

# CAPS Exploring Health Professions

## UNIT 1: Understanding Healthcare Pathways

### ESSENTIAL QUESTION

**How do different healthcare career pathways contribute to addressing community health issues?**

### BIG IDEAS

- **Understanding the Five Healthcare Career Pathways**
  - therapeutic services, diagnostic services, support services, health informatics, and biotechnology research
- **Exploring Community Health Issues and Healthcare Impacts**
- **Investigating Intersections of Human, Animal, and Environmental Health**

### GUIDING QUESTIONS

#### Content

- Understanding the Five Healthcare Career Pathways
- Exploring Community Health Issues and Healthcare Impacts
- Investigating Intersections of Human, Animal, and Environmental Health

#### Process

- How can students explore different healthcare career pathways through research, interviews, and informational sessions?
- What methods can students use to investigate community health issues and their impacts on healthcare delivery and public health outcomes?
- In what ways can students engage with interdisciplinary approaches to understanding health, including the One Health perspective?

#### Reflective

- How have your perceptions of healthcare career pathways evolved throughout this unit, and what career paths interest you the most?
- What insights have you gained about the interconnectedness of health domains and the importance of collaboration in addressing community health issues?

## FOCUS STANDARDS

### Health Care Workplace Experience Course No. 36992/36993

#### BENCHMARK 1: ANALYZE STRATEGIES TO BALANCE ROLES AND RESPONSIBILITIES IN THE HEALTH SCIENCES (INDIVIDUAL AND CAREER).

##### Competencies

- | #   | DESCRIPTION  |
|-----|--|
| 1.1 | Compare and contrast occupations that fit individual interests and personal life goals (i.e. interest survey results).                               |
| 1.2 | Research, and evaluate information to set SMART career goals.  |
| 1.3 | Apply fundamental knowledge of cost benefits related to personal career goal achievement.  |
| 1.4 | Summarize local and global policies, issues, and trends in the health sciences.  |
| 1.5 | Research new technologies to meet future health or medical needs.  |
| 1.6 | Predict potential impact of career path decisions on balancing work and family responsibilities.   |
| 1.7 | Identify community and human resources for meeting individual career needs (i.e. personal knowledge, non-profit agencies, educational institutions). |

#### BENCHMARK 2: ENHANCE JOB APPLICATION AND RETENTION.

##### Competencies

- | #   | DESCRIPTION  |
|-----|--|
| 2.1 | Analyze career choices to determine the knowledge, skills, and personality traits associated with health science careers.  |
| 2.2 | Practice public speaking skills to build personal confidence and enhance employability.  |
| 2.3 | Demonstrate job seeking skills.  |
| 2.4 | Analyze strategies for job retention, addressing job performance weaknesses and how to leave a job appropriately.  |
| 2.5 | Assess health, wellness, and work safety considerations of the health science worker.  |
| 2.6 | Analyze the impact of an individual's career decision on personal goals, relationships, financial benefit, and the impact on the national and global community .as in picking one health care field over another). |
| 2.7 | Demonstrate teamwork and leadership skills in school and community settings (e.g. HOSA experience).  |
| 2.8 | Demonstrate respect for others regardless of age, gender, socio-economic or culture.   |

## KEY LEARNING EXPERIENCES

- Guest speaker presentations from professionals representing various healthcare career pathways.
- Research projects on specific community health issues and their relationship to healthcare

careers.

- Field trips to healthcare facilities, public health agencies, or community organizations addressing health disparities.
- Case studies and discussions on real-world healthcare challenges and the roles of different healthcare professionals.
- Networking events with professionals from diverse healthcare backgrounds.
- Reflective journaling on personal interests, goals, and experiences related to healthcare career exploration.

# CAPS Exploring Health Professions

## UNIT 2: Introduction to Public Health

### ESSENTIAL QUESTION

### BIG IDEAS

**How does public health contribute to improving population health and addressing health disparities?**

- **Understanding Public Health Concepts and Objectives**
- **Examining Health Promotion and Disease Prevention Strategies**
- **Exploring Public Health Career Opportunities**

### GUIDING QUESTIONS

#### Content

- What are the key concepts and objectives of public health, and how do they relate to population health and health equity?
- How do public health initiatives promote health promotion, disease prevention, and health education within communities?
- What career pathways exist within the field of public health, and how do they contribute to addressing public health challenges?

