

TPJ 4M/C/E, TOJ 4C

Health Care, Child Development and Gerontology Job Readiness, Employability Skill and Work Habits

Abstract

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Project Overview

An overarching goal for secondary school students is to be prepared to live and function as a member of society and be prepared for the workplace. As such, in the Technological Education curriculum document, there is a section entitled “Professional Practice and Career Opportunities” and, in the Grade 11 and 12 document consisting of the some or all of the sub-headings, “Health and Safety”, “Professional Standards”, “Client-centred Care” and “Career Opportunities.” The best practice this project will focus on is job readiness and employability skills/work habits with a safety emphasis

Health care students, particularly Specialist High Skills Major (SHSM) or Personal Support Worker (PSW) students, are often seeking work or further education toward work in the healthcare field. They also often complete cooperative education placement. Job readiness and employability skills need to be taught to/learned by each and every health care student..

Project Challenge

This project may be used in its entirety or in parts. It can be used across multiple Health Care course codes. The challenge presented in all parts is job readiness. The parts will be further expounded upon below.

Health care students should be taught from the first day of class that they are to portray themselves as though they were already a health care worker and exemplary employability skills/work habits should be expected. The other important part of preparation for the health care role is the focus on safe practices at all times.

Connections

SEF 1.1 p. 10 - In the classroom: “Students are supported and assessed in the ongoing development of learning skills and work habits.”
SEF 1.6 p. 14 - In the classroom: “Learning skills and work habits are evaluated and reported to parents” [and adult learners]
SEF 2.5 p. 20 - In the classroom: “Classroom practice reflects safe... learning environments.”
Growing Success p. 11-12 “It is expected that teachers will work with students to help them develop the learning skills and work habits identified in the following table: [responsibility, organization, independent work, collaboration, initiative, self-regulation]”

Project Criteria

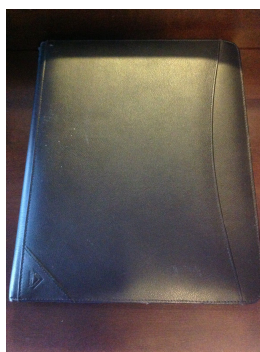
The curriculum expectations fall mostly under the “Professional Practice and Career Opportunity” strand and in part under the “Health Care Skills” strand. All projects have an emphasis on job readiness, employability skills and work habits.

Examples

Sample Portfolio Presentation Assignment:



Instructions and specific curriculum expectations to be met are laid out with each attached assignment. The assignments are differentiated so as to meet the learning needs of as many students as possible.



Project Synopsis and Timelines

Act #	Activity Title/Name	Time (hrs.)	Curriculum Expectations	Assessment & Evaluation	Connections?
1	Main: Portfolio Presentation Assignment Supporting: Portfolio Interview Questions	1 hour to present, 12 hours to complete, 30 min. to evaluate	TPJ4M D3.2 D3.4 TPJ4C D3.2 D3.4 TOJ4C D2.4 D2.6 TPJ4E D4.3 D4.5	Rubric, checklist, teacher check-in	<ul style="list-style-type: none"> Ontario Curriculum Growing Success School Effectiveness Framework Differentiated Instruction Literacy Equity Inclusive.. FNMI First Nations, Metis and Inuit Education Policy Framework STEM (Science, Technology, Engineering and Math)
2	Main: Health Care Occupations Comparison Chart Supplementary : Employability Skills and Work Habits Assignment	30 minutes to present, 8 hours for completion	TPJ4M D2.1 D2.3 D3.1 D3.2 D3.3 TPJ4C D2.1 D2.3 D3.1 D3.2 D3.3 TOJ4C D2.1 D2.4 D2.5 TPJ4E	Marking scheme 1 mark per correct answer, brainstorming activity, checklist	<ul style="list-style-type: none"> Ontario Curriculum Growing Success School Effectiveness Framework Differentiated Instruction Literacy Equity Inclusive... FNMI First Nations, Metis and Inuit Education Policy Framework STEM (Science, Technology, Engineering and Math)



			D2.1 D2.4 D3.1 D3.2 D3.3 D4.1 D4.3 D4.4		
3	Main: Health Care Lab Skills Rubric	40 lab hours per course code	TPJ4M B1.2 B2.1 B2.2 B2.3 B3.1 B3.2 B3.3 B3.4 B3.5 TPJ4C B1.2 B2.1 B2.2 B2.3 B3.1 B3.2 B3.3 B3.4 B3.5 TOJ4C B4.1 B4.2 B4.3 B4.4 B4.5 B4.6 B4.7 TPJ4E B2.1 B2.2 B2.3 B3.1 B3.2 B3.3 B3.4 B3.5 B3.6	Rubric, teacher mediation, skills checklist	<ul style="list-style-type: none"> ▪ Ontario Curriculum ▪ Growing Success ▪ School Effectiveness Framework ▪ Differentiated Instruction ▪ Literacy ▪ Equity Inclusive... ▪ FNMI First Nations, Metis and Inuit Education Policy Framework ▪ STEM (Science, Technology, Engineering and Math)

CONNECTIONS RESOURCE LIST

1	The Ontario Curriculum, Grade 11-12, Revised 2009	http://www.edu.gov.on.ca/eng/curriculum/secondary/2009teched1112curr.pdf
2	Growing Success	http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf



3	Student Success: Differentiated Instructions Educator's Package, 2010(DI)	http://www.edugains.ca/resources/DI/EducatorsPackages/DIEducatorsPackage2010/2010EducatorsGuide.pdf
4	School Effectiveness Framework, 2013 (SEF)	http://www.edu.gov.on.ca/eng/literacynumeracy/SEF2013.pdf
5	Think Literacy	http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/
6	Science, Technology, Engineering and Math (STEM)	http://www.feddevontario.gc.ca/eic/site/723_nsf/eng/h_00329.html
7	Ontario First Nations, Metis, and Inuit Education Policy Framework (FNMI)	http://www.edu.gov.on.ca/eng/aboriginal/fnmiFramework.pdf
8	Ontario's Equity and Inclusive Education Strategy	http://www.edu.gov.on.ca/eng/policyfunding/equity.pdf
9	Ontario Skills Passport (OSP)	http://www.skills.edu.gov.on.ca/OSP2Web/EDU/DisplayEssentialSkills.xhtml
10	OCTE Resources: SafeDocs, SafetyNet	http://www.octelab.com/
11	Innovation, Creativity, & Entrepreneurship (ICE)	https://drive.google.com/drive/folders/0B39iUX6009XDb3hnT1Uzdmc4Rmc

Activity 1 - Portfolio Presentation Assignment

Minds On (Engaging Prior Knowledge)

Activity 1 Project Research and Information Gathering



Activity Description:

The portfolio presentation assignment is for the completion of a professional portfolio. This is a personal record of a student's accomplishments. It is a means to collecting and retaining all of the important professional health care documentation students will need in years to come. The documents and articles are the student's personal choice, but should reflect their true abilities and accomplishments. Their strengths should shine through. The goal is to make the portfolio all about the student and it should be as unique as they are.

Activity 1 Criteria and Instructions

The following documentation is to be organized neatly in a binder (using dividers for the different sections and a plastic sheet protector over each page) OR an electronic version submitted on a thumb drive/memory key or other electronic means, as directed by the teacher. If students choose to complete an electronic portfolio, they may complete colour scans of their documentation, remembering that they must keep the original in good condition as they may be asked for it.

Section A - Students include each item listed on the **COMPULSORY DOCUMENTATION** list and arrange their papers in the listed order.

COMPULSORY DOCUMENTATION:

Table of Contents	List of everything that is in portfolio, in the order that it appears	√
Mission Statement	Personal, core values and beliefs (if an electronic portfolio, this can be videotaped)	
Objective or Personal Profile	Personal philosophy of caring for others, what working in health care means (similar to a profile for a social networking site, if an electronic portfolio, this can be videotaped)	
Resume	Updated to include practical experience, attendance in this course and new certifications	
Cover Letter	Current, corrected, revised and updated version	
Application form (generic)	Perfect sample so that all required information (e.g. employment history, dates) is present in the event that a job or school application needs to be completed	
Police Record Check and Vulnerable Position Screening	Use the original report	



Medical Review Record	Use the original report, as required for cooperative education placement	
Standard First Aid/Level C CPR/AED	Use original certificate, if applicable, or a copy of wallet card	
Mask Fit Testing	Use original certificate, if applicable, or a copy of wallet card	
References	2 reference or recommendation letters, professional (preferred) or personal	
Skills Passbook	original	
The Ontario Skills Passport Tracker	Original, including work plan and transition plan	
Career Search Contact List	Research and list the data for at least 6 potential employers, may list more if you wish, should include at least two entries of community/government agencies or individuals who can assist with a job search	
Personalized Placement Learning Plan (PPLP) Final Performance Appraisal	Photocopy of final performance appraisal from cooperative education placement, if applicable	

Section B - See the ADDITIONAL DOCUMENTATION list below of suggestions of documents for students to include.

ADDITIONAL DOCUMENTATION:

A minimum of 6 items (to achieve a Level 3 or 4) must be included in this section. This is where a student's creative side can shine through! As many items as the student wishes may be included but remind them not to reach back in time too far unless it is very relevant. (A perfect attendance award from grade 6 may be a stretch!) Remind them to include originals as often as possible.

Suggestions:

- Diplomas
- Certificates from Workshops, Seminars and In-Services Completed e.g. Workplace Hazardous Materials Information System (WHMIS), Passport to Safety, Occupational Health and Safety Act (OHSA), Workplace Safety and Insurance Board (WSIB), Safe Food Handling, "Just Wash Your Hands", Canadian Infection Prevention and Control (IPAC), Alzheimer Information Series, U-First, Mindsight, American Sign Language, Gentle Persuasive Approaches in Dementia Care, Non-violent Crisis Intervention, Safe Food Handling, Safe Feeding, Safe Lifting, Transferring and Ambulation, Child or Elder Abuse and Neglect, Medical Terminology



- Badges
- Progress reports, report cards
- Transcripts from schools attended
- Licenses - driver's, machinery operation, etc.
- Awards and Honours
- Samples of work, educational record [picture of a project, copy of an assignment, skills checklist, project, media project, report, reflective journal, log, work log, weblog (blog) vlog (video blog) entry]
- Safe work practices understanding and application are of paramount importance in health care and understanding and commitment to safety should be demonstrated
- Teamwork - document proving evidence of ability to work with others and proof of involvement e.g. sports team photograph
- Leadership - training, or involvement, report on activities that demonstrate this
- Volunteer Work - evidence (e.g. Letter)
- Description of work done at the workplace or cooperative education placement
- Photograph, video or audio of caring for an individual – make sure permission is obtained before taking a client's picture)
- Performance appraisals from teachers, employers, or co-workers
- Self-Evaluation
- Membership documentation (e.g. professional organizations, industry association)
- Copy of employment history including job description (using action verbs) from employer to prove skills mastery
- Thank-you cards, letters of commendation and appreciation

1. The teacher will arrange a private meeting/conference time with the student, by the end of the last month of the course, to evaluate the portfolio. The student should be prepared to present their portfolio and answer job interview-type questions.

