

Lesson 9

Note to teacher:

The health services careers should be fairly familiar to the students so they should be able to generate quite a few responses. A sample list of health careers has been included to aid you in prompting responses if necessary.

Materials Needed:

Copies of the Lesson 9 worksheet

Objectives:

1. After hearing a short vignette about a career in the CAM area of Health Services students will participate in a critical thinking discussion.
2. Each student will observe a demonstration of using the Education Information Center tool and then practice using it.

Evaluation:

- Each student will participate in a critical thinking discussion about the health services career presented in the vignette by giving at least one appropriate comment or response.
- As a class, the group will generate a list of other health services careers that will be recorded by the teacher on the board/overhead/easel pad/etc. Each student must contribute in some way.
- Each student will use the Education Information Center to find information to answer the Lesson 9 worksheet questions after observing the teacher demonstration of the tool.

Instruction:

1. Introduce the career area for today's vignette as the Health Services area, then read the following vignette to the class.

A Day in the Life of Linda Abrahms

Linda is a Masseuse. Every day she arrives to her quiet office in the basement of the health club at 9:30 am. She turns the small heater on in the massage room to take the chill off, then does paperwork until her first appointment arrives at 10 o'clock. She greets the regular client warmly and asks how things are going. Betty, a recent grandmother pulls out a picture of her new grandchild to show her off.

Linda shows Betty into the massage room, lights an aromatherapy candle, and leaves her to undress and lay under the sheet. A few minutes later, Linda knocks and enters the massage room. She inquires about any special injuries or sore spots and begins the massage. Starting with fingers and working up the arms and legs to the back, neck and shoulders, the whole massage takes an hour. Linda warns the client not to sit up too quickly and leaves her to get dressed. A few minutes later, Betty thanks her and leaves.

Linda cleans out the massage room and readies the supplies for the next client, who arrives at 11:30. Bruce is new to massage and is skeptical about whether Linda is strong enough to give a good one. She discusses which areas he is especially concerned about and puts his fears to rest. She shows Bruce into the massage room and explains that he should strip to the underwear and lay under the sheet until she comes back in a few minutes. She shows him where he can hang his clothes, leaves the candle lit and puts on quiet, relaxing music.

When she returns, she gives Bruce a deep tissue massage and carefully stretches out the sports injury that was plaguing him. When she gets done her arms are tired, but she feels like Bruce received the quality of massage that he wanted. She warns him not to stand up too quickly and leaves him to dress. A minute later she hears a soft thud. Looking up quickly she starts for the door of the room. "Are you OK?," she asks through the door. "Yeah. I see what you mean about standing up to quickly," Bruce answers, laughing. A few minutes later, Bruce comes out and says, "I feel like a million bucks! Thanks. Can I have a few business cards to give to my colleagues?"

After he leaves, Linda heads upstairs for her step aerobics class at the health club. As she heads back to the office downstairs, she checks her flyers and supply of business cards at the front desk. She thanks the attendant for any business they sent her way.

She has two more appointments that afternoon, one with an Olympic cyclist who is rehabilitating a pulled hamstring and another with Karen, who suffers from hypertonic cerebral palsy. The massages help keep Karen's muscles loose because the cerebral palsy causes them to tighten abnormally.

At 5:30, Linda waves goodbye to Karen as she leaves, then shakes out her tired arms. She cleans the massage room one last time, readying it for the next day. She locks the door and heads for home to have dinner with her family.

2. Here is a list of questions to start your class discussion.
 - Does Linda have to have her own car for work?
 - Are her hours of work flexible?
 - Does Linda have people that work for her?
 - How much responsibility does Linda have?
 - Does Linda work by herself or with other people?
 - Does Linda work indoors or outdoors?
 - Is the job physically stressful?
 - What kind of appearance does Linda have to have?
 - Does she make an hourly wage or a salary?
 - Does Linda do the same thing every day or is every day different?
 - Does Linda have a long commute to work?
 - What kind of education would a person need to have Linda's job?
 - Is there any special training that a person would need?
3. Brainstorm a list of other health careers as a class. Write them on the board. Here are a few to get you started:
 - Physical Therapist

- Doctor (list as many kinds as you want)
- Nurse
- Pharmacist
- School Athletic Trainer
- Medical Lab Technician
- Health Teacher
- Physician's Assistant (PA)
- Accupuncturist
- Masseuse
- Homeopathic Healer
- Others

Using the Educational Information Center

4. Open the OLMIS web site and select the Educational Information Center from the tools menu in the lower left corner.
5. Discuss briefly why a student would need to use this tool: Because you have to learn more or develop better skills to get a better job. Explain that the EIC gives addresses, contact information, phone numbers, etc. for many different apprenticeship programs and schools, making it easy to get in touch with the right people to help you gain skills and education for your chosen career. Students should be listening quietly and responding to teacher prompts and questions during the lecture.
6. Demonstrate the various options in the EIC and explain to students that they can search for education or training by region, the type of school or training provider or by training program title).
7. The tool gives you a choice of searching by keyword or by program category. In this case we will search by keyword. Enter a keyword for the kind of program you are looking for- for the demonstration, use "welding".
8. Then click on the "search" button.
9. The names of instructional programs containing the keyword will be shown. Select the welding program by clicking on it. A list of schools which provide that program will be shown. Each listing gives the name of the school/training facility, the address and the phone number to contact that agency. Note that the name of the school or facility is often a link that connects you to their web site (if they have one) from OLMIS.
10. After the students watch the demonstration of how to locate schools or agencies for training, hand out the Lesson 9 worksheet and have them go through the process themselves with the information given on the worksheet.