



# Instructor's Guide

## Top Careers in Two Years

# HEALTH CARE, MEDICINE, AND SCIENCE

## Introduction

---

This Instructor's Guide provides information to help you get the most out of *Top Careers in Two Years: Health Care, Medicine, and Science*. The contents in this guide will allow you to prepare your students before they use the program, assist them as they navigate through the program, and present follow-up activities to reinforce the program's key learning points.

This program is targeted to students in grades 9-12. Its content is appropriate to such curriculum areas as Career and Technical Education, Trade and Industrial Education, and Career Development and Occupational Studies. In addition, the information presented in the program could also be presented in vocational/technical schools or adult education courses.

## Learning Objectives

---

After watching this video program, students will be able to:

- Understand important concepts and skills related to careers in the fields of health care, medicine, and science.
- Describe the particular personal skills, talents, and interests that are the keys to success in various health care, marketing, and sales jobs.
- Describe what a typical work week encompasses for the various jobs in the fields of health care, medicine, and science.
- List the duties, functions, and responsibilities of various jobs in health care, medicine, and science.
- Understand how two years or less of appropriate education or experience can aid in job placement and career advancement, and explain what a typical career path is for various jobs in each field.

## Educational Standards

---

This program correlates to all applicable National and State Educational Standards including the NCLB Act. Its content correlates to the National Career Development Standards from the National Occupational Information Coordinating Committee, the National Standards for Life Work, and the National Communication Association's Speaking, Listening, and Media Literacy Standards. The content has also been aligned with the U.S. Department of Education's Health Science Career Cluster. On the state standards level, the program correlates to, among others, the Texas Essential Knowledge and Skills (TEKS) for Career Orientation Standards, and the North Dakota Career Development Content Standards.

### **National Career Standards from the National Occupational Information Coordinating Committee**

**COMPETENCY IV:** Understanding the relationship between educational achievement and career planning. The student will be able to demonstrate how to apply academic and vocational skills to achieve personal goals; describe the relationship of academic and vocational skills to personal interests; describe how education relates to the selection of college majors, further training, and/or entry into the job market; demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements; and describe how learning skills are required in the workplace.

**COMPETENCY VI:** Skills to locate, evaluate and interpret career information. The student will be able to describe the educational requirements of various occupations; demonstrate use of a range of resources (e.g. handbooks, career materials, labor market information, and computerized career information delivery systems); demonstrate knowledge of various classification systems that categorize occupations and industries (e.g. Dictionary of Occupational Titles); describe the concept of career ladders; describe the advantages and disadvantages of self employment as a career option; identify individuals in selected occupations as possible information resources, role models, or mentors; and describe the impact of population, climate, and geographic location on occupational opportunities.

**COMPETENCY VII:** Skills to prepare to seek, obtain, maintain, and change jobs. The student will be able to demonstrate skills to locate, interpret, and use information about job openings and opportunities; demonstrate academic or vocational skills required for a full- or part-time job; demonstrate skills and behaviors necessary for a successful job interview; demonstrate skills in preparing a resume and completing job applications; identify specific job openings; demonstrate employability skills necessary to obtain and maintain jobs; demonstrate skills to assess occupational opportunities (e.g., working conditions, benefits, and opportunities for change); describe placement services available to make the transition from high school to civilian employment, the armed services, or post-secondary education/training; demonstrate an understanding that job opportunities often require relocation; and demonstrate skills necessary to function as a consumer and manager of financial resources.

**National Career Development Standards**

1. Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
2. Students will complete school with the academic preparation that is essential to choose from a wide variety of substantial postsecondary options, including college.
3. Students will understand the relationship of academics to the world of work, and to life at home and in the community.
4. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed decisions.
5. Students will employ strategies to achieve future career success and satisfaction.
6. Students will understand the relationship between personal qualities, education and training, and the world of work.

**National Communication Association's Speaking, Listening, and Media Literacy Standards**Fundamentals of Effective Communication

- Effective communicators can demonstrate knowledge and understanding of the relationships among the components of the communication process; the variables influencing the effectiveness of the components of the communication process; the various levels of the meanings of messages; the role of personal knowledge and the knowledge of others in the nature and quality of communication; the influence of the individual, the relationship, and the situation on communication choices; the role of communication in the development and maintenance of personal relationships; the role of communication in creating meaning, influencing thought, and making decisions; the role of communication in the democratic process; and the role of personal responsibility in making ethical communication decisions.
- Effective communicators can demonstrate the ability to identify and use communication strategies by taking into consideration individual differences; identify and use communication strategies to enhance relationships and resolve conflict; evaluate the aesthetic and functional value of all types of communication; and show sensitivity to the ethical issues associated with competent and effective communication in society.

Speaking

- The effective speaker can demonstrate knowledge and understanding of the relationships among the components of the speaking process across a variety of contexts; the ability to identify and use effective strategies for formal and informal speaking situations in public, group, work, and personal settings; the ability to use language that clarifies, persuades, and/or inspires while respecting the listeners' backgrounds, including their culture, gender, and individual differences; and the ability to identify and use methods to manage or overcome communication anxiety and apprehension.