2. Formatting requirements:

- Use 12 point font size
- Use consistent font throughout portfolio
- Single space all text
- Bold titles/headings
- Include borders on Table of Contents and title pages
- Use spell check, grammar check and formal style writing (no short forms or slang, etc.)
- Have someone proofread portfolio
- A portfolio is a professional presentation! Keep it professional!



Activity 1 Prior Knowledge	Connections
<p>Lessons on Work Habits and Employability Skills Lessons on Essential Skills Lessons on Health Professions Lesson on Resumes and Cover Letters notes from Career Studies (GLC 20) [or Discovering the Workplace (GLD 20) or Designing your Future (GWL30)] A lesson on preparing for job interviews (with practice sessions built into the lesson)</p>	<p>Growing Success “It is expected that teachers will work with students to help them develop the learning skills and work habits identified in the following table [Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation]. pp. 10-11.</p> <p>SEF 1.1 p. 10 - In the classroom: “Students are supported and assessed in the ongoing development of learning skills and work habits.”</p> <p>SEF 1.6 p. 14 - In the classroom: “Learning skills and work habits are evaluated and reported to parents” [and adult learners]</p> <p>SEF 5.1 p.35 In the classroom: “Education and career/life planning connects areas of learning to the ongoing curricular learning activities of the classroom and broader community.”/”Instruction supports students in making informed choices for successful transitions (e.g., ...school to post-secondary including work).”</p> <p>Growing Success p. 11-12 “It is expected that teachers will work with students to help them develop the learning skills and work habits identified in the following table: [responsibility, organization, independent work, collaboration, initiative, self-regulation]”</p> <p>Think Literacy p. 7 - “Conference Board of Canada Employability</p>



	<p>Skills Manage Information CBC6 Locate, gather and organize information using appropriate technology and information systems. Think & Solve Problems CBC10 Assess situations and identify problems. CBC11 Seek different points of view and evaluate them based on facts.”</p>
<p>Activity 1 Planning Notes</p>	<p>Connections</p>
<p>Assignments must be photocopied. The teacher will post the documentation lists for the students to see as a visual as the assignment is explained. Students must have a binder or a folder to begin to save required documents and should be instructed to bring it for the day the assignment is handed out. Note that originals need to be kept for both written and electronic copy.</p> <p>Examples will need to be given for the differences between the written and electronic portfolio and the teacher should be prepared for that.</p> <p>A focus of the portfolio is on the student and their strengths. It should be a reflection of the student and their uniqueness.</p> <p>OCTE SAFETY Docs and PASSPORT TO BE SIGNED FOR: -ergonomics -computer literacy -electronics</p>	<p>DI p.5 “We differentiate our instruction because when our students receive the appropriate levels of challenge and support, they are engaged, motivated and their achievement improves”.</p> <p>Ontario’s Equity and Inclusive Education Strategy p. 15 “We know that when students see themselves reflected in their studies, they are more likely to stay engaged and find school relevant.”</p>

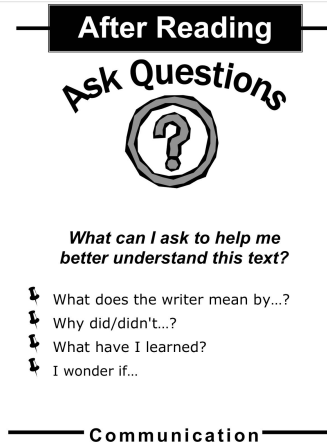
Action (Introduce or Extend Learning)

<p>Activity 1 Instructional Strategies</p>	<p>Connections</p>
<p>This assignment is an example of one that incorporate both written and oral communication. It is a culminating task, and as a summative assignment, the teacher should devote a significant amount of time to</p>	<p>FNMI Strategy 1.1 pp. 11-12 “Build Capacity for effective teaching, assessment and</p>



explaining it. The handout is detailed and requires the reader to read and follow the instructions carefully. The teacher will also display the assignment as it is explained. The teacher must support all learner types to succeed. The “After Reading” poster from “Think Literacy” that cues the student to ask questions should be posted and hung in the classroom and the teacher should cue the students to ask questions after the assignment has been fully explained. The teacher presents the activity using their own professional portfolio as an exemplar. The teacher provides examples of good examples of answers to interview questions. With both, the teacher will make themselves available for guidance and remediation.

evaluation practices” states schools will strive to “c. implement targeting learning strategies for effective oral communication and mastery of reading and writing”
Think Literacy p. 101
 Poster: “After Reading: Ask Questions”



Activity 1 Assessment and Evaluation

Connections

Rough Draft Check-in with Teacher:
 One week before this assignment is due at the end of the term, the student will be required to bring their rough draft and check in with the teacher. It will be marked out of 5 possible application marks.

Essential Skills Checklist

Growing Success p. 31
 Assessment for Learning is “used by teachers to monitor students’ progress towards achieving the overall and specific expectations, so that teachers can provide timely and specific descriptive feedback to students, scaffold next steps...”

Ontario Skills Passport (OSP) is directly related to the Essential Skills Checklist.

Growing Success p. 31
 Assessment as Learning “is used by students to ...monitor their own progress towards achieving their learning goals (self-assessment)...”



