

**EXPLORING
CAREER CLUSTERS:**

HEALTH SCIENCE



UNIT 2-D: EXPLORING CAREER CLUSTERS: Health Science *Suggestions for the Instructor*

Pg. 2D-12 - 13 -- What Do You Already Know? Job Titles in Health Science

In small groups, discuss each of the job titles in the **Health Science** career cluster. What do you think these workers do? What kind of environment do they work in? What tools and equipment do they use? What kind of skills do they need to have?

Pg. 2D-14 - 17 -- Health Science JOB TITLES: Research

In small groups, look up the job titles below on **MyCareerShines** (www.mycareershines.kuder.com) and write the definition on the lines on the handout. (Other websites or a dictionary may be used if this is not accessible.) ask students to discuss how their research compares with their prior knowledge.

Pg. 2D-18 -- Health Science Job Description Match-up

On this handout, have students match the letter of the job from this career cluster with the description of the job duties.

ANSWERS:

	Health Science Career Cluster		Description of Job Duties
<i>A</i>	<i>Agricultural Inspectors</i>	<i>E</i>	Conduct research or perform investigation for the purpose of identifying, abating, or eliminating sources of pollutants or hazards that affect either the environment or the health of the population.
<i>B</i>	<i>Biomedical Engineers</i>	<i>I</i>	Compile, process, and maintain medical records of hospital and clinic patients in a manner consistent with medical, administrative, ethical, legal, and regulatory requirements of the health care system.
<i>C</i>	<i>Dietitians & Nutritionists</i>	<i>M</i>	Administer nursing care to ill, injured, convalescent, or disabled patients.
<i>D</i>	<i>Religious & Education Activities Director</i>	<i>K</i>	Assist patients in obtaining services, understanding policies and making health care decisions.

<i>E</i>	<i>Environmental Scientists</i>	<i>F</i>	Manage or coordinate fitness and wellness programs and services. Manage and train staff of wellness specialists, health educators, or fitness instructors.
<i>F</i>	<i>Fitness & Wellness Coordinators</i>	<i>J</i>	Diagnose and treat acute, episodic, or chronic illness, independently or as part of a healthcare team.
<i>G</i>	<i>Healthcare Social Worker</i>	<i>A</i>	Inspect agricultural commodities, processing equipment, and facilities, and fish and logging operations, to ensure compliance with regulations and laws governing health, quality, and safety.
<i>H</i>	<i>Home Health Aide</i>	<i>G</i>	Provide individuals, families, and groups with the psychosocial support needed to cope with chronic, acute, or terminal illnesses.
<i>I</i>	<i>Medical Records & Health Information Technician</i>	<i>C</i>	Plan and conduct food service or nutritional programs to assist in the promotion of health and control of disease. May supervise activities of a department providing quantity food services, counsel individuals, or conduct nutritional research.
<i>J</i>	<i>Nurse Practitioners</i>	<i>H</i>	Provide routine individualized healthcare such as changing bandages and dressing wounds, and applying topical medications to the elderly, convalescents, or persons with disabilities at the patient's home or in a care facility.
<i>K</i>	<i>Patient Representative</i>	<i>D</i>	Plan, direct, or coordinate programs designed to promote the religious education or activities of a denominational group. May provide counseling and guidance relative to marital, health, financial, and religious problems.
<i>L</i>	<i>Pharmacists</i>	<i>B</i>	Apply knowledge of engineering, biology, and biomechanical principles to the design, development, and evaluation of biological and health systems and products, such as artificial organs, prostheses, instrumentation, medical information systems, and health management and care delivery systems.
<i>M</i>	<i>Registered Nurse</i>	<i>L</i>	Dispense drugs prescribed by physicians and other health practitioners and provide information to patients about medications and their use.

Pg. 2D-19 -- Alphabetical Order

ANSWERS:

- 1. Agricultural Inspectors**
- 2. Biomedical Engineers**
- 3. Dietitians & Nutritionists**
- 4. Environmental Scientists**
- 5. Fitness & Wellness Coordinators**
- 6. Health & Safety Engineers**
- 7. Healthcare Social Workers**
- 8. Home Health Aide**
- 9. Medical Records & Health Information Technician**
- 10. Nurse Practitioners**
- 11. Patient Representatives**
- 12. Pharmacist**
- 13. Registered Nurse**
- 14. Religious & Education Activities Director**

Pg. 2D-20 -- Health Science Job Cluster Crossword Puzzle

ANSWERS:

Across

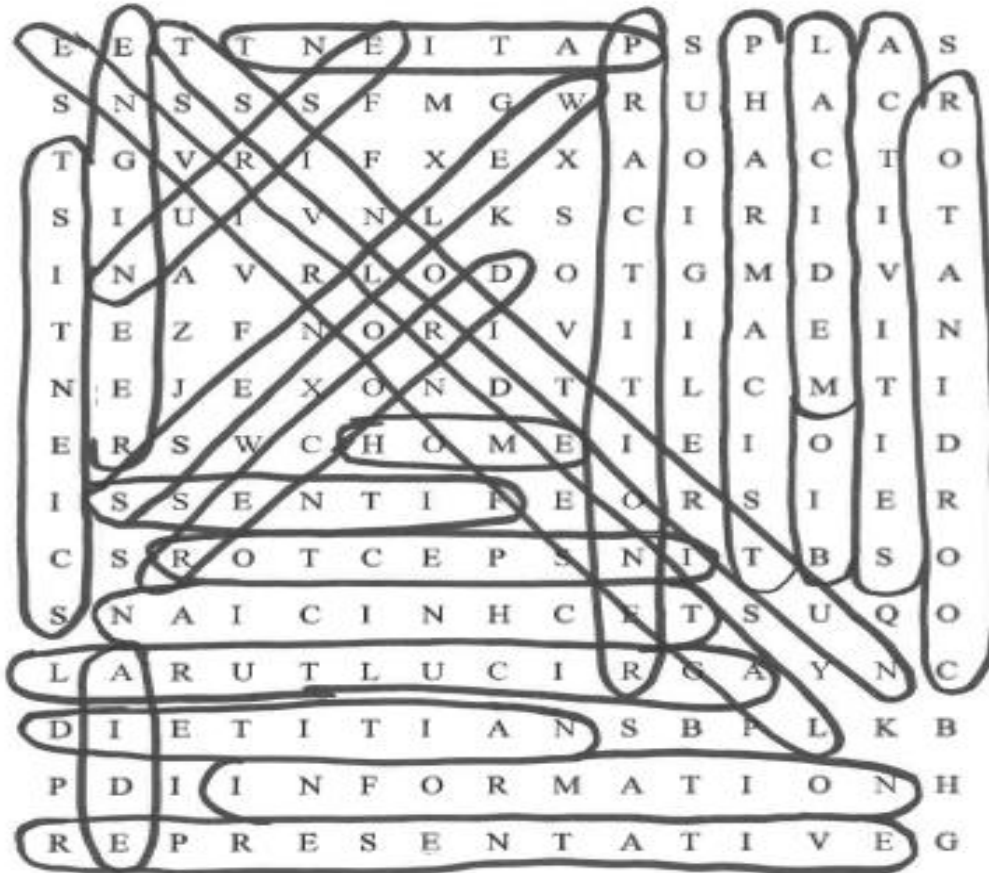
2. A person chosen or appointed to act or speak for another or others (**representative**)
4. A worker who provides individuals, families, and groups with the psychosocial support needed to cope with illnesses (**social worker**)
6. Someone who assists others (**aide**)
8. The condition of being physically fit and healthy (**fitness**)
9. A person receiving medical treatment (**patient**)
11. The state of being in good health, especially as an actively pursued goal (**wellness**)

Down

1. A person who assesses patient health problems and needs, develops and implements care plans, and maintains medical records (**nurse**)
3. A person who is professionally qualified to prepare and dispense medicinal drugs (**pharmacist**)
5. A person whose job is to organize events or activities and to negotiate with others to ensure they work together effectively (**coordinator**)
7. Someone who plans a nutritional program to promote healthy eating (**dietician**)
10. The state of being free from illness or injury (**healthy**)

Pg. 2D-21 -- Health Science Job Cluster Word Search

Health Science Word Search



- | | | |
|------------|---------------|----------------|
| ACTIVITIES | AGRICULTURAL | AIDE |
| BIOMEDICAL | COORDINATOR | DIETITIAN |
| ENGINEER | ENVIRONMENTAL | HOME |
| FITNESS | INFORMATION | INSPECTOR |
| MEDICAL | NURSE | NUTRITIONIST |
| PATIENT | PHARMACIST | PRACTITIONER |
| RECORD | WELLNESS | REPRESENTATIVE |
| SCIENTIST | TECHNICIAN | |

**Pg. 2D-22 - 27 -- SCIENCE in the Health Science Career Cluster:
Human Body Systems Matching Game and Quiz**

In this activity, students learn about the names and functions of the eleven human body systems using flashcards in order to study for a quiz.

You may print the flashcards as is and have students tear them up neatly, or print them on cardstock and cut them up in advance. Have them work in small groups to read about each human body system, then draw a picture or write a rhyme to help them remember. They can then scramble the cards and put them back in order, or play a matching game.

To prepare for the “SCIENCE in the Health Science Career Cluster: Human Body Systems Quiz,” have students study in pairs by using the flashcards. One of the partners should hold up a Body System card and ask the other to describe its functions, then do the reverse: one of the partners should read the Function card aloud and ask the other partner to name the body system. Encourage them to practice and study until they can both correctly describe the functions of all the body systems.

ANSWERS:

1. How many human body systems are there? **eleven**
2. Why is knowledge of human body systems important?
Answers will vary, but should be reasonable: to help you maintain good health, to prepare for work in the healthcare field, etc.
3. Which human body system enables the body to move? **muscular system**
4. Which human body system is made up of hormones? **endocrine system**
5. Which human body system is the main defense mechanism for fighting disease?
immune system
6. Which human body system includes skin and protects the body? **integumentary**
7. Lymph is part of which human body system? **immune system**
8. Which human body system is made up of the brain, the spinal cord, and nerves?
nervous system
9. Which human body system gets rid of various body wastes? **excretory system**
Name three parts of this system: **a) sweat glands b) kidneys c) urinary tract**

(continued)

10. What are the three parts of the muscular system? Tell whether they are involuntary or voluntary:

a) skeletal - voluntary b) cardiac -- involuntary c) smooth - involuntary

11. Which system enables human to make more humans? **reproductive system**

a) What is the function of the male system? **produces sperm cells**

b) What is the function of the female system? **produces egg cells and protects and nourishes offspring**

12. Which system breaks down food and absorb nutrients? **digestive system**

Name at least four organs that are part of this system.

