuss social media mindfulness using the YouTube video clip by Johns Hopkins Medicine [Stay Social. Be Mindful.](#)
- Students may next view and discuss Social Media Profile samples using LinkedIn profiles by Klaxos. [LinkedIn Profile/Resume' Sample: Health Care Medical](#)
- Students will then create a personalized social media profile using a template.



Job Seeking Skill Activity: **Mock Interviews**

- **Progressive options** for delivery:
 - In-person with peers
 - In person with school staff and administration
 - Virtual with Business and Industry representative
 - In-person with Business & Industry
- Teacher only **observes** and scores evaluation rubric if/when possible.
- Builds business and industry connections within the community.
- Great segway into job shadowing or internship opportunities!

Job Seeking Skill Activities:

Team Building and Problem Solving

- [The Human Knot](#)
- Animal of Leadership Activity
- Follow-up video clip:
[What Animal Are You \(Personality Test with Animals\)](#)
- Create a scenario skit when healthcare professionals must **work together** as a team to provide the maximum potential for patient care.

Employability Skills Training

- **Written Communication**
- **Critical Thinking**
- **Interview Skills**
- **Communication**
- **Teamwork**
- **Time Management**
- **Cybersecurity Essentials for Work**

<https://www.careersafeonline.com/courses/employability-skills-training-package>

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> **CareerSafe**[®]
SAFETY EDUCATION FOR AMERICA'S FUTURE



HOSA in the Classroom

- HOSA is intra-curricular with HSE courses
- Pre-formatted Rating sheets by be adapted from HOSA Competitive Event Guidelines as project rubrics or skills checklists
- Builds teamwork, public speaking, and leadership skills
- Builds student confidence prior to competition
- May be utilized throughout curriculum for middle grades though high school

HOSA in the Classroom **Job Seeking Skills** Crosswalk

What skills are important for future health professionals?	How may these characteristics or skills be measured?
Communication	HOSA CE: Prepared Speaking HOSA CE: Public Service Announcement (PSA)
Leadership	HOSA CE: Healthy Lifestyle HOSA CE: Researched Persuasive Writing & Speaking HOSA CE: Organizational Leadership
Teamwork	HOSA CE: Medical Innovation HOSA CE: Community Awareness HOSA CE: Health Education
Problem-solving	HOSA CE: Creative Problem Solving
Cover letter and Résumé	HOSA CE: Job Seeking Skills
Interview	

Résumé

Evaluation Rubric

Adapted from HOSA

Competitive Event

Guidelines for

Job Seeking Skills

Résumé	Excellent 15 points	Good 12 points	Average 9 points	Fair 6 points	Poor 0 points	Score
Content/ Organization The résumé includes personal requirements in the heading and clearly states the: <ul style="list-style-type: none"> • career objective • education • work experience • activities and awards 	All five of the required components of the résumé were included. Résumé was organized in a legible and professional manner. The résumé flows smoothly.	Four of the five required components were included in the résumé. The résumé flows smoothly but lacks description of experience to match the related healthcare career position.	Three of the five required content areas of the résumé are included. Fair level of organization throughout the résumé.	The required components may be included, but did not provide a clear description of the work experience or employment history that relates to the healthcare position.	The résumé was not submitted, or the résumé does not flow or reflect experience related to healthcare career position of interest.	
Résumé	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	Score
Neatness, spelling, and grammar	There are no spelling or grammatical errors throughout the entire résumé.	There are 1–2 minor misspellings or grammatical errors.	There are 3–4 spelling or grammatical errors in the résumé.	There are 5–6 spelling or grammatical errors present in the résumé.	There are 7 or more spelling or grammatical errors in the résumé.	
Résumé	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 1 point	Score
Length	Résumé does not exceed one page.	N/A	N/A	N/A	Résumé was not submitted, or the résumé is more than one page in length.	
Points Earned for Résumé (30) _____						

Success Story Spotlight

Communication is KEY!