### Listening

- The effective listener can demonstrate knowledge and understanding of relationships among the components of the listening process across a variety of contexts; the ability to identify and manage barriers to listening; the ability to identify and use different listening skills appropriate for diverse types and purposes of listening; and the ability to receive, interpret, and respond to messages.

### Media Literacy

- The effective media participant can demonstrate the effects of the various types of electronic audio and visual media, including television, radio, the telephone, the Internet, computers, electronic conferencing, and film, on media consumers; and the ability to identify and use skills necessary for competent participation in communication across various types of electronic audio and visual media.

### **Health Science Career Cluster**

Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

### **Texas Essential Knowledge and Skills for Career Orientation**

Standard 127.12. Analyzes the effect of personal interests and aptitudes upon educational and career planning. Knows how to locate, analyze, and apply career information. Knows that many skills are common to a variety of careers and that these skills can be transferred from one career opportunity to another. Knows the process used to locate and secure employment. Knows the process of career planning. Knows the importance of productive work habits and attitudes.

### **North Dakota Career Development Content Standards**

#### 1.0 PERSONAL SOCIAL DEVELOPMENT

Acquire the knowledge, attitudes, and interpersonal skills that encourage the understanding and respect of self and others, including: developing understanding of self to build and maintain a positive self concept; developing positive interpersonal skills including respect for diversity; integrating personal growth and change into one's career development; and balancing personal, leisure, community, learner, family, and work roles.

#### 2.0 EDUCATIONAL ACHIEVEMENT AND LIFE-LONG LEARNING

Acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span, including: attaining educational achievement and performance levels needed to reach personal and career goals; and participating in ongoing, life-long learning experiences to enhance one's ability to function effectively in a diverse and changing economy.

#### 3.0 CAREER MANAGEMENT

Acquire the skills to investigate the world of work in relation to knowledge of self to make informed career decisions, including: creating and managing a plan that focuses on career goals; using a process of decision-making as one component of career development; using accurate, current, and unbiased career information during career planning and management; and mastering academic, occupational, and general employability skills in order to obtain, create, maintain, and / or advance in employment.

**Commission on Accreditation of Allied Health Education Programs, Standards and Guidelines for the Profession of Respiratory Care**Curriculum: General Education Competencies

- Mathematics
- Written and Oral Communication
- Social/Behavioral Sciences
- Computer Science
- Critical Thinking Skills
- Evidence-Based Scientific Literature and Technology Assessment

Curriculum: Basic Sciences Related to Respiratory Care

- Human Anatomy and Physiology
- Cardiopulmonary Anatomy and Physiology
- Cardiopulmonary Pathophysiology
- Chemistry
- Physics
- Microbiology
- Pharmacology

Curriculum: Specific Respiratory Care Content Areas

- Assessment of Patients' Cardiopulmonary Status
- Medical Gas Therapy
- Aerosol and Humidity Therapy
- Airway Management
- Lung Inflation (Pulmonary Volume Expansion) Therapy
- Bronchial Hygiene Therapies
- Management of Mechanical Ventilation
- Infection Control
- Cardiopulmonary Assessment, Monitoring, and Interpretation
  - Pulmonary function testing
  - Arterial blood gases
  - Hemodynamics
  - Electrocardiography
  - Noninvasive cardiopulmonary diagnostics
  - Exercise testing
- Survey of Polysomnographic Assessment, Monitoring, Interpretation, and Treatment
- Cardiopulmonary Resuscitation
  - Basic life support
  - Advanced life support
- Use of clinical practice guidelines to assure appropriate respiratory care
- Principles of case management

Curriculum: Sites

Alternate site care, to include:

- Home care
- Subacute Care (Specialty Unit)
- Skilled Nursing Facilities
- Hospice
- Physician Office
- Patient and Caregiver Education
- Cardiac Rehabilitation
- Pulmonary Rehabilitation
- Health Promotion and Disease Prevention
- Tobacco Products, Smoking Cessation, and Research
- Disaster Response/Bio-terrorism
- Pediatrics and Perinatology
- Geriatrics
- Medical Recordkeeping, Reimbursement

Curriculum: Respiratory Care as a Profession

- Medical Ethics
- Licensure and Credentialing
- Membership in Professional Associations
- Professional Behavior
- Cultural Awareness/Diversity

**The Essentials of Baccalaureate Education for Professional Nursing Practice**

*Note that the educational standards for a Certified Nursing Assistant or a Home Health Aide vary by state; as a proxy, these are basic nursing education requirements from the American Association of Colleges of Nursing.*

Education Components: Liberal Education

- Develop and use higher-order problem-solving and critical thinking skills
- Integrate concepts from behavioral, biological, and natural sciences in order to understand self and others
- Interpret and use quantitative data
- Use the scientific process and scientific data as a basis for developing, implementing, and evaluating nursing interventions
- Apply knowledge regarding social, political, economic, and historical issues to the analysis of societal and professional problems
- Communicate effectively in a variety of written and spoken formats
- Engage in effective working relationships
- Appreciate cultural differences and bridge cultural and linguistic barriers