**a) esophagus b) stomach c) small intestine d) large intestine
(may also include liver and pancreas)**

13. Which human body system carries nutrients and oxygen to all the organs of the body, and carries away wastes? **circulatory system**

14. Which human body system provides the body with oxygen, and expels carbon dioxide from the body? **respiratory system**

Name at least three body parts that are part of this system:

Must include at least three of the following:

a) nasal passage b) trachea c) bronchial tubes d) lungs e) alveoli

15. Which system provides structure for the body and protection for the body's internal organs? **skeletal system**

Name four body parts that are part of this system:

a) bones b) ligaments c) joints d) skull

Pg. 2D-28 -- What does a Health Science Worker do?

EDITING PRACTICE

Have students rewrite the paragraph on the handout. They will edit for complete sentences, correct subject / verb agreement, punctuation, and capitalization.

ANSWERS:

Work as an aide can be physically demanding. Aides must guard against back injury because they may have to move patients into and out of bed or help them to stand or walk. Aides also may face hazards from minor infections and exposure to communicable diseases, such as hepatitis, but can avoid infections by following proper procedures. Because mechanical lifting devices available in institutional settings are not as frequently available in patients' homes, home health aides must take extra care to avoid injuries resulting from overexertion when they assist patients. These workers experienced a larger than average number of work-related injuries or illnesses

Aides also perform tasks that some may consider unpleasant, such as emptying bedpans and changing soiled bed linens. The patients they care for may be disoriented, irritable, or uncooperative. Although their work can be emotionally demanding, many aides gain satisfaction from assisting those in need.

Most aides work with a number of different patients, each job lasting a few hours, days, or weeks. They often visit multiple patients on the same day. Surroundings differ by case. Some homes are neat and pleasant, whereas others are untidy and depressing. Some clients are pleasant and cooperative; others are angry, abusive, depressed, or otherwise difficult.

Home health aides and personal and home care aides generally work alone, with periodic visits from their supervisor. They receive detailed instructions explaining when to visit patients and what services to perform. Aides are responsible for getting to patients' homes, and they may spend a good portion of the work day traveling from one patient to another.

Many of these workers work part time and weekends or evenings to suit the needs of their clients.

Pg. 2D-29 -- Talk About Jobs! Small Group Dialogue

Have students work in small groups to write a dialogue about work as a Fitness and Wellness instructor. Have them complete the dialogue using at least ten of the words from the previous lessons. Have them write in such a way that the audience learns about the job duties, the work environment, and the qualities a person should possess who holds one of these jobs. Then they can perform the dialogue for the class.

Pg. 2D-30 - 33 -- A Day in the Life: Heather, Clinical Dietitian

Have students read about a day in the life of a clinical dietitian, then answer the reading comprehension questions which follow.

ANSWER KEY

1. What did Heather do to prepare for her job as a clinical dietitian?
Heather gets to work early to put together her patient list for the day.

2. What other workers in the Health Science Career Cluster does Heather work with as part of her job?
Heather works in a hospital and works with several health science workers. She works with doctors, nurses and medical and health information technicians.

3. What are some of the things that Heather likes most about her job?
Heather likes how health conscience the hospital is and how it provides a farmer’s market and salad bar for employees.

4. What parts of Heather’s job as a clinical dietitian do you think you would enjoy? Which would you find challenging?
Answers will vary. Have students give specific examples from the text to support their opinions.

5. What qualities does Heather have that makes her a good clinical dietitian?
Heather leads a healthy lifestyle. Heather is educated in health sciences and understands a variety of diseases.

Pg. 2D-34 -- Career Cluster Research

Ask students to use three resources to research and complete the information pertaining to job titles in the career cluster they have chosen to explore. (For example: MyCareer Shines: <https://mycareershines.kuder.com>, another on-line resource, an interview with a career counselor.)

Pg. 2D-35 - 36 -- Post-Secondary Catalogue Exploration & Presentation

For this activity, students will choose a program at one of the local educational or vocational institutions that interests them, based on what they have learned about their interests, skills and talents as well as what they now know about post-secondary options. (For example: they might select a certificate program from the local technical center, an Associate of Arts degree program, a community college certificate program or Associate of Science degree, or a four-year college degree.) They will go to the website of the institution which offers a program that interests them to answer the following questions. If they do not have internet access, if possible bring in print catalogues from the local college and vocational / technical center. Have students then prepare to present their information to the class.

Pg. 2D-37 - 39 -- Health Science Occupation Presentation

Have students study the occupational vocabulary on the handout. Then they can use MyCareer Shines (<https://mycareershines.kuder.com>) and the Occupational Outlook Handbook (http://o*netonline.com) to explore in greater depth one of the jobs in the Health Science Career Cluster and prepare to present the information to the class.

