

# Identify Health Science Career Pathways

**Unit.** Career Exploration

**Problem Area.** Health Science Career Pathways

**Lesson.** Identify Health Science Career Pathways

■ **Student Learning Objectives.** Instruction in this lesson should result in students achieving the following objectives:

- 1 Identify and describe the five health science career pathways.**
- 2 Distinguish between the five health science career pathways by identifying some of the primary employee duties and responsibilities in each pathway or health service area.**
- 3 Match several specific health care careers to the correlating pathways, while understanding that some health care careers correlate to multiple pathways.**
- 4 Utilize knowledge of health science career pathways to facilitate further career exploration.**

■ **List of Resources.** The following resources may be useful in teaching this lesson:

Badasch, S., and Chesebro, D. (2004). *Introduction to Health Occupations*, 6th ed. Upper Saddle River, NJ: Prentice Hall.

Booth, K. (2004). *Health Care Science Technology: Career Foundations*. New York: McGraw-Hill–Glencoe.

Gerdin, J. (2003). *Health Careers Today*, 3rd ed. St. Louis: Mosby.



Health science career clusters (pathways) brochure and health care career pathways standards (from the National Consortium on Health Science and Technology Education). <http://www.nchste.org/career-cluster/>

Morkes, A. (Managing Editor). (2002). *Exploring Health Care Careers*, 2nd ed., Volumes I & II. Chicago: Ferguson Publishing.

National Consortium on Health Science and Technology Education.  
<http://www.nchste.org/>

U.S. Department of Labor. (2003). *Occupational Outlook Handbook, 2002–2003* (or latest edition). Chicago: VGM Career Books, A Division of McGraw-Hill. (This text is also accessible on-line at <http://www.bls.gov/oco>)

## ■ **List of Equipment, Tools, Supplies, and Facilities**

- ✓ Overhead or PowerPoint projector
- ✓ Visual(s) from accompanying master(s)
- ✓ Copies of sample test, lab sheet(s), and/or other items designed for duplication
- ✓ Materials listed on duplicated items
- ✓ Computers with Internet access
- ✓ Classroom resource and reference materials

## ■ **Terms.** The following terms are presented in this lesson (shown in bold italics):

- ▶ bioinformatics
- ▶ biotechnology
- ▶ diagnostic services
- ▶ health informatics
- ▶ support services
- ▶ therapeutic services

## ■ **Interest Approach.** Use an interest approach that will prepare the students for the lesson. Teachers often develop approaches for their unique class and student situation. A possible approach is included here.

*There are more than 200 careers in the health science field. Presenting information on every one of them in one course would be impossible. It is often easier to study a large number of things by organizing them in some way. Tell students that organizing helps identify common characteristics as well as important differences. Tell them that in this lesson, they will identify five health science career pathways (also known as health career clusters or health service areas). These five health science career pathways allow us to group similar health care careers together because they share common duties and responsibilities for the health care workers in those jobs. The career pathways provide a framework (structure, outline, or means of organizing) for studying a*

multitude of careers in health care. The framework can be very useful in helping students determine what careers are right for them.

# SUMMARY OF CONTENT AND TEACHING STRATEGIES

**Objective 1:** Identify and describe the five health science career pathways.

**Anticipated Problem:** What are the five health science career pathways?

- I. Health science career pathways
  - A. Health science career pathways are also referred to as health care career clusters or health service areas. These terms may be used interchangeably throughout the lesson.
  - B. Five health science career pathways
    1. Biotechnology Research & Development
    2. Diagnostic Services
    3. Health Informatics
    4. Support Services
    5. Therapeutic Services
  - C. Description of the five pathways
    1. The Biotechnology Research & Development pathway consists of careers that focus on highly scientific research and the application of that research to life, health, and human problems. Careers in this area focus on research, experimentation, and the development and evaluation of new equipment, medicine, organisms, models, and treatments. The Biotechnology Research & Development pathway includes a health service known as bioinformatics.
      - a. **Biotechnology** refers to the application of science and technology to living organisms (and to parts, products, or models of living organisms) in order to alter living or nonliving materials for the production of knowledge, good, and services (adapted from a definition by the OECD at <http://www.oecd.org>).
      - b. **Bioinformatics** is the use of computer technology to analyze biological information. The study of the human genome is accomplished through the use of bioinformatics.
    2. The **Diagnostic Services** pathway focuses on creating a picture of a patient's health status, usually at a single point in time or over a very short interval. Diagnostic services concentrate on establishing a diagnosis for illness and disease.