- Understand the nature of human values
- Develop and articulate personal standards against which to measure new ideas and experiences
- Appreciate and understand the character of professions

#### Education Components: Professional Values

- Caring
- Altruism
- Autonomy
- Human Dignity
- Integrity

#### Education Components: Core Competencies

- Critical Thinking
- Communication
- Assessment
- Technical Skills

#### Education Components: Core Knowledge

- Health Promotion, Risk Reduction, and Disease Prevention
- Illness and Disease Management
- Information and Health Care Technologies
- Ethics
- Human Diversity
- Global Health Care
- Health Care Systems and Policy

#### Education Components: Role Development

- Provider of Care
- Designer/Manager/Coordinator of Care
- Member of a Profession

### **Commission on Accreditation of Allied Health Education Programs: Standards and Guidelines for the Accreditation of Education Programs in the Emergency Medical Services Professions**

#### Emergency Medical Technician-Paramedic: Description

- Emergency Medical Technician-Paramedics have fulfilled prescribed requirements by a credentialing agency to practice the art and science of out-of-hospital medicine in conjunction with medical direction. Through performance of assessments and providing medical care, their goal is to prevent and reduce mortality and morbidity due to illness and injury. Emergency Medical Technician-Paramedics primarily provide care to emergency patients in an out-of-hospital setting.

- Emergency Medical Technician-Paramedics possess the knowledge, skills and attitudes consistent with the expectations of the public and the profession. Emergency Medical Technician-Paramedics recognize that they are an essential component of the continuum of care and serve as linkages among health resources.
- Emergency Medical Technician-Paramedics strive to maintain high-quality, reasonable cost health care by delivering patients directly to appropriate facilities. As an advocate for patients, Emergency Medical Technician-Paramedics seek to be proactive in affecting longterm health care by working in conjunction with other provider agencies, networks, and organizations. The emerging roles and responsibilities of the Emergency Medical Technician-Paramedic include public education, health promotion, and participation in injury and illness prevention programs. As the scope of service continues to expand, the Emergency Medical Technician-Paramedic will function as a facilitator of access to care, as well as an initial treatment provider.
- Emergency Medical Technician-Paramedics are responsible and accountable to medical direction, the public, and their peers. Emergency Medical Technician Paramedics recognize the importance of research and actively participate in the design, development, evaluation, and publication of research. Emergency Medical Technician-Paramedics seek to take part in life-long professional development and peer evaluation, and assume an active role in professional and community organizations.

#### Emergency Medical Technician-Basic Description

- EMT-Basics have fulfilled prescribed requirements by a credentialing agency to practice the art and science of out-of-hospital medicine in conjunction with medical direction. Through performance of assessments and providing medical care, their goal is to prevent and reduce mortality and morbidity due to illness and injury for emergency patients in the out-of-hospital setting.
- EMT-Basics possess the knowledge, skills, and attitudes consistent with the expectations of the public and the profession. EMT-Basics recognize that they are an essential component of the continuum of care and serve as a link for emergency patients to acute care resources.
- The primary roles and responsibilities of EMT-Basics are to maintain high-quality, out-of-hospital emergency care. Ancillary roles of the EMT-Basic may include public education and health promotion programs as deemed appropriate by the community.
- EMT-Basics are responsible and accountable to medical direction, the public, and their peers. EMT-Basics recognize the importance of research. EMT-Basics seek to take part in life-long professional development and peer evaluation, and assume an active role in professional and community organizations.



## Program Overview

---

According to the U.S. Bureau of Labor Statistics, about half of the 20 fastest-growing jobs in America are in the health care, medicine, and science areas of the health industry. This program spotlights a dialysis technician, an LPN, and a physical therapist, who each help fight illness and repair injury; a dental hygienist and a dispensing optician, who each help improve the quality of life; and because pets are “people” too, the program also interviews a veterinarian assistant.

## Main Topics

---

### Topic 1: Introduction

From hands-on and high-pressure careers that literally save the lives of people and animals, to jobs in office settings to improve people’s overall health, the fields of health care, medicine, and science are both intertwined and interrelated, yet as diverse and unique as the professionals who work in them. The program introduces these three fields in the Health cluster to the viewer.

### Topic 2: Top Careers in Health Care

Viewers witness the emotional strength and multi-tasking abilities of three health care professionals: a dialysis technician, a licensed practical nurse (LPN), and a physical therapist.

### Topic 3: Top Careers in Medicine

While a life-or-death O.R. setting in a hospital may be the first venue that comes to mind for careers in medicine, here viewers get the chance to learn about some other professions in this field. In these professions, daily work is performed in alternate settings of offices or retail stores. A dental hygienist, a dispensing optician, and a veterinarian assistant are highlighted and interviewed.