Image from Creative Commons www.pixabay.com/en/doctor-physician-md-1639328/

**EXPLORING
CAREER CLUSTERS:**

HEALTH SCIENCE



WHAT DO YOU KNOW?

JOB TITLES IN HEALTH SCIENCE

*In small groups, discuss each of the job titles in the **Health Science** career cluster. What do you think these workers do? What kind of environment do they work in? What tools and equipment do they use? What kind of skills do they need to have?*

Agricultural Inspectors_____

Biomedical Engineers_____

Dieticians & Nutritionists_____

Religious & Educational Activities Director_____

Environmental Scientists_____

Fitness & Wellness Coordinators_____

Health & Safety Engineers_____

Healthcare Social Worker_____

Home Health Aide_____

Medical Records & Health Information Technician_____

Nurse Practitioners_____

Patient Representatives_____

Pharmacist_____

Registered Nurse_____

HEALTH SCIENCE

JOB TITLES: Research

In small groups, look up the job titles below on MyCareerShines (www.mycareershines.kuder.com) and write the definition on the lines below. (Other websites or a dictionary may be used if this is not accessible.) How does your research compare with your prior knowledge?

AGRICULTURAL INSPECTORS

BIOMEDICAL ENGINEERS

DIETITIANS & NUTRITIONISTS

RELIGIOUS & EDUCATION ACTIVITIES DIRECTORS

ENVIRONMENTAL SCIENTISTS

FITNESS & WELLNESS COORDINATORS

HEALTH & SAFETY ENGINEERS

HEALTHCARE SOCIAL WORKERS

HOME HEALTH AIDE

MEDICAL RECORDS & HEALTH INFORMATION TECHNICIAN

NURSE PRACTITIONERS

PATIENT REPRESENTATIVES

PHARMACISTS

REGISTERED NURSE

HEALTH SCIENCE

JOB DESCRIPTION MATCH-UP

Match the letter of the job from this career cluster with the description of the job duties.

	Health Science Career Cluster		Description of Job Duties
A	<i>Agricultural Inspectors</i>		Conduct research or perform investigation for the purpose of identifying, abating, or eliminating sources of pollutants or hazards that affect either the environment or the health of the population.
B	<i>Biomedical Engineers</i>		Compile, process, and maintain medical records of hospital and clinic patients in a manner consistent with medical, administrative, ethical, legal, and regulatory requirements of the health care system.
C	<i>Dietitians & Nutritionists</i>		Administer nursing care to ill, injured, convalescent, or disabled patients.
D	<i>Religious & Education Activities Director</i>		Assist patients in obtaining services, understanding policies and making health care decisions.
E	<i>Environmental Scientists</i>		Manage or coordinate fitness and wellness programs and services. Manage and train staff of wellness specialists, health educators, or fitness instructors.
F	<i>Fitness & Wellness Coordinators</i>		Diagnose and treat acute, episodic, or chronic illness, independently or as part of a healthcare team.
G	<i>Healthcare Social Worker</i>		Inspect agricultural commodities, processing equipment, and facilities, and fish and logging operations, to ensure compliance with regulations and laws governing health, quality, and safety.
H	<i>Home Health Aide</i>		Provide individuals, families, and groups with the psychosocial support needed to cope with chronic, acute, or terminal illnesses.
I	<i>Medical Records & Health Information Technician</i>		Plan and conduct food service or nutritional programs to assist in the promotion of health and control of disease. May supervise activities of a department providing quantity food services, counsel individuals, or conduct nutritional research.
J	<i>Nurse Practitioners</i>		Provide routine individualized healthcare such as changing bandages and dressing wounds, and applying topical medications to the elderly, convalescents, or persons with disabilities at the patient's home or in a care facility.
K	<i>Patient Representative</i>		Plan, direct, or coordinate programs designed to promote the religious education or activities of a denominational group. May provide counseling and guidance relative to marital, health, financial, and religious problems.
L	<i>Pharmacists</i>		Apply knowledge of engineering, biology, and biomechanical principles to the design, development, and evaluation of biological and health systems and products, such as artificial organs, prostheses, instrumentation, medical information systems, and health management and care delivery systems.
M	<i>Registered Nurse</i>		Dispense drugs prescribed by physicians and other health practitioners and provide information to patients about medications and their use.