- Partner with Activities Director at local Assisted Living or Skilled Care facility
- Students volunteer to assist with seasonal events or birthday socials
- Best opportunity for students to have interactions with residents *prior* to clinicals
- Students top of the list to be hired as CNAs after earning Nurse Aide I certification



Cultural Awareness

Cultural Awareness for Healthcare Professionals: Electronic Resources

- [What is Culture?](#) LiveScience video clip
- [The 4C's- Understanding Cultural Diversity in Healthcare](#)
YouTube, Geri-Ann Galanti video clip
- [Becoming A Culturally Competent Nurse](#)
YouTube, Johnson & Johnson Nursing video clip
- [Cultural Awareness for Healthcare Professionals](#)
YouTube, Clark College video clip
- [Cultural Competence For Providers](#)
YouTube, Healthy Adroscoggin video clip
- [Fascinating Facts About Every Single Country on Earth](#) Far & Wide website

Cultural Awareness for Healthcare Professionals: Activity

- [State of Health Disparities Article](#)– Gallery Walk
 - Students are placed in groups. Teacher divides the article into sections, I did this based on ethnic groups. Students will rotate to the different groups addressed in the article writing their findings and their feelings as they read. When all groups have rotated to each sections as a class discuss the article.
- Culture Poster – Students pick a culture and research that culture.
 - Look for demographics, health care stats, family structure, birth and death practices, health care beliefs. My students this year picked a culture that they belong to which really made the project more meaningful to them.

HOSA in the Classroom Cultural Awareness Crosswalk

What is important for future health professionals to know?	How may these characteristics or skills be measured?
Cultural behaviors and uniqueness	HOSA CE: Extemporaneous Writing HOSA CE: Research Poster
Ethnic and cultural considerations related to healthcare	
Cultural competence for healthcare professionals	

Cultural Awareness Writing Evaluation Rubric

Adapted from HOSA Competitive Event Guidelines for Extemporaneous Writing

Content	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 2 points	SCORE
Opening Statement	The opening statement is creative, imaginative, thoughtful, and grabs the reader's attention. Thesis is clearly revealed and is well structured.	Writer somewhat grabs the attention of the reader. Thesis is stated and appropriate for the essay.	Audience is somewhat engaged by the opening statement. Thesis needs strength or structure.	Opening statement is unrelated to the topic. Thesis is missing or unclear.	Opening statement is missing. Thesis is inappropriate or missing.	
Evidence/ Examples	Writing includes evidence that completely supports the topic/main idea with many details, facts, or examples.	Writing includes evidence that mostly supports the topic/main idea with details, facts, or examples.	Writing includes some evidence that partially supports the topic/main idea.	Writing includes minimal evidence and details to support the topic/main idea.	Writing does not include evidence to support the topic/main idea.	
Use of Key Terms	Writing includes at least three of the five key terms to support the topic/main idea.	Writing includes at least two of the five key terms to support the topic/main idea.	Writing includes at least one of the five key terms to support the topic/main idea.	Writing mentions key terms but does not support the topic/main idea.	Writing does not include any of the five key terms.	
Conclusion Statement	Conclusion is concise, summarizes supporting points, and restates the thesis in a new way.	Conclusion is mostly concise and summarizes the supporting points.	Conclusion provides a summary of supporting points and does not restate the thesis.	Conclusion may be attempted but does not summarize or restate the thesis.	No conclusion is apparent in the essay.	

Legal and Ethical

Legal and Ethical Considerations:

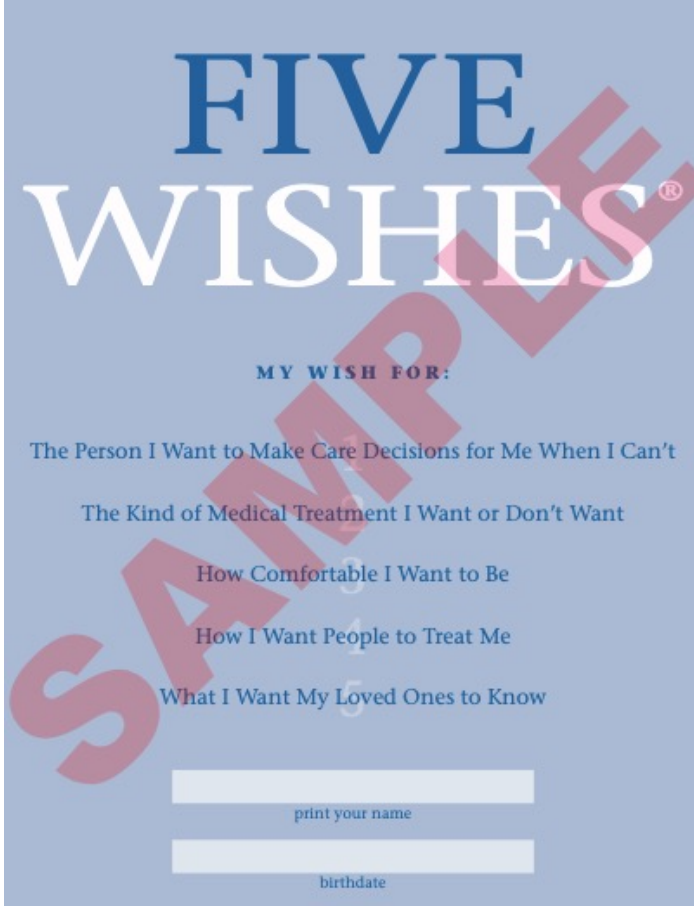
Virtual Resources

- [Alive During an Autopsy](#) YouTube House M.D. video clip
- [Give Life](#) Organ donation awareness
- [Be the Match](#) Marrow and Stem Cell donation awareness
- [When a Patient Asks to Die](#) YouTube House M.D. video clip

Legal and Ethical Consideration Activity:

5 Wishes

- Students think about what their wishes are:
 - The person I want to make care decisions for me when I can't
 - The kind of treatment I want or don't want
 - How comfortable I want to be
 - How I want people to treat me
 - What I want my loved ones to know



FIVE WISHES[®]

MY WISH FOR:

- The Person I Want to Make Care Decisions for Me When I Can't
- The Kind of Medical Treatment I Want or Don't Want
- How Comfortable I Want to Be
- How I Want People to Treat Me
- What I Want My Loved Ones to Know

print your name

birthdate

HOSA in the Classroom

Legal and Ethical Crosswalk

What is important for future health professionals to know?	How will these characteristics or skills be measured?
Legal considerations	Mock Trial using HOSA CE: Biomedical Debate
Ethical dilemmas	Biomedical Dilemma Presentation using HOSA CE: Prepared Speaking

Mock Trial Evaluation Rubric

Adapted from HOSA
Competitive Event Guidelines
for
Biomedical Debate

1. Affirmative Constructive Speech						
	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 2 points	SCORE
A. Arguments & Evidence (Persuasiveness)	The arguments & evidence clearly expresses the team's viewpoint in a highly persuasive manner.	The arguments & evidence mostly expresses the team's viewpoint and provides responses that are persuasive.	The arguments & evidence somewhat express the team's viewpoint and provides moderately persuasive responses.	The arguments & evidence are slightly persuasive.	The arguments are not persuasive or there is not an argument presented.	
B. Flow & Logic of speech	The content of the speech flows smoothly, is thoughtfully constructed and makes logical sense.	The content of the speech flows smoothly and makes sense.	The speech flows moderately smoothly and makes sense most of the time.	The speech has an inconsistent flow and only makes sense some of the time.	The speech does not flow or make logical sense.	
	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 1 point	SCORE
C. Relevance of arguments	All arguments were accurate, relevant and strong. Was able to defend position.	Majority of arguments were accurate, relevant and strong. Was able to defend position.	Some of the arguments were accurate, relevant and strong. Was somewhat able to defend position.	Arguments were not accurate and/or relevant. Was unable to defend position.	No arguments were made. Unable to defend position.	
2. Response to Negative Cross-Exam						
	Excellent 15 points	Good 12 points	Average 9 points	Fair 6 points	Poor 3 points	SCORE
Quality of responses	All counter-arguments were accurate, relevant and strong. Was able to accurately defend position.	Majority of counter-arguments were accurate, relevant and strong. Was able to defend position.	Some of the counter-arguments were accurate, relevant and strong. Was somewhat able to defend position.	Counter-arguments were not accurate and/or relevant. Was unable to defend position.	No counter-arguments were made. Unable to defend position.	