## Fast Facts

---

- The residents of San Salvador, El Salvador, surely had the cleanest teeth in the world on November 5, 2005. That’s when 13,380 people brushed their teeth at the same time inside Cuscatlán Stadium. Organized by Colgate-Palmolive, the event is listed as an “amazing event” in Guinness World Records.
- In 1508, Leonardo da Vinci illustrated the concept of contact lenses. Several hundred years later, in 1887, the first manufactured contact lens was made from glass and covered the entire eye.
- World War II and a nationwide polio epidemic created a huge demand for physical therapists in the 1940s and 1950s. During that period, membership in the nation’s physical therapy organization rocketed from just under 1,000 in the late 1930s to 8,000. Today, more than 75,000 people are members of what is now known as the American Physical Therapy Association.

- In 1860, Florence Nightingale wrote *Notes on Nursing*, which described the principles of nursing as being careful observation and sensitivity to the patient's needs. The book, which has been translated into eleven languages, is still in print today, available from the Florence Nightingale Museum in London.
- According to Guinness World Records, the longest medical operation lasted more than 96 hours. During the operation in Chicago, Illinois, surgeons removed an ovarian cyst from a patient. The operation started on February 4, 1951, and ended on February 8. Thanks to the cyst's removal, the patient's weight dropped from 616 pounds to 308 pounds!
- A Dutch physician, Willem J. Kolff, developed the first successful artificial kidney in the 1940s during World War II. Because his country was occupied by Nazi Germany, he had to improvise. For example, he used sausage casing to create the semi-permeable membrane that let the bad particles out while keeping the blood in.
- The folks at Guinness World Records keep their own interesting medical records about unique medical cases — from the man who hiccuped the longest (68 years straight) to the man who had the most surgical operations (970)!
- Coca-Cola was created by a pharmacist from Atlanta, Georgia, who meant for it to be used as a medicine. John Stith Pemberton created the fizzy soda, now commonly referred to as "Coke," in the late 1800s.
- Never give your cat aspirin, unless advised to do so by your vet. Aspirin can cause hemorrhaging in the gastrointestinal tract. It can also depress bone marrow activity, slowing the production of red blood cells, and may also damage the kidneys.
- Samuel L. Jackson tried out for his first acting role on the advice of a speech therapist, who thought it would help him overcome a stuttering problem. Not only did the "therapy" work, but Jackson went on to become a major box office star in movies such as *Pulp Fiction* and *Shaft*, to name just two.

## Vocabulary Terms

---

**anatomy:** The science that deals with the form and structure of organic bodies; anatomical structure or organization.

**anesthesia:** A drug, administered for medical or surgical purposes, which induces partial or total loss of sensation and may be topical, local, regional, or general, depending on the method of administration and area of the body affected.

**applied science:** The discipline dealing with the art or science of applying scientific knowledge to practical problems.

**associate degree:** An academic degree awarded by community colleges, junior colleges, business colleges, and some bachelor's degree-granting colleges and universities upon completion of a course of study usually lasting two years.

**athletic trainer:** A certified health care professional who practices in the field of athletic training. Athletic training has been recognized by the American Medical Association (AMA) as an allied health care profession since 1990.

**bachelor's degree:** An undergraduate academic degree awarded for a course or major that generally lasts for three, four, or in some cases and countries, five or six years.

**clinic:** A place, as in connection with a medical school or a hospital, for the treatment of nonresident patients, sometimes at low cost or without charge.

**communication:** The conveying of a message or idea from one person to another.

**dexterous:** Skillful or adroit in the use of the hands or body.

**dialysis:** The process by which uric acid and urea are removed from circulating blood by means of a dialyzer.

**health care:** The field concerned with the maintenance or restoration of the health of the body or mind.

**hepatitis:** Inflammation of the liver, caused by a virus or a toxin and characterized by jaundice, liver enlargement, and fever.

**hygiene:** The science that deals with the promotion and preservation of health. Also called hygienics.

**intern:** One who works in a temporary position within an organization, in order to gain on-the-job training and experience, help determine interest in a particular career, create a network of contacts, and/or gain school credit. Interns are usually college or university students, but they can also be other adults seeking skills for a new career.

**kennel:** An establishment where dogs or cats are bred, raised, trained, or boarded.

**licensed practical nurse (LPN):** A nurse who has completed a practical nursing program and is licensed by a state to provide routine patient care under the direction of a registered nurse or a physician.

**mentor:** Someone who guides, counsels, or teaches another, most often in an occupational setting.

**opticianry:** The professional practice of filling prescriptions for ophthalmic lenses, dispensing eyeglasses, and fitting contact lenses.

**pharmacist:** A person licensed to prepare and dispense drugs and medicines; druggist; apothecary; pharmaceutical chemist.

**physical therapy:** The treatment or management of physical disability, malfunction, or pain by exercise, massage, hydrotherapy, etc., without the use of medicines, surgery, or radiation. The health profession that provides such care.

**physiology:** The branch of biology dealing with the functions and activities of living organisms and their parts, including all physical and chemical processes.

**science:** A branch of knowledge or study dealing with a body of facts or truths systematically arranged and showing the operation of general laws.

