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| **Title**  | **Accessibility of careers in healthcare, an investigation** |
| **Introduction**  | A 2013 study by the Bureau of Labor Statistics determined that 70% workers who had recently graduated high school were making at or below minimum wage. The healthcare industry is one of the fastest growing in the United States, and offers competitive pay for entry level positions. Through this unit, students will explore potential entry level careers in healthcare in Eastern NC hospitals. Additionally, students will research the level of education necessary to attain one of these entry level positions, and perform a cost benefit analysis of investment in education to increased pay. Using a media of their choice, students will explain their evaluations of the relative costs and benefits in regard to education and a career in healthcare. Students will conduct independent structured research to assess the viability of various occupations within major area hospitals. Students will then align their profession of research with a local educational institution and perform a cost benefit analysis of perusing further education. Most classroom sessions will consist of research, documentation, analysis and product creation that will demonstrate the students understanding and evaluation of careers in healthcare.  |

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| **Curriculum Alignment**  | This section contains the curriculum alignment of this project to the North Carolina Standard Course of Study, specifically the Common Core and Essential Standards, as well as the Next Generation Science Standards. Include content area, grade level, standard number and brief description.Curriculum AlignmentCommon Core[CCSS.ELA-LITERACY.RH.6-8.1](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/)Cite specific textual evidence to support analysis of primary and secondary sources.[CCSS.ELA-LITERACY.RH.6-8.2](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/)Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.NC Essential Standards8.E.1.2 Use economic indicators (e.g. GDP, inflation and unemployment) to evaluate the growth and stability of the economy of North Carolina and the United States. 8.E.1.3 Explain how quality of life is impacted by personal financial choices (e.g. credit, savings, investing, borrowing and giving).CCR Writing Anchor #7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.   RST.6-8.7: “...answer a question (including a self-generated question)...generating additional related, focused questions that allow for multiple avenues of exploration.”    RST.9-12.7: “...narrow or broaden inquiry when appropriate...”   SL.9-10.1: “Come...having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas... make new connections in light of the evidence and reasoning presented.”  |
| **Learning Outcomes**  | The Learning Outcomes list what participants are expected to learn after completing the activities contained in this project.*Participants will identify entry level positions in healthcare* *Participants will evaluate the cost-benefit of education for healthcare**Participants will design and develop a media product that is based on prior research and analysis that demonstrates understanding.*  |
| **Time Required and Location**  | Day 1- 50 minute class period in classroom.Day 2- 50 minute class period in classroom.Day 3- 50 minute class period in classroom.Day 4- 50 minute class period in classroom. |

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| **Materials Needed**  | Facilitator List* Computer or tablet with internet connection
* Notebook/ Pens and Pencils

Participant List * Computer or tablet with internet connection one per student.
* Notebook/ Pens and Pencils
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| **Safety**  | No immediate safety concerns. Make sure students are proctored.  |
| **Participant Prior Knowledge**  | These activities are designed to be part of an exploration of careers in healthcare, and thus do not require any level of familiarity with the healthcare field. Students should be familiar with the concept of cost-benefit analysis.  |
| **Facilitator Preparations**  | The facilitator should become familiar with local area hospital job posting websites.The facilitator should become familiar with local area community college programs.The facilitator should reserve a computer lab or equivalent device cart so students can have access the internet.  |
| **Activities**  | **Note** **See end of document for the classroom use protocol.**Day 1: Begin class with a discussion of what a hospital is, and the different types of services a hospital offers. Have students, in groups; brainstorm the different types of services a hospital offers. On the board, create a graphic organizer that categorizes the jobs that students have come up with into the most relevant departments. Day 2: Research local hospitals and 1 entry level job Day 3: Research local community colleges and the total cost of a programDay 4: Write conclusions and compare money earned at the entry level job vs. minimum wage over 5 years. |
| **Assessment**  | Products will be evaluated using the attached rubric. |