Biomedical Dilemma Presentation Evaluation Rubric

Adapted from HOSA Competitive
Event Guidelines for
Prepared Speaking

Content	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 2 points	SCORE
Description of Topic	Demonstrates command of the topic throughout the speech. Discusses the significance of the topic. Explanations and insights enhance the understanding of the topic.	Mentions the topic and its significance. Explanations and insights link back to the topic for most of the speech.	Mentions the topic and briefly explains its significance.	Briefly mentions the topic but does not provide any analysis or reasoning behind the topic.	Did not include much in the way of content to support the topic.	
Biomedical Dilemma is Clearly Defined	Speech was focused and fact based. Clearly defined the biomedical dilemma and was compelling to the audience.	Speech is fact based and somewhat compelling to the audience.	Speech is mostly fact based and somewhat compelling to the audience, but need stronger evidence to gain support.	Evidence is provided to support the main points but is mostly opinion-based and was not compelling to the audience.	Speech lacked focus and provided no compelling or fact-based evidence.	
References	Resources included one book source, one medical journal or magazine, and three credible Internet sources.	Resources included one book source, one medical journal or magazine, and two credible Internet sources.	Resources included either one book source or medical journal and two or more credible Internet sources.	Resources included either one book source or medical journal and one Internet source.	Resources included were limited to only Internet sources.	
Impact: Strong and Meaningful Message	Effectively appeals to the audience's emotions (anger, fear, compassion, or humor). Vivid language was effectively used to create imagery that engages the audience.	Appeals to audience's emotions. Creates some effective imagery through language.	While much of the speech was emotionless, there were a few moments in which the presenter succeeded in engaging the audience emotionally.	Few attempts were made to connect to emotional appeals; the speech is dry and lacks emotion to support the message.	No attempt was made to appeal to the audience's emotions. No use of vivid or descriptive language to create imagery.	

Safety & Infection Control

Safety and Infection Control:

Electronic Resources

- Tufts University School of Medicine Center for Science Education
[The Great Diseases](#)
- Centers for Disease Control and Prevention
[Solve the Outbreak](#) virtual simulation
- [Cough and Sneeze Demonstration with Glo Germ Mist](#)
video clip

Safety and Infection Control: [Activities](#)

- M&M outbreak simulation
- Contaminated glove removal skills demonstration
- Handwashing skills demonstration using [Glo Germ](#)



OSHA 10-Hour General Industry (Healthcare)

The OSHA 10-Hour General Industry (Healthcare) training course provides training for entry level workers and employers on the recognition, avoidance, abatement, and prevention of safety and health hazards in workplaces in healthcare industry.

<http://www2.careersafeonline.com/Healthcare>

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HOSA in the Classroom

Safety and Infection Control Crosswalk

What is important for future health professionals to know?	How will these characteristics or skills be measured?
Communicable Diseases	HOSA CE: Research Poster
Standard Precautions & PPE	HOSA CE: Public Service Announcement (PSA)
Hand Hygiene	HOSA CE: Nursing Assisting <i>or</i> Nurse Aide I Curriculum provided by <i>your</i> state's regulatory agency



Communicable Disease Research Poster and Presentation Evaluation Rubric

Adapted from HOSA Competitive Event Guidelines for Research Poster

Poster Content	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 0 points	SCORE
Title/ Disease Name	A title is included.	N/A	N/A	N/A	Poster not submitted or title is missing.	
Clear Description of Disease	Disease description is captured in a very clear and concise manner. Supporting materials are relevant to the topic.	The disease description is mostly clear and concise. Supporting materials are somewhat relevant to the topic.	Disease description lacks supporting details and is not especially clear.	The disease description is off topic and lacks clarity. Minimal supporting materials are referenced.	The disease description is not provided.	
Diagnosis of Disease	The disease diagnosis is explained in a very clear and concise manner.	The disease diagnosis explanation is mostly clear and concise.	The disease diagnosis explanation lacks supporting details and is not especially clear.	The disease diagnosis explanation is not clear and is off topic.	The disease diagnosis explanation is not provided.	
Disease Method of Transmission	The method of transmission for this disease is explained in a very clear and concise manner.	The method of transmission for this disease is mostly clear and concise.	The method of transmission for this disease lacks supporting details and is not especially clear.	The method of transmission for this disease is not clear and is off topic.	The method of transmission explanation is not provided.	
Research Data: <ul style="list-style-type: none"> • Frequency of the disease • Stages of the disease • Complications of the disease • Target population affected by the disease 	Student addressed four or more research data points for this condition.	Student addressed three or more research data points for this condition.	Student addressed two or more research data points for this condition.	Student only addressed one research data point for this condition.	No research data points were provided.	

