

Kingsborough Community College

The City University of New York

Syllabus

SD 11B: Career and Life Planning in Health Care Professions - 1 credit, 1 hour

Course Lecturer: _____

Catalog Description: This course will examine various career options in relation to students' interests, abilities, aptitudes and values. Students will learn how to plan and use their college experiences to prepare for future work in the healthcare field. Topics include self-assessment, the nature of work, contemporary changes in careers and work ethic, jobs and lifestyles. Individual research and exploration of occupations within healthcare are provided. Instruction and practical assignments explore the techniques of employment preparation, decision making, goal planning and communication in healthcare.

College Now Description: Through self-assessment inventories, job-seeking techniques and labor-market research, students explore careers in relation to their abilities, interests and choice of college within the healthcare profession. Topics include the nature of work, contemporary changes in careers and work ethic, changing lifestyles, educational requirements for particular jobs, goal setting and decision making. As with SD 10, this class meets at a number of high schools throughout the year and at Kingsborough in the summer.

SD 11B Core Competencies:

- Self-Assessment & Goal Setting
- Decision Making & Career Decision Making
- Communication Skills
- Employment Preparation
- Cultural Competence
- Interpersonal & Intrapersonal Skills
- Leadership & Teamwork

SD 11B Specific Core Competencies:

- [Recognition Skills](#)
- Adapting in a [High Paced Environment](#)
- [Organization and Structure of Healthcare systems](#)
- [Ethical and Professional Standards](#)

Course Objectives:

1. Students will engage in a self-assessment process in which they will identify their own unique interests, abilities, values, strengths, challenges and technology needs. Students will explore careers in healthcare.
2. Students will actively engage and develop a model for comprehensive decision making. Students will discuss application of their decision making process in the field of healthcare.
3. Students will demonstrate the acquisition of effective written and oral communication skills by producing an effective cover letter and participating in a mock job interview.

4. Students will enhance their awareness as it relates to their ability to identify careers in healthcare that are congruent with their interests, abilities, values, strengths and challenges. They will critically examine a variety of occupational areas and identify the steps in the process of health-career exploration.
5. Students will conduct research with regard to these career choices and develop a list of possible career choices.
6. Students will clarify and articulate short-term and long-term career goals and develop a plan for effective career planning that will lead them toward their career goals (i.e. years of study, internship, job sequence, etc.).
7. Students will create, modify, edit and perfect a resume that is representative of their skills, abilities, and experience. They will also demonstrate the acquisition of appropriate interview and networking skills.
8. Students will develop an awareness of cultural norms and differences by identifying differences in cultural work styles and work ethics.
9. Students will understand the basic elements of teamwork and understand the need to work with others in collaboration as they participate as a member of a team to make decisions and solve problems.

Topical Course Outline:

Session I: Introduction to Healthcare Careers & Decision-Making

- The syllabus, course objectives, class procedures, and academic expectations are outlined.
- [Students learn about different types of professions in healthcare.](#)
- [Self-assessment of personal goals and career goals are outlined.](#)
- [Article on Maslow's Hierarchy of Needs - Self needs and motivation.](#)
- [Article on major themes of healthcare careers with examples.](#)

ASSIGNMENT: Student Reflection on what their personal goals are and which major theme of healthcare they are interested in exploring

Session II: Personality Type Assessment and Career Alignment

- [Students assess their personality types.](#) Results of the inventory are self-scored by the student. The role of interests and abilities in career decision-making is discussed.
- Students explore various types of healthcare related careers and identify their top 3 careers that align the closest to their results from their personality type assessment.
- Maintaining a [work-life balance](#).

Websites:

<https://www.healthcarepathway.com/health-care-careers/>

<https://www.bls.gov/ooh/healthcare/home.htm>

ASSIGNMENT: Students reflect on today's lesson and identify 3 healthcare careers, explain the position, and explain why they are interested in those.

Session III: Career Research and Reflection

- Students understand that there are various settings in healthcare jobs that require specific values and skill sets.
- [Students take the 3 careers they identified from prior class and research each of them extensively.](#)
- Students present their findings and self reflect to identify an action plan on how to achieve these positions.

ASSIGNMENT: Students submit a graphic organizer with information from their top 3 careers.

Session IV: Resume and Cover Letter Development

- Students learn how to write a [resume](#) and cover letter tailored to [health care careers](#).
- Students examine job search techniques and research healthcare related employers.
- Students design a [resume](#) and [cover letter](#) and are [given resources such as tips](#) and [action verbs](#) to use in their resume and cover letter.