<p>Rubric attached to assignment handout</p>	<p>Growing Success p. 31 Assessment of Learning, Summative Assessment “ is used by the teacher to summarize learning at a given point in time. This summary is used to make judgements about the quality of student learning on the basis of established criteria, to assign a value to represent that quality...”</p>
<p>Activity 1 Accommodations</p>	<p>Connections</p>
<p>Accommodations or modifications will be provided as needed to students possessing IEPs.</p>	<p>Growing Success: p. 72 “Students with special education needs may require accommodations to allow them to participate in the curriculum and to demonstrate achievement of the expectations. Accommodations include individualized teaching and assessment strategies, human supports, and/or individualized equipment. In a subject or course identified in the student’s IEP as “Accommodated Only”, the provincial curriculum expectations are not altered.”“Modifications are changes made to the grade-level expectations for a subject or course in order to meet a student’s learning needs. Modifications may include the use of expectations at a different grade level and/or an increase or decrease in the number and/or complexity of expectations relative to the curriculum expectations for the regular grade level.”</p>



Consolidation & Connections (Provide Opportunities for Reflection)

Activity 1 Reflection Paper/Exit Card	Connections
<p>After explanation of assignment to students, please provide students with an opportunity to complete a 3, 2, 1 Exit Card:</p> <ul style="list-style-type: none">3 things I learned about making a portfolio2 interesting facts I learned about portfolios1 question I still have about portfolios	<p>DI p. 12 "...ways to find out about the interests of students include surveys, exit cards, partner introductions, asking questions, and asking students to connect their interests with topics of study."</p>

Materials, Tools and Resources

Activity 1 Websites
<p>Ontario Skills Passport (Essential Skills): http://www.skills.edu.gov.on.ca/OSP2Web/EDU/DisplayEssentialSkills.xhtml</p> <p>Ontario Skills Passport (Work Habits): http://www.skills.edu.gov.on.ca/OSP2Web/EDU/DisplayWorkHabit.xhtml</p> <p>How to Create a Personal Learning Portfolio: Students and Professionals: https://onlinelearninginsights.wordpress.com/2013/01/30/why-students-need-personal-learning-portfolios-more-than-we-do/</p> <p>Professional Portfolio: https://www.odu.edu/content/dam/odu/col-dept/teacher-education-services/docs/teacher-candidate-professional-portfolio.pdf</p>



Activity 1 Publications

Course textbook

Activity 1 Computer Software

Microsoft Word or a similar word processing software

Activity 1 Human Resources

Teacher

Ideally this lesson would follow a lesson on resumes and cover letters taught by an employment search professional

Activity 1 Other

n/a

Activity 1 Appendices

Portfolio Presentation Assignment:

<https://drive.google.com/open?id=0BxaGKFL1TgjrRFI1emR3Y1R0dUE>

Portfolio Interview Questions: <https://drive.google.com/open?id=0BxaGKFL1TgjrOUdyXzVFdnU4N1E>



Activity 2 - Health Care Occupations Comparison Chart Assignment

Minds On (Engaging Prior Knowledge)

Activity 2 Project Research and Information Gathering

Activity :

The Health Occupations/Professions/Careers chart is of 92 Health Care Occupations that one would find in Ontario. The teacher selects the 10 most pertinent occupations for the student to learn about (e.g. TPJ 20 will learn about Pediatricians). The headings are: 1) Name of Professional, 2) Responsibilities/Duties, 3) Education/Training required, 4) Regulated by: 5) Employability Skills and Work Habits required and 6) Essential Skills required for the 10 occupations assigned by your teacher. *Alternatively, instead of completing the column entitled, "Employability Skills and Work Habits Required", students may complete the Employability Skills and Work Habits assignment.

To complete this assignment, students may use their textbook, Ontario Skills Passport, notes from Career Studies (GLC 20) [or Discovering the Workplace (GLD 20) or Designing your Future (GWL30)], classroom notes on Regulated Health Professions Act, Conference Board of Canada Employability Skills 2000+ -

http://www.conferenceboard.ca/Libraries/EDUC_PUBLIC/esp2000.sflb , Ontario Skills Passport <http://www.skills.edu.gov.on.ca/OSP2Web/EDU/Welcome.xhtml> and the internet or additional resources as required. Alternatively, they may complete a video that encompasses all the required information on the professions or perform a play. Bear in mind that both patient safety and health care worker safety are a focus in health care and safety should feature prominently in their assignment.

Activity 2 Criteria and Instructions

This assignment is formative and follows lessons on pertinent health occupations. The chart itself is present in the handout.

The assignment is differentiated in that students can choose to complete the column about the employability skills and work habits required for a given occupation OR they can choose to complete a separate assignment aptly entitled, "Employability Skills and Work Habits



Assignment”

Activity 2 Prior Knowledge	Connections
<p>All of the occupations should be introduced/explained by the teacher prior to the assignment being given. The Ontario Skills Passport and Essential Skills should be reviewed as the student must refer to these directly in their answers.</p> <p>The health care occupations listed are from the fields of science, technology and engineering. While there is no mathematics involved in this assignment, students should be made aware that an understanding and application of math is necessary for certain occupations. For instance, nurses and pharmacists must use math in order to calculate dosages of medications</p>	<p>Ontario Skills Passport (OSP) “The goal of Youth STEM (Science, Technology, Engineering and Math) was to encourage southern Ontario students from kindergarten to grade 12 to pursue an education and career in science, technology, engineering and mathematics.” (STEM)</p> <p>SEF 1.1 p. 10 - In the classroom: “Students are supported and assessed in the ongoing development of learning skills and work habits.”</p> <p>SEF 1.6 p. 14 - In the classroom: “Learning skills and work habits are evaluated and reported to parents” [and adult learners]</p> <p>Growing Success p. 11-12 “It is expected that teachers will work with students to help them develop the learning skills and work habits identified in the following table: [responsibility, organization, independent work, collaboration, initiative, self-regulation]”</p> <p>Think</p> <p>Literacy p. 7 - “Conference Board of Canada Employability Skills Manage Information CBC6 Locate, gather and organize information using appropriate technology and information systems. Think & Solve Problems CBC10 Assess situations and identify</p>