Handwashing Skills Checkoff

Adapted from HOSA
Competitive Event
Guidelines for
Nursing Assisting

1. Removed jewelry _____
2. Turned faucet on with paper towel and adjusted temperature _____
3. Wet hands and wrists thoroughly with fingertips pointing down _____
4. Applied soap to get lather on hands _____
5. Rubbed all surfaces of hands together for at least 20 seconds _____
6. Interlaced fingers on both hands and rubbed them back and forth _____
7. Clean nails with an orange/cuticle stick and/or with a hand brush or by rubbing fingertips against palm of the opposite hand _____
8. Rinsed hands with fingertips pointed downward _____
9. Dried hands thoroughly, from tips of fingers to wrist _____
10. Turned faucet off with dry paper towel _____
11. Discarded towel(s) in wastebasket without contaminating hands _____
12. Did not lean against sink or touch inside of sink _____

Success Story Spotlight

Plant the SEED!

- Not all activities will be a student's favorite
- Not all activities will be easy
- Plant the seed of opportunity and know your classroom experiences are making a difference.



Health Science Pathways

Advance CTE Health Science Career Cluster

Diagnostic	Therapeutic	Health Informatics	Support Services	Biotechnology
Acupuncturist Anesthesiologist/Assistant Anesthesia Technologist/Technician Art/Music/Dance Therapist(s) Athletic Trainer Audiologist Certified Nursing Assistant Chiropractor Chiropractic Assistant Dental Assistant/Hygienist Dental Lab Technician Dietitian/Nutritionist Dosimetrist EMT/Paramedic Endodontist Exercise Physiologist Home Health Aide Kinesiotherapist Licensed Practical Nurse Massage Therapist Medical Assistant Mental Health Counselor Naturopathic Doctor Nurse Anesthetist Nurse Midwife Nurse Practitioner Occupational Therapist/Assistant Oral Surgeon Orientation/Mobility Specialist Orthodontist Orthoptist Orthotist/Prosthetist/Technician Podiatrist Perfusionist Pharmacist Pharmacy Technician Physical Therapist/Assistant Physician (MD/DO) Physician Assistant Podiatrist Psychologist Psychiatrist Radiation Therapist Recreation Therapist Registered Nurse Rehabilitation Counselor Respiratory Therapist Speech-Language Therapist Surgical Technician Veterinarian Veterinarian Assistant/Technician Vision Rehabilitation Therapist Wellness Coach	Audiologist Blood Bank Technology Specialist Cardiovascular Technologist Clinical Lab Technician Clinical Laboratory/Technologist Computer Tomography (CT) Technologist Cytogenetic Technologist Cytotechnologist Dentist Diagnostic Medical Sonographer Electrocardiographic (ECG) Technician Electroneurodiagnostic Technologist Electronic Diagnostic (EEG) Technologist Exercise Physiologist Geneticist Geriatrician Histotechnician Histotechnologist Magnetic Resonance Technologist Mammographer Medical Technologist/ Clinical Laboratory Scientist Nuclear Medicine Technologist Optician Ophthalmologist Ophthalmic Assistant/Technologist Optometrist Pathologist Pathologists' Assistant Phlebotomist Polysomnographic Technologist Positron Emission Tomography (PET) Technologist Radiologic Technologist Radiologist Speech-Language Pathologist	Admitting Clerk Applied Researcher Compliance Technician Clinical Account Manager Clinical Account Technician Clinical Data Specialist Community Services Specialists Data Quality Manager Epidemiologist Ethicist Health Educator Health Information Mgmt. Administrator Health Information Mgmt. Technician Healthcare Access Manager Healthcare Administrator Healthcare Finance Informatician Information Privacy Officer Managed Care Contract Analyst Medical Coder Medical Historian Medical Illustrator Medical Information Technologist Medical Librarian Medical Transcriptionist Patient Account Manager Patient Account Technician Patient Advocate Patient Information Coordinator Project Manager Public Health Educator Quality Management Specialist Quality Data Analyst Research and Decision Support Specialist Reimbursement Specialist Risk Manager Unit Coordinator Utilization Manager Utilization Review Manager	Animal Behaviorist Biomedical/Clinical Engineer Biomedical/Clinical Technician Clinical Simulator Technician Central Service Manager Central Service Technician Community Health Worker Dietary Manager Dietetic Technician Environmental Health Advocate Environmental Health Practitioner Environmental Services/ Specialist Facilities Manager Food Safety Specialist Health Advocate Hospital Maintenance Engineer Industrial Hygienist Interpreter Martial, Couple, Family Counselor/Therapist Materials Manager Medical Health Counselor Mortician/ Funeral Director Nurse Educator Occupational Health Nurse Occupational Health & Safety Expert Social Worker Transport Technician	Biochemist Bioinformatics Scientist Biomedical Chemist Biomedical Manufacturing Technician Biostatistician Cancer Registrar Cell Biologist Clinical Data Management Specialist Clinical Pharmacologist Clinical Trials Monitor Clinical Trials Research Coordinator Crime Scene Investigator Diagnostic Molecular Scientist Forensic Biologist Forensic Chemist Forensic Odontologist Forensic Pathologist Genetic Counselor Geneticist-Lab Assistant Lab Technician Medical Editor/Writer Microbiologist Molecular Biologist Nurse Researcher Packaging Technician Patent Lawyer Pharmaceutical/Clinical Project Manager Pharmaceutical Sales Representative Pharmaceutical Scientist Pharmacokineticist Pharmacologist Product Safety Scientist Process Development Scientist Processing Technician Quality Assurance Technician Quality Control Technician Regulatory Affairs Specialist Research Assistant Research Scientist Toxicologist