#### Process

- How can students engage with public health data and research to understand community health needs and disparities?
- What strategies can students explore for promoting health and preventing diseases within their communities?
- In what ways can students connect with public health professionals and organizations to learn about career opportunities and contributions to public health initiatives?

#### Reflective

- How have your perceptions of public health evolved throughout this unit, and what aspects of public health interest you the most?
- What insights have you gained about the importance of community engagement, advocacy, and policy in public health practice?

## FOCUS STANDARDS

### Introduction to Health Care Course No. 14000

#### BENCHMARK 1: COMPARE AND CONTRAST THE HISTORY OF MEDICINE WITH CURRENT TRENDS

##### Competencies

#	DESCRIPTION
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|-----|--|
| 1.1 | Create a historical timeline to include: Egyptians, Hippocrates, Clara Barton, Elizabeth Blackwell, Florence Nightingale, William Harvey, Joseph Lister, Ignaz Semmelweis, Jonas Salk and Albert Sabin, Louis Pasteur. |
| 1.2 | Identify current trends in healthcare.   |

#### BENCHMARK 2: DEMONSTRATE KNOWLEDGE OF MEDICAL MATHEMATICS

##### Competencies

#	DESCRIPTION
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|-----|--|
| 2.1 | Apply mathematical computations related to healthcare procedures.  |
| 2.2 | Apply mathematical principles to conversion equations used in the healthcare delivery system.                      |
| 2.3 | Apply mathematical principles involving temperature, weights, and measures used in the healthcare delivery system. |
| 2.4 | Analyze diagrams, charts, graphs and tables to interpret healthcare results.                                       |
| 2.5 | Demonstrate use of the 24-hour clock/military time.  |

#### BENCHMARK 3: DEMONSTRATE KNOWLEDGE OF WRITTEN AND VERBAL COMMUNICATION SKILLS IN HEALTHCARE SETTINGS

##### Competencies

#	DESCRIPTION
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|-----|---|
| 3.1 | Recognize, organize, write and compile technical information and summaries using common medical terminology (abbreviations, roots, prefixes, suffixes). |
| 3.2 | Use medical terminology to communicate information, data and observations.  |
| 3.3 | Use medical terminology within a scope of practice in order to interpret, transcribe and communicate information, data and observations.                |
| 3.4 | Identify common barriers to communication.  |
| 3.5 | Practice communication needs of the patient/client including active listening.  |
| 3.6 | Modify communication to meet the needs of the patient/client and be appropriate to the situation.   |

#### BENCHMARK 4: DEMONSTRATE KNOWLEDGE OF HEALTH CARE DELIVERY SYSTEM

##### Competencies

#	DESCRIPTION
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|-----|--|
| 4.1 | Understand the healthcare delivery system (public, private, government, and non-profit). |
|-----|--|

- 4.2 Describe the responsibilities of consumers within the healthcare system.
- 4.3 Assess the impact of emerging issues on healthcare delivery systems.
- 4.4 Understand the history and role of health insurance and employer/employee benefits.

**BENCHMARK 5: SUMMARIZE PERSONAL TRAITS OF THE HEALTHCARE PROFESSIONAL**  
Competencies

- | #   | DESCRIPTION   |
|-----|---|
| 5.1 | Classify the personal traits and attitudes desirable in a member of the healthcare team.                          |
| 5.2 | Summarize professional standards as they apply to hygiene, dress, language, confidentiality, and behavior.        |
| 5.3 | Demonstrate proper hygiene of health care worker.   |
| 5.4 | Describe proper dress of a health care worker.  |
| 5.5 | Discuss proper behavior in a healthcare setting (honesty empathy, dependability, lifelong learner, and teamwork). |