3. Careers in the **Health Informatics** pathway focus documenting and processing patient (or other health care) information. Careers in this pathway often support other medical services.
4. The **Support Services** pathway consists of careers in which the focus is providing a supportive environment in which to deliver health care. Health care workers in this service area frequently do not provide direct patient care as part of their job. Rather they support and maintain environments, facilities, and equipment.
5. Careers in the **Therapeutic Services** pathway are concerned with providing care over time and with changing a patient's health status over time. Health care workers in this pathway interact directly with patients and their health care environment. They may utilize a variety of medical instruments and equipment in their work with patients.

Many techniques can be used to help students master this objective. As an example, students could read Chapter 1 in *Health Care Science Technology*, Chapter 1 in *Health Careers Today*, and/or Chapter 1 in *Introduction to Health Occupations*. Use VM–A. Use LS–A as a note-taking tool for students.

**Objective 2:** Distinguish between the five health science career pathways by identifying some of the primary employee duties and responsibilities in each pathway or health service area.

**Anticipated Problem:** What are some of the primary duties and responsibilities of health care workers in each pathway?

## II. Duties and responsibilities in each pathway

### A. Biotechnology Research & Development pathway

1. Use complex chemical, mathematical, and statistical formulas to analyze data.
2. Perform and evaluate scientific experiments in areas of biology, microbiology, chemistry, biochemistry, genetics, and bioinformatics.
3. Develop and evaluate complex medical models, equipment, and instruments.

### B. Diagnostic Services pathway

1. Plan, prepare, perform, evaluate, and report results of different medical procedures.
2. Assess and evaluate patient status.

### C. Health Informatics pathway

1. Collect, document, analyze, study, code, categorize, organize, and process patient and health information.
2. Enter, retrieve, extract, maintain, and transfer information, often using computer systems and other electronic equipment.
3. Understand routes and flow of information within the health care facility.

- D. Support Services pathway
  - 1. Purchase, supply, repair, and maintain general and medical equipment.
  - 2. Provide food items or other products for use by patients and health care personnel.
  - 3. Clean and maintain health care facility.
  - 4. Transport patients and/or materials.
  - 5. Provide materials and services to maintain patient and employee safety.
- E. Therapeutic Services pathway
  - 1. Assess and monitor patient status, and develop treatment plans.
  - 2. Perform procedures and treatments, and evaluate their effects.
  - 3. Communicate with a team of other health service workers to provide care over time.
  - 4. Provide rehabilitative care.

*Many techniques can be used to help students master this objective. As an example, students could read Chapter 1 in Health Care Science Technology, Chapter 1 in Health Careers Today, and/or Chapter 1 in Introduction to Health Occupations. Use VM–A. Use LS–A.*

**Objective 3:** Match several specific health care careers to the correlating pathways, while understanding that some health care careers correlate to multiple pathways.