	problems. CBC11 Seek different points of view and evaluate them based on facts.”
Activity 2 Planning Notes	Connections
<p>Teacher needs to ensure that the assignment chart is inclusive. TPJ4M/C D3.1 states “assess health care career opportunities in conventional and alternative therapy fields”</p> <p>Provide students with both a paper and an electronic copy of assignment. Student preference will vary. It needs to be clear to students that there is an option: they can choose to complete the column about the employability skills and work habits required for a given occupation OR they can choose to complete a separate assignment aptly entitled, “Employability Skills and Work Habits Assignment”</p> <p>If students need assistance in deciding what to include in their portfolio, the ICE Training Resources are helpful. See the “Storyboarding Template.” The visual layout may help visual learners.</p> <p>OCTE SAFETY Docs and PASSPORT TO BE SIGNED FOR: -ergonomics -computer literacy -electronics</p>	<p>FNMI Policy Statement p. 7 “provide a curriculum that facilitates learning about contemporary and traditional First Nation, Metis and Inuit cultures, histories and perspectives among all students...”</p> <p>DI p.2 “Differentiated instruction is... .. effective instruction that is responsive to the learning preferences, interests and readiness of the individual learner.”</p> <p>ICE Training Resources p. 8</p>

Action (Introduce or Extend Learning)

Activity 2 Instructional Strategies	Connections
It is often helpful to have representatives from the various health care occupations come to visit the class as guest speakers.	SEF 5.1 p.35 In the classroom:”Education and career/life planning connects



	<p>areas of learning to the ongoing curricular learning activities of the classroom and broader community.””Instruction supports students in making informed choices for successful transitions (e.g., ...school to post-secondary including work).” SEF 5.2 p. 35 At the school:”Experiences are provided to help students explore future learning or career/life opportunities...”</p>		
<p>Activity 2 Assessment and Evaluation</p>	<p>Connections</p>		
<p>Health Care Occupations/Professions/Careers Brainstorming Activity (Diagnostic)</p> <p>Self Assessment Checklist</p> <p>Healthcare Occupations/Professions/Careers Comparison Assignment marking scheme</p> <p>91 possible occupations, choice of 10, 1 mark per chart square</p> <table border="1" data-bbox="191 1627 1003 1690"> <tr> <td>Knowledge (K) ___/30</td> <td>Inquiry/Thinking (I) ___/20</td> </tr> </table> <p>Differentiated Instruction Students have choice in how to complete the assignment.</p>	Knowledge (K) ___/30	Inquiry/Thinking (I) ___/20	<p>Growing Success p. 31 Assessment for Learning, Diagnostic Assessment “occurs before instruction begins so teachers can determine students’ readiness to learn new knowledge and skills...”</p> <p>Growing Success p. 31 Assessment as Learning “is used by students to ...monitor their own progress towards achieving their learning goals (self-assessment)...”</p> <p>Growing Success p. 31 Assessment of Learning, Summative Assessment “occurs at or near the end of a period of learning, and may be used to inform further instruction.”</p>
Knowledge (K) ___/30	Inquiry/Thinking (I) ___/20		



Activity 2 Accommodations	Connections
<p>Accommodations or modifications will be provided as needed to students possessing IEPs.</p>	<p>Growing Success: p. 72 “Students with special education needs may require accommodations to allow them to participate in the curriculum and to demonstrate achievement of the expectations. Accommodations include individualized teaching and assessment strategies, human supports, and/or individualized equipment. In a subject or course identified in the student’s IEP as “Accommodated Only”, the provincial curriculum expectations are not altered.”“Modifications are changes made to the grade-level expectations for a subject or course in order to meet a student’s learning needs. Modifications may include the use of expectations at a different grade level and/or an increase or decrease in the number and/or complexity of expectations relative to the curriculum expectations for the regular grade level.”</p>

Consolidation & Connections (Provide Opportunities for Reflection)



Activity 2 Reflection Paper/Exit Card	Connections
<p>After explanation of assignment to students, please provide students with an opportunity to complete a 3, 2, 1 Exit Card:</p> <ul style="list-style-type: none"> 3 things I learned about health care occupations 2 interesting facts I learned about health care occupations 1 question I still have about health care occupations 	<p>DI p. 12 "...ways to find out about the interests of students include surveys, exit cards, partner introductions, asking questions, and asking students to connect their interests with topics of study."</p>

Materials, Tools and Resources

Activity 2 Websites
<p>Conference Board of Canada Employability Skills 2000+ - http://www.conferenceboard.ca/Libraries/EDUC_PUBLIC/esp2000.sflb Ontario Skills Passport http://www.skills.edu.gov.on.ca/OSP2Web/EDU/Welcome.xhtml Assessing health care students' intentions and motivations for learning: the Healthcare Learning and Studying Inventory (HLSI) - http://www.ncbi.nlm.nih.gov/pubmed/22717990 First Nations Health Authority Health Careers Guidebook http://www.fnha.ca/Documents/FNHA_health_careers_guidebook.pdf Jobs Associated with Math and Health Care: http://woman.thenest.com/jobs-associated-math-health-care-22051.html</p>
Activity 2 Publications
<p>Course text</p>
Activity 2 Computer Software
<p>Microsoft Word or similar word processing software</p>