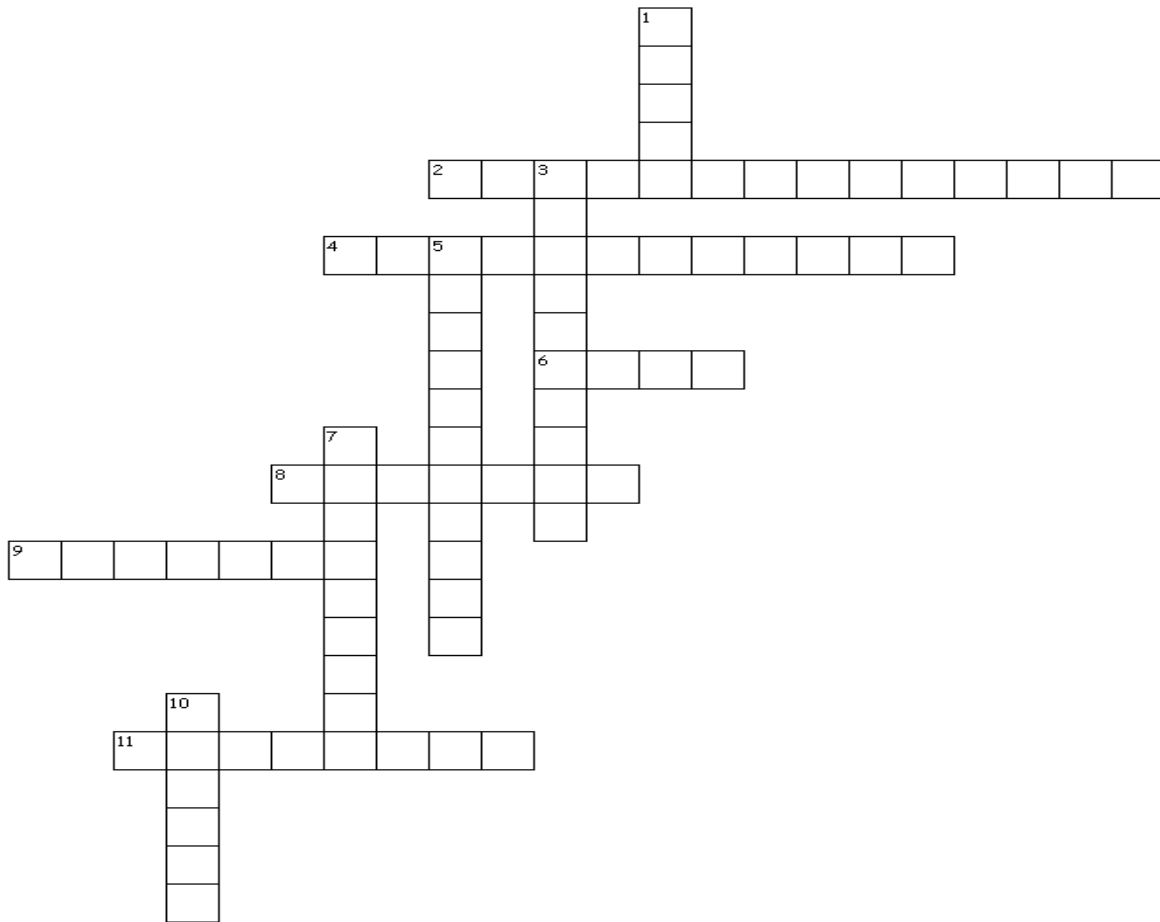
ALPHABETICAL ORDER

Put the following Health Sciences job titles in alphabetical order.

FITNESS & WELLNESS COORDINATORS
HEALTHCARE SOCIAL WORKERS
PATIENT REPRESENTATIVES
REGISTERED NURSE
RELIGIOUS & EDUCATION ACTIVITIES DIRECTOR
AGRICULTURAL INSPECTORS
DIETITIANS & NUTRITIONISTS
PHARMACIST
BIOMEDICAL ENGINEERS
ENVIRONMENTAL SCIENTISTS
HEALTH & SAFETY ENGINEERS
NURSE PRACTITIONERS
MEDICAL RECORDS & HEALTH INFORMATION TECHNICIAN
HOME HEALTH AIDE

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____

Health Science Career Cluster Crossword



Across

2. A person chosen or appointed to act or speak for another or others
4. A worker who provides individuals, families, and groups with the psychosocial support needed to cope with illnesses
6. Someone who assists others
8. The condition of being physically fit and healthy
9. A person receiving medical treatment
11. The state of being in good health, especially as an actively pursued goal

Down

1. A person who assesses patient health problems and needs, develops and implements care plans, and maintains medical records
3. A person who is professionally qualified to prepare and dispense medicinal drugs
5. A person whose job is to organize events or activities and to negotiate with others to ensure they work together effectively
7. Someone who plans a nutritional program to promote healthy eating
10. The state of being free from illness or injury

Health Science Word Search

E E T T N E I T A P S P L A S
 S N S S S F M G W R U H A C I
 T G V R I F X E X A O A C T O
 S I U I V N L K S C I R I I I
 I N A V R L O D O T G M D V L
 T E Z F N O R I V I I A E I I
 N E J E X O N D T T L C M T I
 E R S W C H O M E I E I O I I
 I S S E N T I F E O R S I E I
 C S R O T C E P S N I T B S O
 S N A I C I N H C E T S U Q O
 L A R U T L U C I R G A Y N O
 D I E T I T I A N S B P L K I
 P D I I N F O R M A T I O N I
 R E P R E S E N T A T I V E O

ACTIVITIES	AGRICULTURAL	AIDE
BIOMEDICAL	COORDINATOR	DIETITIAN
ENGINEER	ENVIRONMENTAL	HOME
FITNESS	INFORMATION	INSPECTOR
MEDICAL	NURSE	NUTRITIONIST
PATIENT	PHARMACIST	PRACTITIONER
RECORD	WELLNESS	REPRESENTATIVE
SCIENTIST	TECHNICIAN	

SCIENCE in the Health Science Career Cluster: Human Body Systems

If you are working as a home health aide, a nurse, or a health educator – in just about any health related field, you will need to know the human body systems.