ASSIGNMENT: Students submit a resume and cover letter tailored to a healthcare career of their choice.

Session V: The Art of Interviewing

- [Students learn the procedures for interviewing, along with strategies to interview successfully.](#)
- [Students review specific interview questions that would be asked in a healthcare setting, and students write responses.](#)
- The class's final project assignment is discussed.

ASSIGNMENT: Final Project Due before the start of Day 6 lesson.

Session VI: Student Presentations of Term Projects

- [Submission of term project.](#) A discussion by each student of their chosen healthcare career. This is an interactive class in which each student presents briefly on the career they chose and the class has the opportunity to offer insights, encouragement and suggestions.

Method of Evaluation : A substantial term project is assigned. Faculty members may use a variety of additional means of assessment, including any or all of the following: written or oral reports, in-class writing activities, objective tests, essay tests, summaries of reading assignments, reaction papers, activity logs, sample resumes, job information interviews, and attendance and/or class participation.

Optional Assignments: The professor is provided optional assignments below to guide student thinking:

[Concussion Research](#)

[Operating Room Technology Research](#)

[CPR Research](#)

[Organ donation materials that can be adapted to college instruction](#)

Teacher Resource Materials: SD 11: Career and Life Planning Resource Guide

Reading Resources:

- Delaet, Roxann. *Introduction to Health Care & Careers*. Philadelphia, Wolters Kluwer Health/Lippincott Williams & Wilkins, 2012.
- Endsley, Kezia. *Dental Assistants and Hygienists*. Rowman & Littlefield, 31 Jan. 2019.
- Endsley, Kezia. *Health and Fitness Professionals*. Rowman & Littlefield, 31 Jan. 2019.
- Gerdin, Judith A. *Health Careers Today*. St. Louis, Missouri, Elsevier, 2017.
- Makely, S., Austin, V. J., & Kester, Q. (2017). *Professionalism in healthcare: A Primer for Career Success*. Pearson Education.
- Mars, Laura. *Careers in Nursing*. Ipswich, Massachusetts, Salem Press, A Division Of Ebsco Information Services, Inc. ; Amenia, Ny, 2019.
- Nanna Cross, et al. *Stanfield's Introduction to Health Professions*. Burlington, Massachusetts, Jones & Bartlett Learning, 2017.
- Santore, Marcia. *Medical Office Professionals*. Rowman & Littlefield, 31 Jan. 2019.

Healthcare Exploration Websites:

1. <https://college.mayo.edu/academics/explore-health-care-careers/careers-a-z/>
2. <https://www.bls.gov/ooh/healthcare/home.htm>
3. <https://money.usnews.com/careers/best-jobs/rankings/best-healthcare-jobs>
4. <https://www.ultimatemedical.edu/healthcare-career-guide/>
5. <https://explorehealthcareers.org/>
6. <https://www.exploremedicalcareers.com/>
7. <https://ny.pbslearningmedia.org/resource/stn15.sci.stem.healthcareer/exploring-careers-in-health-science/>
8. <https://www.nysed.gov/career-technical-education/emergency-medical-services#:~:text=To%20work%20as%20an%20EMT,State%20Emergency%20Medical%20Technician%20examination.>
9. <https://www.health.ny.gov/professionals/ems/training.htm>
10. <https://www.redcross.org/local/new-york/take-a-class>
11. <https://www.usnews.com/education/best-graduate-schools/top-medical-schools/articles/how-to-become-a-doctor-a-step-by-step-guide>
12. <https://www.usnews.com/education/blogs/medical-school-admissions-doctor/articles/why-medical-school-applicants-should-highlight-compassion>
13. <https://nursinglicensuremap.com/nursing-specialties/how-to-become-a-nurse/>
14. <https://www.incrediblehealth.com/blog/rn-vs-np/>
15. <https://www.gc.cuny.edu/center-urban-research/new-york-city-labor-market-information-service>
16. <https://www.aapc.com/codes/cpt-codes-range>
17. <https://www.bls.gov/ooh/healthcare/home.htm>
18. <https://www.hospitalrecruiting.com/blog/8292/top-five-reasons-career-in-healthcare/#:~:text=Primarily%2C%20a%20career%20in%20healthcare,common%20goal%20of%20helping%20patients>