Health Science Pathways Activities

Diagnostic	Therapeutic	Health Informatics	Support Services	Biotechnology
<p>Rad Tech: X-ray analysis lab</p> <p>Medical Assistant: Medical History form</p>	<p>Athletic Training: Sports Phase Poster</p> <p>Physical Therapy: Goniometer activity</p> <ul style="list-style-type: none"> • Goniometer 101: How to Read a Goniometer • Goniometer for Joint Range of Motion Measurement Instructables.com Goniometer pattern 	<p>Health Educator: Human Growth & Development Activity</p> <p>Medical Illustrator: A & P layer drawing</p>	<p>Dietician: Patient Meal Plan Nutrition Label Lab</p> <p>Patient Treatment Room Design YouTube St. Jude Children's Research Hospital Journey inside new inpatient rooms at St. Jude</p>	<p>Crime Scene Investigator: Bloodstain Pattern Analysis</p> <p>Lab Technician: Blood Typing game</p> <p>Forensic Biologist: Smithsonian Science: Forensic Anthropology</p>

Health Professions Week



November 5-11, 2022 & March 2023
<https://explorehealthcareers.org/hpw/>

HOSA in the Classroom

Health Career Pathways Crosswalk

What is important for future health professionals to know?	How will these characteristics or skills be measured?
Diagnostic Skills: measure and record vitals	HOSA CE: Nursing Assisting HOSA CE: Medical Assisting <i>or</i> Nurse Aide I Curriculum provided by <i>your</i> state's regulatory agency
BLS CPR	HOSA CE: CPR/First-Aid
HSE Pathways & Career options	HOSA CE: Health Career Display HOSA CE: Healthcare Photography

Measure and Record Temperature Skills Checklist

Adapted from HOSA Competitive Event Guidelines for Nursing Assisting

Measure and Record Vital Signs	Points Awarded	
1. Assembles equipment and supplies.	1	0
2. Uses alcohol-based hand rub for hand hygiene.	1	0
3. Greets patient and introduced self.	1	0
4. Identifies patient.	1	0
5. Explains vital sign skill.	2	0
6. Questions the patient about eating, drinking, and smoking.	1	0
7. Positioned patient comfortably.	1	0
8. TEMPERATURE – Electronic Thermometer		
a. Places digital thermometer in disposable sheath or placed a probe cover over the probe.	1	0
b. Inserts thermometer/probe under the patient's tongue toward the side of the mouth.	1	0
c. Asks the patient to close mouth, but not bite down.	1	0
d. Holds the thermometer/probe in place until unit signals.	1	0
e. Removes thermometer/probe from patient's mouth.	1	0
f. Disposes of sheath/probe cover in biohazardous waste container.	1	0
g. Reads and verbalized the patient's temperature correctly.	1	0
h. Returns thermometer to cover or returned probe to stored position.	1	0
i. Records temperature reading accurately.	2	0