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| **Critical Vocabulary**  | *Health and Healthcare - People**Dentist- the profession or science dealing with the prevention and treatment of diseases and malformations of the teeth, gums, and oral cavity, and the removal, correction, and replacement of decayed, damaged, or lost parts, including such operations as the filling and crowning of teeth, the straightening of teeth, and the construction of artificial dentures.**Doctor- a person licensed to practice medicine, as a physician, surgeon, dentist, or veterinarian.**general practitioner- a medical practitioner whose practice is not limited to any specific branch of medicine or class of diseases.**Midwife- a person trained to assist women in childbirth.**Nurse- a person formally educated and trained in the care of the sick or infirm.**Patient- a person who is under medical care or treatment.**Specialist- a medical practitioner who devotes attention to a particular class of diseases, patients, etc.**Surgeon- a physician who specializes in surgery.**Health and Healthcare - Places**Hospital- an institution in which sick or injured persons are given medical or surgical treatment.**operating theatre- a room in which surgical operations are performed**surgery- the art, practice, or work of treating diseases, injuries, or deformities by manual or operative procedures.**waiting room- a room for the use of persons waiting, as in a railroad station or a physician's office.**Ward- a division, floor, or room of a hospital for a particular class or group of patients* |
| **Community Engagement**  | The section describe ways to engage key stakeholders from your community (parents, school and community, economic development, chamber of commerce, scientists, informal education, after school program leaders…) in activities connected to this project.* Presentations to business, economic development, education community groups
* Sharing participant work or projects
* Guest speakers
* Site visits
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| **Author Info**  | In this section, tell us about yourself and your mentor! Include the following:Kenan Fellow: David Roach* Woodington Middle School, Lenoir County Public Schools, Kinston
* 8th Social Studies
* 4 Years

Mentor: Jimmy Person* Lenoir Memorial Hospital
* Director of HR
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Research Paper Rubric

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|  | **(A)** | **(B)** | **(C)** | **(D)** | **(F)** |
| **Thesis** | clearly stated and appropriately focused | clearly stated but focus could have been sharper | thesis phrasing too simple, lacks complexity; or, not clearly worded | thesis lacks a clear objective and/or does not “fit” content of essay | thesis not evident |
| **Supporting Research** | thorough and relevant | less thorough but still substantial and relevant | adequate; relevance made clear | insufficient; relevance not always made clear | irrelevant, missing, or relies on assertion rather than research |
| **Focus & Content** | sharp, distinct focus; balanced, substantial, specific, and/or illustrative content; sophisticated, mature ideas are particularly well-developed | Clear focus; specific, illustrative, and balanced content | adequate focus, but unbalanced content; more analysis needed | essay contains too much research information without analysis or commentary | absence of focus and relevant content; content doesn’t “fit” thesis |
| **Organization** | obviously controlled and/or subtle organization; strong topic sentences | logical and appropriate organization; clear topic sentences | organization attempted, but unclear or inappropriate topic sentences | inconsistent organization | absence of planned organization |
| **Style** | writer’s voice is strong; precision in tone, sentence structure, and word choice | precision and variety in sentence structure and word choice | limited, but mostly correct, sentence structure variety and word choice | several awkward and/or unclear sentences; problems with word choice | no apparent control over sentence structure and word choice |
| **Mechanics & Usage** | free of mechanical and usage errors | few mechanical and usage errors | some mechanical and usage errors, but not severe enough to interfere significantly with writer’s purpose  | mechanical and usage errors which interfere with writer’s purpose | mechanical and usage errors that significantly interfere with the writer’s purpose |
| **MLA: In-Text Citations** | all sources are accurately documented in the proper MLA format | all sources are documented, but a few are not in the desired format | most sources are documented, but many are not in the desired format | several sources lack proper documentation | sources are not accurately documented, and MLA format is not attempted or followed properly |
| **MLA: Works Cited Page** | all sources on Works Cited page follow proper MLA format | most sources on Works Cited page follow proper MLA format | few of the sources on Works Cited page follow proper MLA format | none the sources on Works Cited page follow proper MLA format |