**toxicology:** The study of the adverse effects of chemicals on living organisms. The study of symptoms, mechanisms, treatments, and detection of poisoning, especially the poisoning of people.

**United States Department of Labor (US DOL):** A Cabinet department of the United States government responsible for occupational safety, wage and hour standards, unemployment insurance benefits, re-employment services, and some economic statistics. Many U.S. states also have such departments.

**veterinary assistant:** A person who supports the veterinarian and/or veterinary technician by doing kennel work, handling and restraining animals, feeding and exercising animals, and performing clerical duties. By contract, veterinary technicians must pass a credentialing exam; they assist in more complex procedures such as physical exams, spaying and neutering, and more.

## Pre-Program Discussion Questions

---

1. What personality traits would be good for careers in Health Care, Medicine, and Science?
2. How are the three areas similar? How do they differ?
3. What courses do you think would be important to take for careers in Health Care, Medicine, and Science?
4. Do all careers in the health industry occur in a hospital setting? In what other kinds of settings can professionals in this cluster be found?
5. What kind of benefits do you think a person could obtain from being a vet tech?

## Post-Program Discussion Questions

---

1. Describe ways in which adherence to safety is a critical aspect of being on the job.
2. What does a dialysis technician do? How about a dispensing optician?
3. What are the responsibilities of an LPN? A dental hygienist?
4. Name some typical tasks of a vet tech.
5. What is meant by "spinning blood"?

## Individual Student Projects

---

- Do you know someone personally who is a professional in Health Care, Medicine, or Science? If possible, shadow the individual for a day to gain insight into his or her job responsibilities. Then interview the person to understand the full picture, including how the person got started in the field (and advanced in it, if applicable), what particular skills or talents were most essential to be effective in the job, what education the individual had or wished s/he had, and any interesting facts or stories about the job itself. Profile the professional in a paper, video interview, or presentation.
- Consider your strengths, weaknesses, and interests and list them all in a grid. For which specific profession(s) in this career cluster would each characteristic be ideal? Which professions would be a poor match for the characteristic, and why? Be specific with detailed examples of each characteristic, presenting your opinions in a paper, multimedia presentation, or video. Then, assess which profession stands out as being the best match for your personality and personal characteristics.

- In what ways are safety, cleanliness, hygiene, and attention to detail important in the three areas of the health industry? Consider a wide variety of careers and point to specific examples that highlight how they are important and why.

## Group Activities

---

- Divide into three groups, and have the groups focus on either health care, medicine, or science. Research the careers in that field and then create a poster that depicts the careers, their responsibilities, and their work settings. Then, as a class, discuss how the three areas intersect or are unique and make a master class poster that shows their interrelation.
- Divide into five groups, and ask each group to research one of the following pathways:
  - Therapeutic Services
  - Diagnostics Services
  - Health Informatics
  - Support Services
  - Biotechnology Research and Development

Have each group create a presentation explaining the kinds of careers in that pathway, and referencing where they fit on the posters created in the first activity.

- Create a list of the stressful situations a professional in one of the three fields might encounter during his or her daily routine. Then, take turns acting as that professional to practice how to handle and deal with all kinds of problematic or stress-inducing people and situations.

## Internet Activities

---

- How have the health care and medical industries changed as far as career opportunities over the past century? What effects have scientific innovations had on these fields? Use the Internet and the library to research your findings and then create a presentation for the class or write a report, citing specific examples for your assertions.
- What are basic nursing skills? What are advanced nursing skills? Write a paper or create a presentation explaining the difference between the two, and the types of careers open to those with basic skills, and those with advanced skills.
- Use the Internet to locate and view lists of careers for each area. After scanning the list, keep track of careers that are surprising to you either because they are on the list or because they are unfamiliar to you. Then, after researching more about these careers, write a paper or create a presentation that describes in detail the responsibilities and routines of these careers so others in your class may also become more familiar with them.

## Assessment Questions

---

- Q1.** In the program, a dialysis technician suggested taking courses in which of the following areas? (Select all that apply.)
- a) Biology
  - b) Communications
  - c) Math
  - d) Music
  - e) Science
- Q2.** According to the program, it is important to clean dialysis machines in order to prevent patients from contracting which disease? (Select the best answer.)
- a) Diabetes
  - b) Flu
  - c) Hepatitis
  - d) Leukemia
- Q3.** According to the program, which of the following are likely "hats" a physical therapist might wear during a typical day? (Select all that apply.)
- a) Administrative assistant
  - b) Athletic trainer
  - c) Educator
  - d) Sports psychologist
- Q4.** True or False: Some careers in health care or medicine occur in an office or retail store.
- Q5.** How many patients would a dental hygienist see on a *typical* day?
- a) 1
  - b) 11
  - c) 21
  - d) 31
- Q6.** True or False: According to the U.S. Bureau of Labor Statistics, all of the 20 fastest-growing jobs in America are in Health Care, Medicine, and Science.