For each of the systems below, work in small groups to read what the system does, then draw a picture or write a rhyme to help you remember. Then cut up the cards, scramble them and put them back in order.

To prepare for the “SCIENCE in the Health Science Career Cluster: Human Body Systems Quiz,” study in pairs by using the cards as flashcards. One of the partners should hold up a Body System card and ask the other to describe its functions, then do the reverse: one of the partners should read the Function card aloud and the other partner to name the body system. Practice and study until you can both correctly describe the functions of all the body systems.

Body System	Function of the System	Picture / Rhyme
Digestive System	<p>Breaks down food and absorbs its nutrients through a long system of tubes that run from the mouth to the anus.</p> <p>Includes the esophagus, stomach, small intestine, and large intestine.</p> <p>The liver and the pancreas manufacture special enzymes to help break down food.</p>	<p><i>To digest is to ingest, keep the best, then get rid of the rest.</i></p>
Muscular System	<p>Provides the body with movement. It has three parts:</p> <ul style="list-style-type: none"> • Skeletal -- attach to bones, and are <i>voluntary</i> – they are consciously controlled by the nervous system. • Cardiac -- cause the heart to pump blood, and are <i>involuntary</i> – they contract automatically. • Smooth -- cause movement in other organs; these are <i>involuntary</i>, and push the food we eat down the esophagus and into the stomach. 	

<p>Integumentary System</p>	<p>Includes skin, which provides sensory receptors and protects the body.</p>	
<p>Excretory System</p>	<p>Gets rid of various body wastes.</p> <p>It includes the sweat glands (where the body excretes unnecessary salts), kidneys (which filter the blood), and urinary tract.</p>	
<p>Reproductive System</p>	<p>The purpose of this system is to make more humans.</p> <p>The function of the female system is to produce egg cells, and to protect and nourish the offspring until birth.</p> <p>The function of the male system is to produce and deposit sperm.</p> <p>Gametes from the male's sperm and the female's egg combine to form a zygote – a unique combination of genes which create a new human.</p>	

<p>Circulatory System</p>	<p>Carries nutrients and oxygen to all the organs of the body, and carries away wastes.</p> <p>The system that our blood flows through.</p>	
<p>Respiratory System</p>	<p>Provides the body with oxygen, and expels carbon dioxide from the body.</p> <p>The nasal passage, trachea, bronchial tubes, lungs, and alveoli are involved in this process.</p> <p>Inhaled oxygen is broken down in the tiny air sacs in the lungs (called alveoli) and then passed into the capillaries, where it travels into the bloodstream. Then carbon dioxide from the blood is passed back into the alveoli, and exhaled from the body.</p>	
<p>Skeletal System</p>	<p>Provides structure for the body and protection for the body's internal organs.</p> <p>Bones, ligaments, joints, and the skull are all part of this system.</p>	

<p>Immune System</p>	<p>This system is the main defense mechanism for fighting disease.</p> <p>A liquid in this system, called lymph, flows over the tissues and carries off harmful bacteria, which is filtered out in the lymph nodes.</p> <p>White blood cells, produced in bone marrow, are an important part of this defense system.</p>	
<p>Nervous System</p>	<p>Made up of the brain, the spinal cord, and nerves which work together to coordinate the body's actions.</p> <p>The five senses are also part of this system, allowing us to see, taste, smell, touch, hear, and feel pressure and pain.</p>	
<p>Endocrine System</p>	<p>This system is made up of hormones, which are chemical messengers which control many bodily activities.</p> <p>Hormones initiate many bodily processes, such as reproduction, growth, and digestion.</p>	

**SCIENCE in the Health Science Career Cluster:
Human Body Systems Quiz**

1. How many human body systems are there? _____
2. Why is knowledge of human body systems important? _____

3. Which human body system enables the body to move? _____
4. Which human body system is made up of hormones? _____
5. Which human body system is the main defense mechanism for fighting disease?

6. Which human body system includes skin and protects the body? _____
7. Lymph is part of which human body system? _____

8. Which human body system is made up of the brain, the spinal cord, and nerves?

9. Which human body system gets rid of various body wastes? _____

Name three parts of this system: a) _____
b) _____ c) _____
10. What are the three parts of the muscular system? Tell whether they are involuntary or voluntary:

a) _____ / _____
b) _____ / _____
c) _____ / _____

SCIENCE in the Health Science Career Cluster: Human Body Systems Quiz, cont.

11. Which system enables human to make more humans? _____

a) What is the function of the male system? _____

b) What is the function of the female system? _____

12. Which system breaks down food and absorb nutrients? _____

Name at least four organs that are part of this system.

a) _____ b) _____

c) _____ d) _____

13. Which human body system carries nutrients and oxygen to all the organs of the body, and carries away wastes? _____

14. Which human body system provides the body with oxygen, and expels carbon dioxide from the body? _____

Name at least three body parts that are part of this system:

a) _____

b) _____

c) _____

15. Which system provides structure for the body and protection for the body's internal organs? _____

Name four body parts that are part of this system:

a) _____ b) _____

c) _____ d) _____

What does a Home Health Aide Do? EDITING PRACTICE

Rewrite the paragraph below. Edit for spelling, complete sentences, correct subject / verb agreement, punctuation, and capitalization.