Activity 2 Human Resources

n/a

Activity 2 Other

n/a

Activity 2 Appendices

Health Care Occupations Comparison Chart Assignment:
<https://drive.google.com/open?id=0BxaGKFL1Tgjra1Iyam1NUE9OYk0>
Employability Skills and Work Habits Assignment:
<https://drive.google.com/open?id=0BxaGKFL1TgjrZHhMX2xLV3hwU1U>



Activity 3 - Health Care Lab Skills (Rubric)

Minds On (Engaging Prior Knowledge)

Activity 3 Project Research and Information Gathering

Activity Description:

There are psychomotor skills to be tested in each course code. The complexity of the skills vary by course code and by specialty program [e.g. SHSM, SHSM with ICE (Innovation, Creativity, Entrepreneurship) or PSW] and the necessity for skill proficiency is underscored by any attached cooperative education credit. The best means to test skills are by means of lab manual checklists (similar to those in the OCTE SafeDoc) and a rubric. See attached assignment for rubric.

Explanations/Operational Definitions of Lab Skills Criteria in rubric:

*Ability to apply safety principles - Safety principles to be included with the evaluation of every skill in a health care lab (see Health Care SAFEDoc p. 21):

Topic	Connection
Handwashing	OCTE "ToolSafe Handwashing with Glo-in-the-Dark Gel" video and lesson plan OCTE SAFEDoc p. 34 OCTE "SafetyNet HN1 PPE and Infection Control" project
Using alcohol-based hand sanitizers/rubs	OCTE "SafetyNet HN1 PPE and Infection Control" project
Using PPE (gloves, goggles/face shield, masks, gowns)	OCTE "ToolSafe PPE" video and lesson plan, OCTE SAFEDoc p. 25 OCTE "SafetyNet HN1 PPE and Infection Control" project
Using proper aseptic technique and handling of contaminated items	OCTE SAFEDoc pp. 18, 25, 26, 35
Using proper body mechanics	OCTE SAFEDoc pp. 23, 33 OCTE ToolSafe Electric Hospital Bed video and lesson plan OCTE SafetyNet TPJ CD2 Ambulatory Aids Body Mechanics project



Using hospital bed side rails	OCTE SAFEDoc p. 23 OCTE "ToolSafe Electric Hospital Bed" video and lesson plan
Using hospital bed, wheelchair and commode brakes	OCTE SAFEDoc p. 24 OCTE "ToolSafe Electric Hospital Bed" video and lesson plan OCTE "ToolSafe Wheelchairs" video and lesson plan
Promotes safe environment, removes clutter or tripping hazards before caring for "client" and leaving "client" in health care practice lab	OCTE "SafetyNet HSH2 Healthy Food and Environment" Health Care Safety Walk OCTE SAFEDoc pp. 28, 32, 41-44
Provides "client" with call bell when care is completed	OCTE "ToolSafe Electric Hospital Bed" video and lesson plan

****Employability Skills/Professionalism for hands-on skills practice and testing:**

Wearing full uniform (e.g. scrubs, lab coat, shirt, etc.)	OCTE SAFEDoc p. 72
Wearing wipeable mostly-white closed-toe and -heel non-skid duty shoes	OCTE SAFEDoc pp. 20, 21, 24, 26, 28, 35, 72
Fingernails clean, trimmed neatly, relatively short, and free of artificial nails	OCTE SAFEDoc p. 35
Long hair (if applicable) pulled back with an elastic	OCTE SAFEDoc pp. 22, 23, 35
All rings removed (with the possible exception of a wedding band, if applicable)	OCTE SAFEDoc. p. 22
Watch pinned to uniform or in pocket	OCTE SAFEDoc. p. 22
Speaks and acts professionally, pretending mannequin or peer is a client	OCTE SAFEDoc. p. 22
Speaks using proper medical terminology and anatomical terms	

"Sequence of Skills" are evaluated as per Skills Checklists (not included as part of this project. Please see the OCTE SAFEDoc for several examples of Skills Checklists).



“Comprehension of skills” are evaluated as per oral questions regarding the skills checklists (not included as part of this project. Please see the OCTE SAFEDoc for more information).

(The preceding lists are not exhaustive. If there are other principles that you feel need to be added, please use your professional judgment and add them.)

Each course code has many skills that must be evaluated, and depending on the course of study, e.g. PSW, there may be many additional skills that need to be evaluated:

Skills to learn to perform safety:

Safe preparation, cleaning and storage of equipment	
Handwashing	OCTE SAFEDoc pp. 34, 55
Use of antibacterial hand sanitizer	
Use of Personal Protective Equipment (PPE)	OCTE SAFEDoc p. 56
Proper body mechanics and ergonomics	OCTE SAFEDoc p. 71
Independent unsupervised transfer	
Supervised independent transfer	
Minimum assist transfer	
1-person pivot transfer	
2-person transfer	
2-person side-by-side transfer	
2-person pivot transfer	
Full (Hoyer) Mechanical Lift/Ceiling Lift	
Sit-to-Stand Mechanical Lift	
Client Positioning (Fowler's, semi-Fowler's, supine, prone, lateral, Sims', orthopneic, Trendelenberg, reverse-Trendelenberg)	