- Q7.** If you feel faint at the sight of blood or needles, then choosing a career in which of the following would *not* be recommended? (Select all that apply.)
- a) Dental hygienist
  - b) Dialysis technician
  - c) Dispensing optician
  - d) LPN
  - e) Physical therapist
  - f) Vet tech
- Q8.** Which of the following is a typical responsibility of a physical therapist? (Select all that apply.)
- a) Filling out paperwork
  - b) Injury care
  - c) Injury prevention
  - d) Injury rehabilitation
  - e) Performing physical therapy
  - f) Performing treatments
- Q9.** According to the program, what kind of degree is recommended for preparing to become a dispensing optician?
- Q10.** List six typical responsibilities a dispensing optician must perform when on-the-job.



## Assessment Questions Answer Key

---

**Q1.** In the program, a dialysis technician suggested taking courses in which of the following areas?  
(Select all that apply.)

- a) Biology
- b) Communications
- c) Math
- d) Music
- e) Science

**A1.** *The correct answers are a, b, c, and e.*

**Q2.** According to the program, it is important to clean dialysis machines in order to prevent patients from contracting which disease? (Select the best answer.)

- a) Diabetes
- b) Flu
- c) Hepatitis
- d) Leukemia

**A2.** *The correct answer is c.*

**Q3.** According to the program, which of the following are likely "hats" a physical therapist might wear during a typical day? (Select all that apply.)

- a) Administrative assistant
- b) Athletic trainer
- c) Educator
- d) Sports psychologist

**A3.** *All of these are typical "hats" of a physical therapist.*

**Q4.** True or False: Some careers in health care or medicine occur in an office or retail store.

**A4.** *This is a true statement.*

**Q5.** How many patients would a dental hygienist see on a *typical* day?

- a) 1
- b) 11
- c) 21
- d) 31

**A5.** *The correct answer is b.*

- Q6.** True or False: According to the U.S. Bureau of Labor Statistics, all of the 20 fastest-growing jobs in America are in Health Care, Medicine, and Science.
- A6.** *This is a false statement. According to the U.S. BLS, roughly half of the 20 fastest-growing jobs in the U.S. are in Health Care, Medicine, and Science.*
- Q7.** If you feel faint at the sight of blood or needles, then choosing a career in which of the following would *not* be recommended? (Select all that apply.)
- a) Dental hygienist
  - b) Dialysis technician
  - c) Dispensing optician
  - d) LPN
  - e) Physical therapist
  - f) Vet tech
- A7.** *The correct answers are a, b, d, and f.*
- Q8.** Which of the following is a typical responsibility of a physical therapist? (Select all that apply.)
- a) Filling out paperwork
  - b) Injury care
  - c) Injury prevention
  - d) Injury rehabilitation
  - e) Performing physical therapy
  - f) Performing treatments
- A8.** *All of these are typical responsibilities of a physical therapist.*
- Q9.** According to the program, what kind of degree is recommended for preparing to become a dispensing optician?
- A9.** *A degree program in opticianry is recommended.*
- Q10.** List six typical responsibilities a dispensing optician must perform when on-the-job.
- A10.** *The program lists taking in prescriptions, interpreting prescriptions, taking measurements, fabricating finished eyewear, dispensing finished eyewear, and performing fittings.*

## Web Sites

---

### General

- [www.bls.gov](http://www.bls.gov): U.S. Department of Labor, Bureau of Labor Statistics
- [www.careeroverview.com](http://www.careeroverview.com): Career Overview and Research Guide
- [www.dol.gov](http://www.dol.gov): U.S. Department of Labor
- [www.salary.com](http://www.salary.com): Salary.com
- [www.nationalbusiness.org](http://www.nationalbusiness.org): National Business Association
- [www.talentzoo.com](http://www.talentzoo.com): Talent Zoo

### Dental Hygienist/Dental Assistant

- [www.dentalassistant.org](http://www.dentalassistant.org): American Dental Assistants Association
- [www.adha.org](http://www.adha.org): American Dental Hygienists' Association
- [www.ada.org](http://www.ada.org): American Dental Association
- [www.dentalworkers.com](http://www.dentalworkers.com): Dental Jobs at DentalWorkers.com

### Dispensing Optician

- [www.abo.org](http://www.abo.org): American Board of Opticianry
- [www.coaccreditation.com](http://www.coaccreditation.com): Commission on Opticianry Accreditation
- [www.nfos.org](http://www.nfos.org): National Federation of Opticianry Schools
- [www.oaa.org](http://www.oaa.org): Opticians Association of America (OAA)

### Physical Therapist Assistant / Physical Therapist Aide

- [www.aaptnet.org/home](http://www.aaptnet.org/home): American Academy of Physical Therapy
- [www.apta.org](http://www.apta.org): American Physical Therapy Association
- [www.nсах.org](http://www.nсах.org): National Society of Allied Health (NSAH)

### Licensed Practical Nurse

- [www.minoritynurse.com](http://www.minoritynurse.com): Minority Nurse.com
- [www.napnes.org](http://www.napnes.org): National Association for Practical Nurse Education and Service, Inc.
- [www.ncsbn.org](http://www.ncsbn.org): National Council of State Boards of Nursing
- [www.nflpn.org](http://www.nflpn.org): National Federation of Licensed Practical Nurses, Inc.
- [www.nсна.org](http://www.nсна.org): National Student Nurses' Association