**Anticipated Problem:** What specific health care careers might correlate to each of the five career pathways?

- III. Examples of careers in each health science career pathway
  - A. Biotechnology Research & Development pathway
    - 1. Biochemist, research scientist, toxicologist
    - 2. Geneticist, biostatistician, biomedical chemist
  - B. Diagnostic Services pathway
    - 1. Physician, MRI technician, radiologist
    - 2. Nuclear medical technician, lab technician
  - C. Health Informatics pathway
    - 1. Medical assistant, unit clerk, medical secretary
    - 2. Epidemiologist, medical coder/biller, health educator
  - D. Support Services pathway
    - 1. Food service, housekeeping, maintenance
    - 2. Central supply, materials management

- E. Therapeutic Services pathway
  - 1. Nurse, physical therapist, nursing assistant
  - 2. Pharmacist, pharmacy technician, social worker

*Many techniques can be used to help students master this objective. As an example, students can be asked to brainstorm individually or as a group and use VM–A. Students can also refer to the Career Cluster Occupations flow chart on the National Consortium on Health Science and Technology Education’s Web site: <http://www.nchste.org/career-cluster/>. Use VM–B. Use LS–B.*

**Objective 4:** Utilize knowledge of health science career pathways to facilitate further career exploration.

**Anticipated Problem:** What career pathway corresponds to a health care career that a student wants to research?

- IV. Utilize knowledge of health science career pathways to choose a career interest area.
  - A. There are more than 200 careers in the medical and health care fields. Each of them can be correlated to one of the five health science career pathways.
  - B. The career pathways can be used to help students in career decision making by matching their interests and skills with a career pathway.

*Many techniques can be used to help students master this objective. As an example, students can be asked to look at the career pathways (and corresponding duties and responsibilities) and determine which pathway they have the greatest interest in and which pathway best matches their skills and abilities. Students can also be asked to complete a career exploration activity that requires them to choose a career, match it to a pathway, and then research that career in detail using LS–B.*

■ **Review/Summary.** Use the student learning objectives to summarize the lesson. Have students explain the content associated with each objective. Student responses can be used in determining which objectives need to be reviewed or taught from a different angle. Questions at the ends of chapters in the textbook may also be used in the review/summary.

■ **Application.** Use the included visual masters and lab sheets to apply the information presented in the lesson.

■ **Evaluation.** Evaluation should focus on student achievement of the objectives for the lesson. Various techniques can be used, such as student performance on the application activities. A sample written test is provided.

## ■ Answers to Sample Test:

### Part One: Matching

1. b
2. d
3. e
4. b
5. e
6. b
7. e
8. b
9. d
10. c
11. a
12. d
13. e
14. c
15. a

### Part Two: Matching

1. e
2. c
3. a
4. b
5. d

# Identify Health Science Career Pathways

► **Part One: Matching**

**Instructions:** Match the term with the correct definition.

- a. Biotechnology Research & Development
- b. Diagnostic Services
- c. Health Informatics
- d. Support Services
- e. Therapeutic Services

- \_\_\_ 1. Laboratory technician
- \_\_\_ 2. Patient transporter
- \_\_\_ 3. Psychologist
- \_\_\_ 4. Radiologist
- \_\_\_ 5. Registered nurse
- \_\_\_ 6. Ultrasound technician
- \_\_\_ 7. Physical therapist
- \_\_\_ 8. EKG technician
- \_\_\_ 9. Maintenance and housekeeping personnel
- \_\_\_ 10. Admitting clerk
- \_\_\_ 11. Geneticist
- \_\_\_ 12. Food service worker
- \_\_\_ 13. Occupational therapist
- \_\_\_ 14. Medical librarian
- \_\_\_ 15. Molecular biologist





► **Part Two: Matching**

**Instructions: Match the term with the correct definition.**

- |   |                         |
|---|-------------------------|
| a. Biotechnology Research & Development | d. Support Services     |
| b. Diagnostic Services                  | e. Therapeutic Services |
| c. Health Informatics                   |                         |

- \_\_\_\_\_ 1. This health care service area is primarily concerned with providing care over time and changing the patient's health status over time.
- \_\_\_\_\_ 2. This health care service area focuses on the documenting and processing of patient and health data.
- \_\_\_\_\_ 3. Careers in this health service area are highly scientific and involve experimentation with, and production of, new medical equipment, medicine, and machinery.
- \_\_\_\_\_ 4. Careers in this health service area contribute to creating a picture of the patient's health at a particular point in time.
- \_\_\_\_\_ 5. Health care workers in this service area contribute to the safe environment in which health care is provided. They maintain facilities and equipment.