Raising the clients's head and shoulders	OCTE SAFEDoc p. 51
Moving the client up in bed	OCTE SAFEDoc p. 50
Moving the client up in bed with a lift or slider sheet	
Moving the client to the side of the bed	
Helping the client sit at the side of the bed/dangle	
Moving the client to a stretcher	
Slider board transfer	
Turning the client	
Logrolling the client	
Transferring the client from a bed to a chair	OCTE SAFEDoc p. 53
Positioning/repositioning the client in a seated position in a wheelchair	
Transfer disc use	
Applying a transfer belt	
Assisting with client ambulation (independent, with cane, with walker, with crutches)	
Use of a wheelchair	
Client falls – assisting to the floor, assisting client to rise from the floor	
Range of motion exercises	
Braces and orthosis	
Use of personal safety devices	
Bedmaking	
Occupied bedmaking	OCTE SAFEDoc p. 46
Preventative skin care	



Oral care	
Denture care	
Hair care: brushing, combing and washing	
Shaving	
Nail and foot care	
Dressing and undressing	
Applying elastic stockings (antiembolic, TEDS)	
Applying elastic bandages	
Working with simulated blood and body fluids	
Specimen collection	
Applying incontinence briefs	
Urinary and bowel elimination, toileting (includes using a commode)	
Urinary catheter drainage bags (day and night)	
Emptying and transitioning from a night to a day urinary catheter bag	
Using urinals	
Using bedpans (regular, fracture)	
Applying a condom catheter	
Providing catheter care	
Female perineal care	
Male perineal care	
Cleaning an ostomy pouch and resealing ("burping" bag)	
Partial bed bath (in bed or washroom, AM/HS care)	



Complete bed bath	OCTE SAFEDoc p. 46
Bathing (adult and infant)	
Circumcision care	
Umbilical cord care	
Giving a back massage	
Providing basic nutrition and fluids (includes feeding lab to teach feeding a client food and drink)	OCTE SAFEDoc pp. 57-58
Preparing, handling and storing food	
Measuring vital signs (temperature, pulse, respirations, blood pressure)	
Basic physical assessment (sight, hearing, lung and bowel sounds, neurological, gait and balance)	
Assessing pain	
Measuring client height and weight	
Heat and cold application	
Administering first aid	OCTE SAFEDoc pp. 30-31
Use of Automated External Defibrillator (AED)	(Covered in Level C CPR/AED)
Mock medication dispensing and administration	

Other skills, especially for the SHSM program, are contingent upon the emphasis course code or equipment the lab has available. Below are some of the possible skills:

- Use of an autoclave
- Use of a stethoscope
- Use of pulse oximeter
- Use of otoscope/ophthalmoscope
- Use of reflex hammers
- Use of stethoscopes for assessing heart, lung sounds and bowel sounds
- Use of a cardiac monitor
- Principles of urinary catheterization
- Wound care and dressings
- Principles of intravenous therapy (with IV arm simulator)
- Injections
- Suctioning
- Use of bag/valve mask (covered in Level C CPR/AED for Healthcare Providers)



Activity 3 Criteria and Instructions

Lab skill testing for students should be as consistent and uniform as possible. One of the ways to do so is to use a rubric where criteria are specific and operationally defined. As per the handout, curriculum document, and lab manual (please see OCTE SafeDoc, please see below).

Activity 3 Prior Knowledge	Connections
<p>Though only the grade 12 courses have prerequisites, the course codes build on each other with regard to health care skills and complexity.</p> <p>Anatomy and physiology Safety (WHMIS, infection control, lab safety - see Health Care Safety Walk in TPJ HSH2 Healthy Food and Environment Safety Net)</p>	<p>SEF 2.5 p. 20 - In the classroom: "Classroom practice reflects safe... learning environments."</p> <p>SEF 2.5 p. 20 - In the classroom: "In addition to the necessary knowledge and skills, the learning environment provides modelling for students to make safe and healthy decisions (e.g., injury prevention...)"</p> <p>SEF 2.5 p. 20 Students: "Contribute to the establishment of a safe... learning environment." "Establish and lead activities that promote safe... learning environments"</p> <p>SEF 3.1 p. 23 In the classroom: "Students and educators work together to build a collaborative and safe learning environment..."</p> <p>SEF 1.1 p. 10 - In the classroom: "Students are supported and assessed in the ongoing development of</p>



	<p>learning skills and work habits.”</p> <p>SEF 1.6 p. 14 - In the classroom:“Learning skills and work habits are evaluated and reported to parents” [and adult learners]</p> <p>SEF 5.1 p.35 In the classroom:”Education and career/life planning connects areas of learning to the ongoing curricular learning activities of the classroom and broader community.”/”Instruction supports students in making informed choices for successful transitions (e.g., ...school to post-secondary including work).”</p> <p>SEF 5.2 p. 35 At the school:”Experiences are provided to help students explore future learning or career/life opportunities...”</p> <p>Growing Success p. 11-12 “It is expected that teachers will work with students to help them develop the learning skills and work habits identified in the following table: [responsibility, organization, independent work, collaboration, initiative, self-regulation]”</p>
<p>Activity 3 Planning Notes</p>	<p>Connections</p>
<p>The teacher provides a health care lab manual featuring a skills checklist (for examples, please see the OCTE Health Care SAFEDoc page numbers noted above). The teacher must demonstrate the skills and allow time for questions. The teacher must allow for sufficient practice time, bearing in mind that required equipment may be scarce and in demand. The students practice the skills and use the lab manual skills checklist to assist in their own learning while the teacher is available to provide remediation. Then, before the teacher evaluates</p>	<p>Think Literacy p. 152 “Think/ Pair/Share... In this strategy, students individually consider an issue or problem and then discuss their ideas with a partner.”</p> <p>Think Literacy p. 7 - “Conference Board of Canada</p>