### Surgical Technologist

- [www.arcst.org](http://www.arcst.org): Accreditation Review Committee on Education in Surgical Technology
- [www.ast.org](http://www.ast.org): Association of Surgical Technologists
- [www.lcc-st.org](http://www.lcc-st.org): The National Board of Surgical Technology and Surgical Assisting (NBSTSA)

**Dialysis Technician**

- [www.annanurse.org](http://www.annanurse.org): American Nephrology Nurses' Association
- [www.bonent.org](http://www.bonent.org): Board of Nephrology Examiners Nursing and Technology
- [www.dialysistech.org](http://www.dialysistech.org): National Association of Nephrology Technicians/Technologists
- [www.nncc-exam.org](http://www.nncc-exam.org): Nephrology Nursing Certification Commission (NNCC)

**Medical Records/Health Information Technician**

- [www.ahima.org](http://www.ahima.org): American Health Information Management Association
- [www.ncra-usa.org](http://www.ncra-usa.org): National Cancer Registrars Association

**Pharmacy Technician**

- [www.acpe-accredit.org](http://www.acpe-accredit.org): Accreditation Council for Pharmacy Education
- [www.ashp.org](http://www.ashp.org): American Society of Health-System Pharmacists
- [www.pharmacytechnician.org](http://www.pharmacytechnician.org): National Pharmacy Technician Association
- [www.ptcb.org](http://www.ptcb.org): Pharmacy Technician Certification Board

**Medical Assistant/Physician Assistant**

- [www.abhes.org](http://www.abhes.org): Accrediting Bureau of Health Education Schools
- [www.caahep.org](http://www.caahep.org): Commission on Accreditation of Allied Health Education Programs
- [www.nccpa.net](http://www.nccpa.net): National Commission on Certification of Physician Assistants
- [www.paeaonline.org](http://www.paeaonline.org): Physician Assistant Education Association

**Veterinary Technician**

- [www.avdt.us](http://www.avdt.us): Academy of Veterinary Dental Technicians
- [www.avecct.org](http://www.avecct.org): Academy of Veterinary Emergency & Critical Care Technicians
- [www.aahanet.org](http://www.aahanet.org): American Animal Hospital Association
- [www.navta.net](http://www.navta.net): National Association of Veterinary Technicians in America

**Speech-Language Pathology Assistant**

- [www.asha.org](http://www.asha.org): American Speech-Language-Hearing Association (ASHA)
- [www.ashfoundation.org](http://www.ashfoundation.org): American Speech-Language-Hearing Foundation
- [www.speech-pathology.org](http://www.speech-pathology.org): Speech-Pathology

## Additional Resources from [www.films.com](http://www.films.com)

---

### A Second Look at Careers

- VHS/DVD/Digital On-Demand
- Viewable/printable instructor's guide online
- Preview clip online at [www.filmsmediagroup.com](http://www.filmsmediagroup.com)
- Order #: 24604

We've taken 40 occupations from the *Children's Dictionary of Occupations* and brought them to life using real people at work. Students learn about the tools of the trade and the tasks performed on the job. They hear from workers who will tell them how to prepare for each job, including the education and training needed. Best of all, this fast-paced video set encourages students to begin thinking about the future world of work and is an excellent introduction to career days, job fairs, or classroom units on careers. *Careers include* • Aircraft Mechanic • Accountant • Broadcast Technician • Butcher • Carpenter • Chemist • Chiropractor • Dancer • Dentist • EMT • Economist • Farmer • Flight Attendant • Glazier • Home Appliance Repairer • Home Health Aide • Industrial Designer • Information Clerk • Janitor • Judge • Kitchen Worker • Landscape Architect • Lawyer • Mail Carrier • Manicurist • Musician • Nuclear Medicine Technologist • Optometrist • Physical Therapist • Quality Assurance Inspector • Real Estate Agent • Respiratory Therapist • Secretary • Telephone Line Installer • Urban Planner • Vehicle Washer/ Equipment Cleaner • Writer • X-Ray Technologist • Yeoman (Armed Services) • Zoologist. (Two videos, 33 minutes total) © 2000

### The Complete Career Clusters

- VHS/DVD/Digital On-Demand
- Closed captioned
- Preview clip online at [www.filmsmediagroup.com](http://www.filmsmediagroup.com)
- Correlates to all applicable standards
- Order #: 36947

Covering 16 broad occupational categories, the Career Clusters system offers information on practically every job there is! Each and every Cluster is represented in this outstanding 16-part series—a perfect companion to the Career Clusters Poster Set. Correlates to all applicable standards. A Cambridge Educational Production. The 16-part series includes *Education & Training; Health Services; Information Technology Services; Scientific, Engineering & Technical Services; Transportation, Distribution & Logistics; Law, Public Safety & Security; Agriculture, Food & Natural Resources; Manufacturing; The Arts, Audio Visual Technology & Communications; Hospitality & Tourism; Architecture & Construction; Human Services; Marketing, Sales & Service; Government & Public Administration; Business, Management & Administration; Finance*. (16-24 minutes each) © 2007

