## Introduction to Health Careers Syllabus

**Description:** Beginning with a broad overview of the Health Science career cluster, students are introduced to the terminology, careers, required skills, and technologies associated with each pathway in the Health Science career cluster. Additionally, the students will be provided with opportunities to learn about Career and Technical Student Organizations (CTSO).

**Recommended for grades:** 9-12 **Hours Required:** One Semester **Recommended Prerequisites:** None

**Crosswalk Legend for Table CO:** Course Objectives

**NHSS:** National Health Science Standards

**K-12:** K-12 Academic Standards

**FKS:** Foundation, Knowledge, & Skills

**CRP:** Career Ready Practices

## Table 4A: Introduction to Health Careers Crosswalk

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CO: Course Objectives** | **NHSS** | **K-12** | **FKS** | **CRP** |
| 1. Demonstrate an understanding of the Therapeutic Services Career Pathway, | 4.1; 4.2;  4.3 | \* See below | 10,15,1,  4,8,6,7 | CRP. 07 CRP.10 |
| 2. Demonstrate an understanding of the Diagnostic Services Career Pathway. | 4.1; 4.2;  4.3 | \* See below | 10,15,1,  4,8,6,7 | CRP. 07 CRP.10 |
| 3. Demonstrate an understanding of the Health Informatics Career Pathway. | 4.1; 4.2;  4.3 | \* See below | 10,15,1,  4,8,6,7 | CRP. 07 CRP.10 |
| 4. Demonstrate an understanding of the Support Services Career Pathways. | 4.1; 4.2;  4.3 | \* See below | 10,15,1,  4,8,6,7 | CRP. 07 CRP.10 |
| 5. Demonstrate an understanding of the Biotechnology Research and Development Career Pathway | 4.1; 4.2;  4.3 | \* See below | 10,15,1,  4,8,6,7 | CRP. 07 CRP.10 |
| 6. Explore Career and Technical Student Organizations | N/A | \* See below | 1,5,4,6,7 | CRP. 07 CRP.10 |

[\* K-12 Academic Standards:](http://www.exemplars.com/resources/alignments/alignments-search) This course aligns with the Minnesota Academic Standards in English Language Arts depending on the type of assignments/pedagogy followed.

For example, 9.14.4.4 in Strand – Writing, Sub strand 14, states: Produce clear and coherent writing in which the development, organization, and style are appropriate to discipline, task, purpose, and audience

1. **Demonstrate an understanding of the Therapeutic Services career pathway**--The student will be able to:
   1. Define and use proper terminology associated with the Therapeutic Services career pathway.
   2. Describe some of the careers available in the Therapeutic Services career pathway.
   3. Identify common characteristics of the careers in the Therapeutic Services career pathway.
   4. Identify skills required to successfully enter any career in the Therapeutic Services career pathway.
   5. Describe technologies/tools associated in careers within the Therapeutic Services career pathway.
2. **Demonstrate an understanding of the Diagnostic Services career pathway**--The student will be able to:
   1. Define and use proper terminology associated with the Diagnostic Services career pathway.
   2. Describe some of the careers available in the Diagnostic Services career pathway.
   3. Identify common characteristics of the careers in the Diagnostic Services career pathway.
   4. Identify skills required to successfully enter any career in the Diagnostic Services career pathway.
   5. Describe technologies/tools associated in careers within the Diagnostic Services career pathway.

### Demonstrate an understanding of the Health Informatics career pathway--The student will be able to:

* 1. Define and use proper terminology associated with the Health Informatics career pathway.
  2. Describe some of the careers available in the Health Informatics career pathway.
  3. Identify common characteristics of the careers in the Health Informatics career pathway.
  4. Identify skills required to successfully enter any career in the Health Informatics career pathway.
  5. Describe technologies/tools associated in careers within the Health Informatics career pathway.

### Demonstrate an understanding of the Support Services career pathway--The student will be able to:

* 1. Define and use proper terminology associated with the Support Services career pathway.
  2. Describe some of the careers available in the Support Services career pathway.
  3. Identify common characteristics of the careers in the Support Services career pathway.
  4. Identify skills required to successfully enter any career in the Support Services career pathway.
  5. Describe technologies/tools associated in careers within the Support Services career pathway.

1. **Demonstrate an understanding of the Biotechnology Research and Development career pathway-**-The student will be able to:
   1. Define and use proper terminology associated with the Biotechnology Research and Development career pathway.
   2. Describe some of the careers available in the Biotechnology Research and Development career pathway.
   3. Identify common characteristics of the careers in the Biotechnology Research and Development career pathway.
   4. Identify skills required to successfully enter any career in the Biotechnology Research and Development career pathway.
   5. Describe technologies/tools associated in careers within the Biotechnology Research and Development career pathway.
2. **Explore Career and Technical Student Organizations (CTSO**)--The student will be able to:
   1. Identify career and technical organizations related to healthcare in Minnesota
   2. Identify benefits to being involved in a CTSO

### Additional Resources

[HealthForce Minnesota Scrubs Camps Website](http://www.healthforceminnesota.org/scrubs-camp/)  [Career Wise Website](http://www.careerwise.mnscu.edu/)

[Virtual Career Network for Healthcare Website](https://www.vcn.org/health-care/)  [Future Health Professionals – HOSA website](http://www.hosa.org/)  [SkillsUSA Website](http://www.skillsusa.org/)

Experiential Learning Ideas include:

* Medical explorers
* Scrubs Camps
* STEM
* HOSA events

## Table 4B: Intro to Health Careers Program Approval and Course Codes

|  |  |
| --- | --- |
| **Career & Technical Education Program** | **Health Science Technology** |
| Course Type | Foundation Course |
| Health Science Pathways | Therapeutic Services, Health Informatics, Support Services, Diagnostic Services, Biotechnology Research and Development |
| Program Code and Title (Table C Tab): | #070208 (Allied Health)  #070300 (Health Science Technology Education)  #070303 (Nursing Services)  #070907 (Emergency Medical Services) |
| Uniform Financial Accounting & Reporting Standards (UFARS) Codes  Minnesota Legal Reporting Standards for all School Districts (Table C) | #321 |
| Course Code (Table C Tab) | #01 |
| Minnesota Common Course Catalogue ([hyperlink to catalogue](http://education.state.mn.us/MDE/SchSup/DataSubLogin/MCCC/)) | #14001 |
| Teacher of Medical Careers License (Table C – License Lookup Tab)  (Licensure Code & Title) | # |
| Classified Instructional Program (CIP) (Table C Tab) | #51.0899 |
| Grade Levels | 9-12 |
| Recommended Length/Hours | Example: Semester |
| Technical Skills Assessment | None |