Measure and Record Height and Weight Skills Checklist

Adapted from HOSA Competitive Event Guidelines for Medical Assisting

Measure Height and Weight		Points Awarded	
1.	Used alcohol-based hand rub for hand hygiene.	1	0
2.	Greeted patient and introduced self.	1	0
3.	Identified patient.	1	0
4.	Explained the skill using language the patient could understand and instructed the patient to remove shoes and any outer clothing or heavy items in pockets.	1	0
5.	Placed a paper towel on the scale platform.	1	0
6.	Assisted patient to the center of the scale. (If appropriate, kindly requested the patient stand still and not hold on to any part of the scale.)	1	0
7.	Moved the lower weight bar (measured in 50-pound increments) to the estimated number and slowly slid the upper bar until the balance beam was centered.	2	0
8.	Read the weight by adding the upper bar measurement to the lower bar measurement and rounded to the nearest $\frac{1}{4}$ pound.	2	0
9.	Raised the measuring bar beyond the patient's height and lifted the extension.	1	0
10.	Lowered the measuring bar until it firmly rested on top of the patient's head.	1	0
11.	Assisted the patient off the scale and instructed the patient to sit and put on shoes.	2	0
12.	Read the height line where the measurement fell, rounded to the nearest $\frac{1}{4}$ inch.	2	0
13.	Lowered the measuring bar to its original position, returned the weights to zero, and discarded the paper towel.	1	0
14.	Documented the height and weight on the patient's chart.	2	0
15.	Appropriate verbal and nonverbal communication with patient and other personnel.	2	0
TOTAL POINTS (21)			

Assist a Conscious Choking Victim Skills Checklist

Adapted from HOSA Competitive Event Guidelines for CPR & First Aid

Choking	Possible Points	Points Earned
1. Rescuer ensures the scene is safe and observes a victim with signs of severe airway obstruction. Rescuer verbalizes the noticeable signs of severe airway obstruction that are observed.	2	
2. Rescuer asks the patient if he or she is choking. Rescuer asks the victim "Can I help you?" * Patient nods head yes and cannot talk.	2	
3. Rescuer stands (or kneels) behind the patient and wraps arms around the patient's waist.	2	
4. Rescuer makes a fist with one hand.	1	
5. Rescuer places the thumb side of fist against the patient's abdomen, in the midline, slightly above the navel and well below the breastbone.	1	
6. Rescuer grasps the fist with other hand and SIMULATES pressing fist into the patient's abdomen with a quick, forceful upward thrust. (Rescuer should only <i>simulate</i> abdominal thrusts on the victim for this scenario.)	2	
7. Rescuer repeats SIMULATED abdominal thrusts until object is expelled from the airway or patient becomes unresponsive. Rescuer gives each new thrust with a separate, distinct movement to relieve the obstruction. Evaluator states: "Object is expelled out of the victim's mouth to end choking scenario demonstration."	2	
TOTAL POINTS	12	

Domains of Healthcare Project Evaluation Rubric

Adapted from HOSA Competitive Event Guidelines for Health Career Photography


A. Career Photo #1	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 1 point	SCORE
1. Understanding of Profession <ul style="list-style-type: none"> • Job responsibilities • Required education/training • Benefits/Challenges • Other specific information 	Student demonstrates a very clear understanding of the profession depicted in the photo and the job requirements of that profession.	Student demonstrates a good understanding of the profession depicted in the photo.	Student has an average understanding of the profession depicted in the photo.	Student struggles to show an understanding of the profession depicted in the photo.	Student does not show an understanding of the profession. No job requirement information was shared.	
2. Description of Photo	The student brought the photo to life through the description. Vividly illustrated the story behind the photo and described what is happening and why in the photo with comprehensive details.	The student did a commendable job of describing the photos, and many details were included.	The student did a standard job of describing the photo, but it felt like details were missing.	The student described elements of the photo, but the description was scattered and not robust. The evaluator was left with more questions than answers.	The student made no attempt to describe the photo.	
3. Connection to the Healthcare System	The student gave 3+ thorough examples of how the career in the photo fits within the healthcare system.	N/A	The student gave 2 examples of how the career in the photo fits within the healthcare system.	The student gave 1 example of how the career in the photo fits within the healthcare system.	The student gave no examples of how the career in the photo fits within the healthcare system.	

Success Story Spotlight

Guest Speakers!!!