**BENCHMARK 6: CAREER EXPLORATION IN HEALTH SCIENCE**  
Competencies

- | #   | DESCRIPTION  |
|-----|--|
| 6.1 | Identify a variety of careers in Health Science <ul style="list-style-type: none"> <li>• Diagnostic Services (Ex.: Radiology, Clinical Lab Tech, Audiologist, Optician).</li> <li>• Therapeutic Services (Ex.: Nursing, Athletic Trainer, Dental Hygienist, Respiratory Therapist, Vet).</li> <li>• Health Informatics (Ex.: Medical Coder, Risk Manager, Healthcare Administrator, Admissions).</li> <li>• Support Services (Ex.: Dietary, Social Work, Mortician, Interpreter, Environmental Advocate).</li> <li>• Biotechnology Research &amp; Development (Ex.: Forensic Pathologist, Pharmaceutical, Biologist).</li> </ul> |
| 6.2 | Identify specific careers and the job responsibilities, daily duties, skill requirements, and interaction with patients and/or staff.  |
| 6.3 | Develop a program of study that lists secondary classes, CTE classes, post-secondary institution program, certifications, and other training needed for a career.  |

**BENCHMARK 7: DEMONSTRATE KNOWLEDGE OF MEDICAL LAW AND MEDICAL ETHICS**  
Competencies

- | #   | DESCRIPTION  |
|-----|--|
| 7.1 | Analyze legal responsibilities, limitations, and implications of actions.  |
| 7.2 | Apply procedures for accurate documentation and use of electronic and print health care records.   |
| 7.3 | Differentiate between medical law and medical ethics including: Hippocratic oath, Patient bill of rights, Patient care partnership, Ethics Committees.       |
| 7.4 | Describe scope of practice for healthcare workers.   |
| 7.5 | Explain the importance of expressed consent, implied consent and informed consent.   |
| 7.6 | Define legal implications and how they relate to healthcare including: Battery, invasion of privacy, malpractice/negligence, slander, libel, assault, abuse. |

- 7.7 Describe HIPAA.
- 7.8 Discuss religious and cultural values as they impact health care (ethnicity, race, religion, gender).
- 7.9 Demonstrate respectful and empathetic treatment of ALL patients/clients (customer service, patient satisfaction, civility).
- 7.10 Utilize procedures for reporting activities and behaviors of patients/clients that affect the health, safety, and welfare of others.

## BENCHMARK 8: CULTURAL, SOCIAL, AND ETHNIC DIVERSITY

### Competencies

- | #   | DESCRIPTION  |
|-----|--|
| 8.1 | Identify and demonstrate respectful and empathetic treatment of ALL patients/clients (customer service). |
| 8.2 | Discuss religious and cultural values as they impact healthcare: ethnicity, gender, race, religion.      |

## KEY LEARNING EXPERIENCES

- Guest lectures or presentations by public health professionals on key public health concepts and initiatives.
- Group projects or presentations on specific public health topics, such as vaccination campaigns or community health assessments.
- Field experiences or volunteer opportunities with local public health agencies or organizations.
- Discussions and debates on current public health issues and policies affecting communities
- Career panels or informational interviews with public health practitioners representing different specialties.
- Reflection exercises on personal values, interests, and goals related to public health careers and advocacy.

# CAPS Exploring Health Professions

## UNIT 3: Professional Shadowing Opportunities

### ESSENTIAL QUESTION

**How do professional observations and networking opportunities enhance students' understanding of healthcare careers and public health practice?**

### BIG IDEAS

- Engaging with Healthcare Professionals and Public Health Practitioners
- Exploring Career Pathways through Hands-on Experiences
- Applying One Health Principles in Professional Settings

### GUIDING QUESTIONS

#### Content

- What are the benefits of shadowing healthcare professionals and public health practitioners in various settings?
- How do hands-on experiences and networking opportunities contribute to career exploration and professional development?
- In what ways can students observe and apply One Health principles in real-world healthcare and public health practices?

#### Process

- How can students arrange and prepare for professional shadowing experiences in healthcare facilities, public health agencies, or research institutions?
- What skills and competencies can students develop through hands-on experiences and interactions with healthcare professionals?
- In what ways can students reflect on their shadowing experiences and apply their learnings to future career goals and aspirations?

#### Reflective

- What insights have you gained from your professional shadowing experiences, and how have they influenced your career aspirations and goals?



- How have your interactions with healthcare professionals and public health practitioners shaped your understanding of the healthcare industry and public health practice?