<p>the skills, the students perform the skills for a peer.</p> <p>The “Think/Pair/Share” Instructional Intelligence method or the Brainstorming method of working together and problem solving works well while the teacher is testing another student’s skills and is unavailable for consultation or remediation.</p>	<p>Employability Skills Manage Information CBC6 Locate, gather and organize information using appropriate technology and information systems. Think & Solve Problems CBC10 Assess situations and identify problems. CBC11 Seek different points of view and evaluate them based on facts.” ICE Card Deck p.20 “1. Brainstorming: Take care to structure the brainstorming time to ensure that everyone has the space and opportunity to contribute.”</p>

Action (Introduce or Extend Learning)

Activity 3 Instructional Strategies	Connections
<p>Step-by-step checklists in a lab manual helps the students immeasurably prior to and during skill testing (ee OCTE SAFEDoc and course textbook for examples). The manual can be used for notetaking and help with remediation. The teacher can assist with the psychomotor learning so that it appeals to more students than just those of the kinesthetic learning style. Some students can find the psychomotor skills to be challenging, so much encouragement and support is required.</p> <p>Differentiated Instruction: Due to curriculum requirements and other course requirements (e.g. in SHSM or PSW), students do not get to choose the skills they are evaluated on, but they do get input into the means by which they are evaluated. e.g. A student may choose a mannequin OR a peer with whom to do their skill testing. Students</p>	<p>Ontario’s Equity and Inclusive Education Strategy p. 12 “Equity and inclusive education policies and practices will support positive learning environments so that all students can feel engaged in and empowered by what they are learning, supported by the teachers and staff from whom they are learning, and welcome in the environment in which they are learning. Students, teachers, and staff learn and work in an environment that is respectful, supportive, and welcoming to all.”</p> <p>DI p. 2 “Differentiated instruction is... .. effective instruction that is responsive to the learning preferences, interests and</p>



<p>may choose their partners for practice and testing where possible. Learning stations give students the option of choosing the length of time they feel they need to work on a skill at each station and also provide for a choice when health care equipment is scarce and in demand.</p>	<p>readiness of the individual learner.</p>
<p>Activity 3 Assessment and Evaluation</p>	<p>Connections</p>
<p>Teacher remediation: After the teacher demonstrates the skill and while the student is practicing the skill on their own using their skills checklist as a guide, the teacher will visit each student and provide remediation in response to each student's needs as a means of formative assessment.</p> <p>Skills Checklists (from OCTE SAFEDoc) It is important that many types of assessment and evaluation are used and that assessment for, as and of learning is taking place. The skills checklist has three columns: self, peer and teacher. Students complete a self assessment with their skills checklist. Then, when the student is feeling more comfortable with the skill, they seek out a peer to perform a peer assessment. Finally, they are evaluated by the teacher. The rubric, attached to the assignment sheet, evaluates the student in 4 areas of application: ability to apply safety principles, sequence of skill, comprehension of skill, and employability skills/professionalism.</p> <p>*Health Care Lab Skills Rubric* This section of the assignment is based upon the rubric. The rubric is about the explanation and operational definition of the lab skills rubric.</p>	<p>Growing Success p. 31 Assessment for Learning, Formative Assessment “occurs frequently and in an ongoing manner during instruction, while students are still gaining knowledge and practising skills.”</p> <p>Growing Success p. 31 Assessment as Learning, Formative Assessment “ is used by students to provide feedback to other students (peer assessment), monitor their own progress towards achieving their learning goals (self-assessment), make adjustments in their learning approaches, reflect on their learning, and set individual goals for learning.”</p> <p>Growing Success p. 31 Assessment of Learning, Summative Assessment “ is used by the teacher to summarize learning at a given point in time. This summary is used to make judgements about the quality of student learning on the basis of established criteria, to assign a value to represent that quality...”</p>
<p>Activity 3 Accommodations</p>	<p>Connections</p>



Accommodations or modifications will be provided as needed to students possessing IEPs. These will have no bearing on the integrity of the skill's safety foundation.

Growing Success: p. 72
“Students with special education needs may require accommodations to allow them to participate in the curriculum and to demonstrate achievement of the expectations. Accommodations include individualized teaching and assessment strategies, human supports, and/or individualized equipment. In a subject or course identified in the student’s IEP as “Accommodated Only”, the provincial curriculum expectations are not altered.”“Modifications are changes made to the grade-level expectations for a subject or course in order to meet a student’s learning needs. Modifications may include the use of expectations at a different grade level and/or an increase or decrease in the number and/or complexity of expectations relative to the curriculum expectations for the regular grade level.”

Consolidation & Connections (Provide Opportunities for Reflection)

Activity 3 Reflection Paper/Exit Card

Connections



After demonstration of lab skill to students and the start of remediation with the skill, please provide students with an opportunity to complete a 3, 2, 1 Exit Card:
3 things I learned about the skill
2 interesting facts I learned about the skill
1 question I still have about the skill

DI p. 12 "...ways to find out about the interests of students include surveys, exit cards, partner introductions, asking questions, and asking students to connect their interests with topics of study."

Materials, Tools and Resources

Activity 3 Websites

n/a

Activity 3 Publications

Course text

Activity 3 Computer Software

Microsoft Word or similar word processing software

Activity 3 Human Resources

Teaching help is sometimes needed for evaluating skills, e.g. in PSW Programs

Activity 3 Other

See Health Care Lab Skills Manual (See OCTE SAFEDoc) for examples of skills checklists



Activity 3 Appendices

Health Care Lab Skills Rubric:

<https://drive.google.com/open?id=0BxaGKFL1TgjrczJIOHdNeFk1VVE>