- Connect your community to your classroom
- First step in work-based learning
- Potential for shadow and internship opportunities for students
- Showcase in-demand careers students may not have previously considered

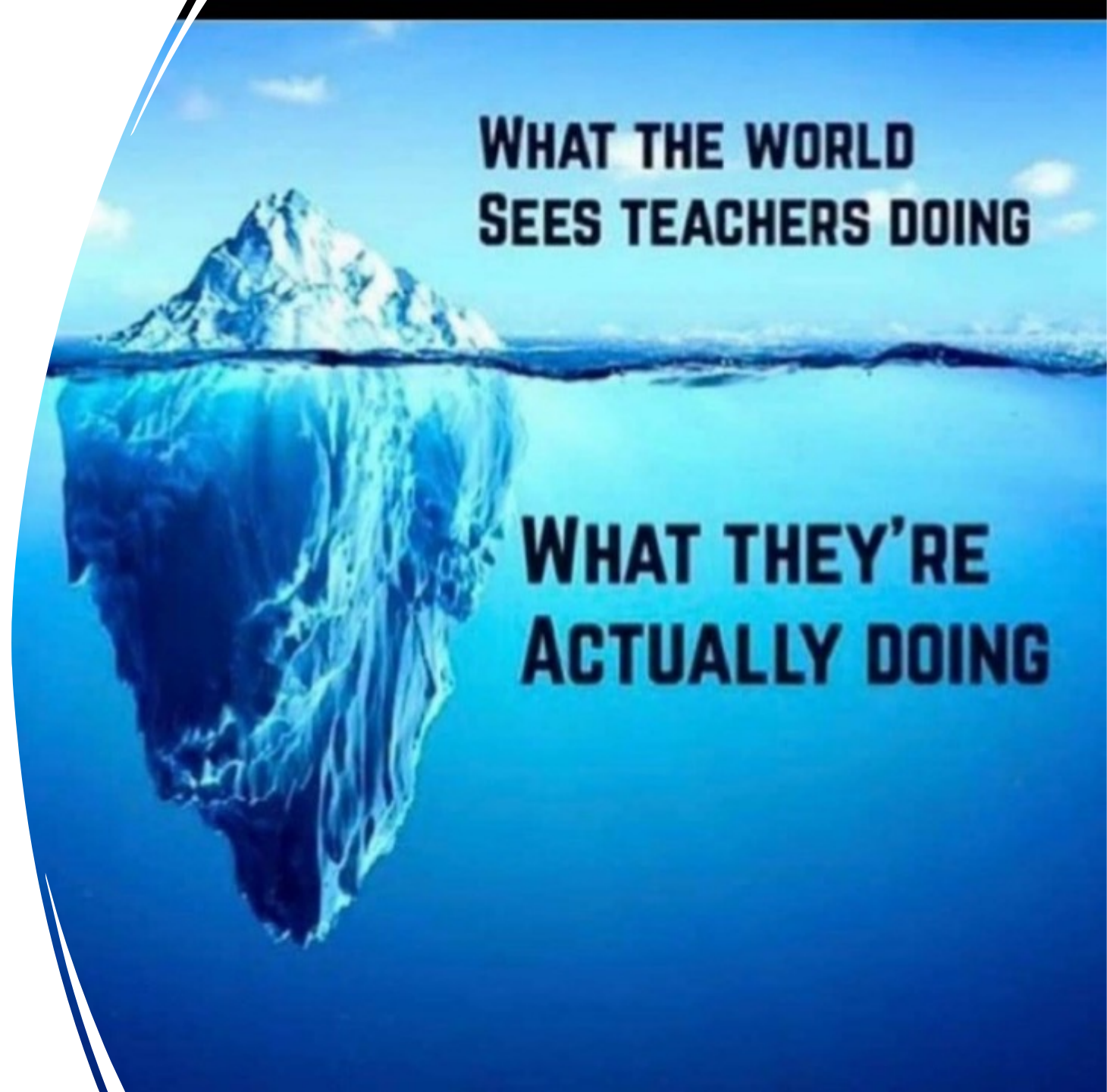


A young girl with brown hair in a ponytail, wearing large black-rimmed glasses and a pink polka-dot shirt. She is looking upwards and to the left with a thoughtful expression, her hand resting on her chin. A large thought bubble is positioned to her left, containing the text "Questions, Comments, or Concerns?". Several smaller thought bubbles trail off from the top of the main bubble towards the top right of the frame.

Questions,
Comments, or
Concerns?

Today's Take Aways

- Think outside the box to keep students engaged in their learning!
- Utilize strategies to **incorporate HOSA** into your classroom experience.
- Be a **reflective** practitioner!



**WHAT THE WORLD
SEES TEACHERS DOING**

**WHAT THEY'RE
ACTUALLY DOING**



THANK YOU
for your dedication
and determination
to enlighten and
encourage our
future health
professionals.

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