## FOCUS STANDARDS

### Health Care Workplace Experience Course No. 36992/36993

#### BENCHMARK 3: ENHANCE CAREER READINESS THROUGH PRACTICING APPROPRIATE SKILLS IN CLASSROOM AND COMMUNITY

##### Competencies

- | #    | DESCRIPTION  |
|------|--|
| 3.1  | Demonstrate appropriate communication skills (verbal, listening, and writing skills) to communicate clearly.                           |
| 3.2  | Practice appropriate social skills, manners, and etiquette in a variety of settings.   |
| 3.3  | Identify common tasks that require individuals to use problem-solving skills.  |
| 3.4  | Apply problem-solving and critical thinking skills important to health science settings.   |
| 3.5  | Create ideas, proposals, and solutions to overcome barriers to personal goal achievement.  |
| 3.6  | Use math and science (as appropriate) principles when addressing career and life goals.  |
| 3.7  | Evaluate career portfolios (electronic or physical) to learn how to document knowledge, skills, and experiences.                       |
| 3.8  | Establish a personal portfolio (electronic or hard copy) to begin to document personal achievements and experiences.                   |
| 3.9  | Use technology appropriately to access, manage and/or create career information (i.e. practice internet ethics, avoid identify theft). |
| 3.10 | Critique the physical and social environment to reduce conflict and promote safety in health science career settings.                  |
| 3.11 | Identify personal rights and responsibilities as an employee and how to address violations.  |

## KEY LEARNING EXPERIENCES

- Professional observations or shadowing experiences in healthcare settings, such as hospitals, clinics, or research labs.
- Networking events or career fairs featuring healthcare professionals and public health practitioners.
- Career development workshops or seminars on resume building, interview skills, and

professional etiquette.

- Informational interviews with professionals in desired healthcare fields to gain insights into career pathways and industry trends.
- Culminating project or presentation reflecting on personal career goals, experiences, and next steps in pursuing healthcare professions or public health careers.
- Group tours of healthcare facilities involved in community health initiatives.

# CAPS Exploring Health Professions

## UNIT 4: Professional Skills Development through Career Exploration

### ESSENTIAL QUESTION

**What are key professional skills needed to prepare future professionals in a career they are exploring?**

### BIG IDEAS

- **Holistic Skill Development:** Prioritize a diverse set of skills beyond technical expertise and including an entrepreneurial mindset.
- **Experiential Learning:** Hands-on experiences, internships, apprenticeships, and project-based learning opportunities provide career exploration opportunities.
- **Mentorship and Networking:** Facilitate mentorship programs and networking events to connect young professionals with experienced individuals in their field.

### GUIDING QUESTIONS

#### Content

- What are effective communication strategies and tools used in specific professions?
- Why are critical thinking, problem-solving and adaptability important?
- How can professional skill development bridge the gap between theoretical knowledge and practical application and enhance understanding of future career opportunities?
- How can mentors offer guidance, advice, and valuable insight most effectively?

#### Process

- How can students learn about their current strengths and opportunities for development?
- How can experiential learning opportunities holistically create opportunities to practice professional skills?

#### Reflective

- How does professional skill development foster lifelong learning and development?
- How can I take these skills and transfer them to post secondary and future career opportunities?

## FOCUS STANDARDS

### CTE Professionalism Standards

- 1.1 Act as a responsible and contributing citizen and employee.
- 1.2 Apply appropriate academic and technical skills.
- 1.4 Communicate clearly, effectively and with reason.
- 1.5 Consider the environmental, social and economic impacts of decisions.
- 1.6 Demonstrate creativity and innovation.
- 1.7 Employ valid and reliable research strategies.
- 1.8 Utilize critical thinking to make sense of problems and persevere in solving them.
- 1.9 Model integrity, ethical leadership and effective management.
- 1.10 Plan education and career path aligned to personal goals.
- 1.11 Use technology to enhance productivity.
- 1.12 Work productively in teams while using cultural/global competence.

### CAPS Professional Profile

**Skills:** Communication, Collaboration, Time Management, Conflict Resolution, Critical Thinking, Interpersonal Relationship, Creativity, Leadership

**Attributes:** Adaptability, Curiosity, Self-awareness, Drive, Confidence, Enthusiasm, Resourcefulness, Integrity, Empathy

**Actions:** Networking, Interviewing, Goal Setting, Professional Manner

## KEY LEARNING EXPERIENCES

- Experiential learning opportunities such as project presentations, apprenticeships, client projects and internships.
- Interview opportunities with community members.
- Mentorship events where students are connected to professionals in their chosen careers.
- Development of digital portfolios and resume building that are industry standard and can grow with students.