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| Day 1 | Review Overview and Topic Introduction |
| Goal of the Day The goal for this day is to introduce the topic and provide some level of context for students. A good rule of thumb it to assume that 100% of your class knows nothing about the topic. Do Now: Project the Jobs in Healthcare Word CloudMacintosh HD:Users:davidroach:Desktop:Screen Shot 2016-03-31 at 8.18.27 PM.pngHave students answer the following questions1. Select and write down three words.2. In once sentence per word, tell why you selected that word.3. On average, how many jobs in the word cloud mean the same thing as *Doctor*Big Idea: Not all jobs in healthcare deal explicitly with patients. There are more jobs in medicine than doctors and nurses. Introduce the project: Use the following questions to facilitate a group discussion to assess prior knowledge. Depending on class size students may be broken into groups of 2-4 and given 30 second to 1 minute to prepare their own answer, then 1-2 minutes for the group to share. Alternatively, this may be done as a whole group exercise.1. When you think of the word hospital, what jobs come to mind? List or name 3 *Ex: Doctor, Nurse, Surgeon* 2. When you think of these jobs, how much education is required to get these jobs? *Ex: Many years, College, Medical School*3. In general, do jobs at a hospital pay well? *Ex: Yes*4. How much is minimum wage?Conclude the discussion with presenting the project, you could say something like: There are jobs in healthcare and at hospitals that require minimal education, in some cases less than 6 months, that pay 50% more to double minimum wage. Over the next few days, we will be conducting research and writing our findings in a short essay. The purpose in this is gain an understanding of the following ideas…1. What entry level jobs are available in healthcare2. What type of education or training is available at local community colleges3. How much those jobs will pay in comparison to the minimum wage.  |
| Day 2 | Research Day  |
| Goal of the Day The goal for this day is to have students select their potential degree or job, research exactly what it does, the opportunities, and the total number of hours to complete the program.Have students select one of the following jobs in healthcare1. Associate Nursing Degree2. Dental Assisting3. Dental Hygiene4. Polysomnography5. Practical Nursing6. Radiography7. Surgical Technology8. Massage Therapy9.Medical AssistingHave students go to this link and read more about their chosen job. <http://www.lenoircc.edu/acaddiv/acadhlthsci/>Have students independently answer the following questions1. What does this program prepare students to do?2. What type of skills will you learn?3. What type of employment opportunities exist?After clicking on the “Course and Hour Requirements” have students answer the following questions1. How many General Education hours does this program require?2. How many Major Hours does this program require?3. Give three examples of classes you might take if pursuing this major. 4. How many total hours will it take to achieve this degree or diploma? |
| Day 3 | Organization and Comparison |
| Goal of the Day Today is focused on having students develop a contextual understanding of what it costs to attain a degree. Students will determine the total tuition cost for their program based on the number of credit hours. They will research what they can be expected to make and then compare a five year total to that of beginning work immediately after high school.Using their notes from yesterday, have students calculate the total cost of tuition using this link <http://www.lenoircc.edu/pdf/tuition.ps.pdf>Have students answer the following questions1. How many hours is your degree program?2. What is the maximum number of hours that you can take in one semester?3. Generally speaking, how much does one credit hour cost?Multiply the total number of hours in your program with the average cost of one credit hour. 4. What is the total cost of your degree program?5. About how many semesters will it take you to complete your degree program? (To determine the number of semesters, divide the total number of hours by 15) Using the internet, have students research an average of what they can be expected to make in their given job by using this salary calculator <http://www.payscale.com/salary-calculator>**Your Job**

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| Hourly Rate | Hours per Year | Total Income per Year |
|  | 2000 |  |

**Minimum Wage**

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| Hourly Rate | Hours per Year | Total Income per Year |
| $7.25 | 2000 | 14,500.00 |

Have students complete the following chart.

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|  | Total IncomeYear 1 | Total IncomeYear 2 | Total IncomeYear 3 | Total IncomeYear 4 | Total IncomeYear 5 | Subtract Total Spent on Education | Overall Total |
| Community College |  |  |  |  |  |  |  |
| Straight to Work |  |  |  |  |  | $0.00 |  |

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| Day 4 | Final Organization |
| Goal for the Day The goal for today is to have students organize their information into an essay planning format.Have Students answer the following questionsIntroduction1. Do all jobs in healthcare require you to be a Doctor or Nurse?2. Where can you pursue a degree or certificate?3. Why would you pursue a job in healthcare?Body Paragraph 1 Jobs, Opportunities, and Coursework1. What are some jobs available in the field of healthcare?2. What do those jobs prepare you to do?3. What type of courses are required to get this job? How many total hours?Body Paragraph 2 Pay1. How much does this job pay per hour?2. How much will this job pay in a year?3. How much will this job pay in five years?4. How much would you make if you did not go to school and went straight to work?Body Paragraph 3 Justification1. Overall is there a cost to attending a school? What is the cost?2. Do you make more money in the first three years by going right to work or attending a college?3. What about after five years?4. What are the benefits of pursuing a degree and working in healthcare?Conclusion1. Restate your argument |