Work as a aide can be fisically demanding. Aides must guard against back injury, because they may have to move patients into and out of bed or help them to stand or walk. Aides also, may face hazards from minor infections and exposure to communicable diseases, such as hepatitis, butt can avoid infections by following proper procedures. because mechanical lifting devices available in institutional settings are not as frequently available in patients homes home health aides must take extra care to avoid injuries resulting from overexertion when they assist patients these workers experienced a larger than average number of work-related injuries or illnesses

Aides also preform tasks that some, may consider unpleasant such as emptying bedpans and changing soiled bed linens. The patience they care for may be disoriented; irritable, or uncooperative. although, there work can be emotionally demanding, many aides gain satisfaction from assisting those in need

most aides work with a number of different patients, each job lasting a few ours, days, or weeks. They often visit multiple patients on the same day. surroundings differ by case. some homes are neat and pleasant, whereas others r untidy and depressing. Some clients are pleasant and cooperative: other's are angry, abusive, depressed, or other wise difficult.

home health aides and personal and home care aides generally work alone with periodic visits from their supervisor they receive detailed instructions explaining when to visit patients, and what services to perform. Aides are responsible four getting to patients homes and they may spend a good portion of the work day traveling from one patient to another Many of these workers work part time and week ends or evenings to suit the needs of their clients.

Image from Creative Commons pixabay.com/en/children-elderly-families-hand-1296800/

Talk About Jobs!

Small Group Dialogue

*Pick one of the jobs in the **Health Science** Career Cluster. In small groups, complete the dialogue below, using at least ten of the words from the previous lessons. Write in such a way that the audience learns about the job duties, the work environment, and the qualities a person should possess who holds one of these jobs. Then perform the dialogue for the class.*

Joe: I love being a Fitness and Wellness coordinator.

Sarena: Me, too! My favorite part is scheduling the different classes for the gym.

Joe: Really? My favorite part is _____

Sarena: I got my training for the job from taking online classes to be a fitness trainer.

Joe: I got my training _____

Sarena: I love the classes! I love the fact that every day I get to exercise with someone different.

Joe: And the environment is so _____

Sarena: And you have to be a special sort of person to do this! You have to be _____

Joe: _____

Sarena: _____

A Day in the Life: Heather, Clinical Dietitian

Hey there! Hope you're having a great day! I have been looking forward to putting together this post about my daily routine as a clinical dietitian for a while now.

GETTING THE DAY STARTED ...

5:00am- my alarm goes off. Per usual, I hit the snooze button once... or twice... (but really, who's counting?) and browse around on my phone for a minute. Then I finally decide to roll out of bed.

I wash my face, brush my teeth (make-up is minimal these days) and put on my scrubs. Wearing scrubs to work is pretty much the most amazing thing ever. I never have to think about what to wear and it takes me about 1 minute to get dressed in the morning.

I sat my breakfast out on the counter last night, which is a pear and 1 oz. of almonds. This is a typical breakfast for me these days because nuts and fruit are easy to eat in the car. I try to pick a fruit that has fiber (apple, pear, etc.) to help hold me over until lunch.

5:48- I'm out the door. Today is rainy and cold- blah. I have a 1-hr commute to work and once a week I treat myself to Dunkin' Donuts coffee, which I pass on my drive. Today is that day! I love their coffee and it breaks up my drive a little bit. I pick up a large coffee and a water for the road. I eat my almonds in the car.

TIME TO GET TO WORK ...

6:58- I arrive to work and get into my morning routine: clock in, fill up my water bottle and start putting together the patient list for the day.

8:15- Breakfast, part 2: I eat my pear.

8:30- Time to officially get this day started! I spend the morning in rounds and seeing patients. Here's a rundown of the types of things I normally do:

- Provide educations for patients with nutrition-related conditions (diabetes, congestive heart failure, stroke, etc.)
- Assess patients who are at risk nutritionally and provide an intervention (for example, if a patient has a non-healing wound then I might talk to them about the importance of protein intake and order them an amino acid supplement)
- Manage nutrition support (tube feeding and TPN) when a patient cannot eat

12:30- Lunch time! I buy my lunch from the cafeteria today and decide to go with the salad bar. I end up with: lettuce, beets, cucumbers, tomatoes, broccoli, carrots, cheese, turkey, eggs and sunflower seeds.

I love getting the salad bar because sometimes my vegetable intake is a little low at home. I try to include a colorful arrangement of vegetables and some sort of protein.

1:00- Time to get back to work... I start charting on all the patients I saw this morning.



2:15- Our hospital lets local farmers set up a small farmer's market in the parking lot, and I take a break to go see what kind of vegetables they have today. I love that this is available to employees. It's convenient, cheaper than the grocery store and of course supports the local farmers. I end up with tomatoes, a green pepper, some cucumbers, a squash and a cantaloupe for \$6.

After my shopping trip, I head back to the floor to see the last of my patients who weren't available earlier in the day. Then I finish charting on everyone.

I typically leave work at 4:30pm, so sometime in the later afternoon (3:30-4:00), I try to eat a snack that will hold me over until dinner. If I don't then I am starving by the time I get home. Today I packed some homemade applesauce with ½ C plain greek yogurt.