### Cambridge Career Center

- CD-ROM (Windows and Macintosh)
- Preview clip online at [www.filmsmediagroup.com](http://www.filmsmediagroup.com)
- Correlates to the Life Work standards published in "What Work Requires of Schools" from the Secretary's Commission on Achieving Necessary Skills (SCANS) and The National Career Development Standards.
- Order #: 32736

From aerospace engineer to umpire, the Cambridge Career Center introduces students to more than 1,100 different careers and helps them discover which ones might be right for them. This interactive CD-ROM uses version 5.0 of the U.S. Department of Labor's Occupational Information Network (successor to the time-honored Dictionary of Occupational Titles) — America's primary source of career information. © 2004

### Career Clusters Poster Set

- Sixteen 17" x 22" posters
- Correlates to the National Career Development Standards from the National Occupational Information Coordinating Committee
- Order #: 36989

Set includes: Agriculture, Food & Natural Resources; Arts, A/V Technology & Communications; Business, Management & Administration; Architecture & Construction; Education & Training; Finance; Health Science; Hospitality & Tourism; Human Services; Information Technology; Law, Public Safety & Security; Manufacturing; Government & Public Administration; Marketing, Sales & Service; Science, Technology, Engineering & Mathematics; Transportation, Distribution & Logistics. © 2003

### Meridian Allied Health Series

- VHS/DVD/Digital On-Demand
- Viewable/printable instructor's guide online
- Closed captioned
- Preview clip online at [www.filmsmediagroup.com](http://www.filmsmediagroup.com)
- Correlates to all applicable educational standards
- Recommended by *School Library Journal* and *Curriculum Connections*.
- Order #: 36108

This series provides information for high school and vocational college students who are interested in assistant-level medical careers. It features an overview of the healthcare field as well as detailed guidance concerning specific jobs. Each episode covers what a particular job requires, who it would likely appeal to, and what it offers in terms of salary, long-term career prospects, and personal rewards. The series includes *Medical Assistant*; *Health Information Management Technician*; *Physical Therapy Assistant and Aide*. (20-24 minutes each) © 2007

### Meridian Allied Health Series 2

- VHS/DVD/Digital On-Demand
- Viewable/printable instructor's guide online
- Closed captioned
- Preview clip online at [www.filmsmediagroup.com](http://www.filmsmediagroup.com)
- Correlates to all applicable educational standards
- Order #: 37246

This series equips students with vital knowledge about three jobs that are not only lucrative and satisfying occupations but also solid first rungs on the professional ladder. Each episode covers what a particular job requires, who it would likely appeal to, and what it offers in terms of salary, long-term career prospects, and personal rewards. The series includes *Physician Assistant; Occupational Therapy Assistant; Dental Hygienist*. (22-23 minutes each) © 2008

### Meridian Allied Health Series 3

- VHS/DVD/Digital On-Demand
- Viewable/printable instructor's guide online
- Closed captioned
- Preview clip online at [www.filmsmediagroup.com](http://www.filmsmediagroup.com)
- Correlates to all applicable educational standards
- Order #: 37250

This series invites students into the world of three exciting medical occupations that require important skills while building chances for career advancement. Each episode explores a specific job and its requirements, the type of individual who might be attracted to it, and the typical salary range it offers. The series includes *Respiratory Therapist; Home Health Aide and Personal Care Assistant; EMT*. (22 minutes each) © 2008

### Exploring Health Occupations

- VHS/DVD/Digital On-Demand
- Preview clip online at [www.filmsmediagroup.com](http://www.filmsmediagroup.com)
- Correlates to all applicable educational standards
- Order #: 25377

This two-part series provides a detailed view of the field of medical technicians and technologists, EMTs, nurses, therapists, and assistants. A Meridian Production. The series include *EMTs, Nurses, Therapists, and Assistants; Health Technicians and Technologists*. (15 minutes each) © 2000

**Spotlight on Careers in Medicine**

- VHS/DVD/Digital On-Demand
- Closed captioned
- Preview clip online at [www.filmsmediagroup.com](http://www.filmsmediagroup.com)
- Correlates to all applicable educational standards
- Recommended by *Booklist* and *Educational Media Reviews Online*.
- Order #: 36915

Section one of this program profiles Dr. Swayam Sadanandan, a member of *New York* magazine's Best Doctor Hall of Fame: her dedication to treating sickle-cell anemia as head of the Pediatric Hematology/Oncology program at The Brooklyn Hospital Center, her efforts to provide social services to patients and their families, and her irrepressible optimism. Section two turns the spotlight on Michele Speer, RN, breast cancer survivor and Nurse Coordinator for the Women's Breast Center at Stamford Hospital's Tully Health Center. Her mission? To provide support, education, and advocacy for each of her breast cancer patients. (16 minutes) © 2007