4:30- Goodbye, hospital. See ya tomorrow!

READY FOR THE NEXT DAY

8:00- By the time everything finishes cooking, we eat, and the kitchen gets cleaned up, it's already 8pm, so I hop in the shower. I like taking my showers at night because it's one less thing I have to do in the morning.

8:30- I set out all my stuff for the following workday. This is a pretty important part of having a smooth morning and leaving for work on time. Here's what I normally do:

- Set out a clean pair of scrubs and stick a pair of socks with my shoes
- Locate my car keys and put them in my purse beside my work bag
- Pick out my breakfast and put it on the counter
- Find a clean water bottle and stick it in my work bag
- Get my coffee ready for the AM
- Pack my lunch for tomorrow

9:00- Things start winding down for the night. K walks the dogs and I get ready for bed.

Image from Creative Commons www.pixabay.com/en/fruits-vegetables-artichoke-banana-155616/

A Day in the Life: Heather, Clinical Dietitian

QUESTIONS

1. What did Heather do to prepare for her job as a clinical dietitian?
2. What other workers in the Health Science Career Cluster does Heather work with as part of her job?
3. What are some of the things that Heather likes most about her job?
4. What parts of Heather's job as a clinical dietitian do you think you would enjoy? Which would you find challenging?
5. What qualities does Heather have that makes her a good clinical dietitian?

Career Cluster Research

Use three resources to research and complete the information pertaining to job titles in the career cluster you have chosen to explore.
 (For example: MyCareer Shines: <https://mycareershines.kuder.com>, another on-line resource, an interview with a career counselor.)

Name of career cluster: _____

Job Title			
Educational level needed: (On-the-job training, apprenticeship, 2-year technical school or community college, 4-year college/university?)			
Salary/Wages: (Beginning, Median, Experienced?)			
Environment: (Outdoors / indoors, school, office, hospital, business?)			
Qualities needed to be successful in this occupation: (Special skills, personal qualities, etc.)			

Post-Secondary Catalogue Exploration & Presentation

Based on what you have learned about your interests, skills and talents as well as what you now know about post-secondary options, choose a program at one of the local institutions that interests you (for example: you might select a certificate program from Lively Technical Center, a TCC Associate of Arts degree program, TCC certificate program, or a FAMU four-year degree.) Go to the website of the institution which offers a program that interests you to answer the following questions. If you do not have internet access, use the print catalogues from the local college and vocational / technical center. Prepare to present your information to the class.

1. What is the name of the website? _____

2. What is the name of the program of study that interests you? _____

3. How many credit hours or clock hours is the program? _____

4. How long will it take in weeks, months or years to complete the program? _____

5. What does the program cost? _____

6. Does the program accept financial aid? _____

7. What are the entrance requirements of the program? (TABE scores? GED? ACT or SAT? Other tests or requirements?)

8. What are some of the classes you will have to take in this program?

9. What do graduates of this program typically earn? _____

10. What questions would you ask of a student who is currently involved in this program?

11. What questions would you ask of a counselor in student services about this program?

12. If this program is right for you, what do you need to do to prepare for it so that you can be successful? (Be specific: what do you need to accomplish academically, financially and personally before you apply?)

HEALTH SCIENCE CAREER CLUSTER

OCCUPATION PRESENTATION

Study the occupational vocabulary below. Then use **MyCareer Shines** (<https://mycareershines.kuder.com>) and the **Occupational Outlook Handbook** (http://o*netonline.com) to explore in greater depth one of the jobs in the Health Science Career Cluster. Prepare to present the information to the class.

DEFINITIONS:

- ❖ **occupational outlook:** the chance you have of getting a job in a certain field in the current economy. Occupational outlook is related to how many jobs are available in this field and how many workers are needed.
- ❖ **occupational hazards:** working conditions that can lead to illness or death. Often, but not always, people in high-risk jobs are paid more than similar but less risky jobs to compensate for the danger involved.
- ❖ **certification:** evidence that an individual has acquired the skills and knowledge needed to do a job, given by a school or authority after an evaluation or test
- ❖ **mandatory:** required or commanded by authority; obligatory
- ❖ **job prospects:** the range of career opportunities available to a person having a particular combination of skills, knowledge, qualifications, etc.
- ❖ **median earnings:** the middle salary out of all the people in a group (often used to describe people doing a similar job), half having incomes above the median, half having incomes below the median

Occupation _____

1. What are the typical job duties of this occupation?

2. What is the typical environment where this work takes place?

3. What are the typical hours worked by a person doing this job?

4. Are there occupational hazards? What are they?

5. What education and / or training are required to enter this occupation?

6. What licenses or certifications are mandatory for this occupation?

7. What skills should a person in this occupation possess?

8. What is the total number of jobs in this occupation today?

9. What is the projected change in the number of jobs in this occupation?

10. What are the job prospects for this occupation in Florida?

11. What are the median earnings for workers in this field?

12. In your opinion, what are the major advantages of this occupation?

13. In your opinion, what are the major disadvantages of this occupation?

14. Does this job suit you and your talents and interests? How?

15. If you decided to pursue work in this occupation, what steps would you need to take?