# Career Exploration

## Overview

Health Science Technology students will apply their knowledge of health science career pathways and essential career information to research a career in health care. They will then prepare, develop, and deliver a speech (oral presentation) using proper public speaking techniques and fundamentals of speech delivery, such as the following:

- ◆ *Effective introduction*
- ◆ *Clarity of purpose*
- ◆ *Proper use of language*
- ◆ *Body language / action*
- ◆ *Eye contact*
- ◆ *Effectiveness of voice (tone/inflection; volume; cadence)*
- ◆ *Enthusiasm*
- ◆ *Confidence*
- ◆ *Familiarity with material*
- ◆ *Organization of information*
- ◆ *Effective conclusion*

## Procedures

1. In order to speak effectively using language appropriate to the situation and audience, students should experience sufficient learning opportunities to develop the following skills:

- ◆ Communicate effectively the intended message.
- ◆ Speak clearly and confidently (e.g., use good volume, eye contact, body language).
- ◆ Use appropriate grammar, word choice, and pacing.

Communication is an essential skill for all health care careers. Health Science Technology students must have adequate opportunities to practice and improve their communication skills. This can be accomplished through authentic experiences, simulated patient interactions, and oral presentations to the class. An oral presentation developed as a result of career exploration activities provides an excellent way for HST students to practice their communication and organization skills. These skills are essential to be successful in the health care industry.

2. Health Science Technology students will review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Students should be provided with opportunities to observe models of good public speaking.
4. Each student will select a career to research and use the Career Exploration Worksheet (LS–B) for note-taking purposes as the student researches. (This worksheet is included in this lesson).
5. Each student will prepare, develop, and deliver a three- to five-minute speech on the career the student chose to research.
6. Each student will practice the delivery of the speech before the assessment.
7. Each student’s performance will be evaluated using the rubric. (Option: Educator may choose to have students also use the rubric to evaluate the speeches of their classmates.)

### Time Requirements

Two to three class periods

### Resources

- ◆ Research resources
- ◆ Internet
- ◆ Student Instructions
- ◆ LS–B: Teacher Information—Career Exploration Worksheet
- ◆ LS–B: Student Lab Sheet—Career Exploration Worksheet Instructions
- ◆ LS–B: Student Lab Sheet—Career Exploration Worksheet
- ◆ Scoring Rubric

# Career Exploration

You have been instructed to research a career in health care using the Career Exploration Worksheet. With the information you have gathered, develop and prepare a three- to five-minute speech dealing with your career. Your speech will be evaluated using the accompanying rubric.

1. Use the Career Exploration Worksheet to research a career of your choice in the health care field.
2. Use the information on the completed worksheet to develop and prepare a three- to five-minute speech.
3. Review the accompanying information and rubric so that you know how your speech will be evaluated. (You may also be asked to use the rubric to evaluate the speeches of your classmates.)
4. Practice your speech several times before presenting it to the class.

The assessment of a speech covers 10 categories of effective public speaking. Each of the categories will be evaluated on a six-point scale (one to three points being weak; four to six points being strong). Below is an explanation of the six-point scale and the categories that will be evaluated:

### Six-Point Scale

1. Poor: Inferior in quality. The item is not present or is barely detectable.
2. Weak: The item is deficient of required criteria. Some attempt is made to use the criteria in the speech, but that attempt does not impact the audience.
3. Fair: The item meets most criteria but is lacking at least one. The effect on the audience is detectable but minimal.
4. Adequate: The item meets minimum acceptable standards for the speech. All criteria are present but may not be well developed.



5. Good: Criteria for the assignment are met and include greater detail and development than the required minimum. May not be consistent throughout the speech.
6. Excellent: Criteria are consistently met throughout the speech. Excellent attention to detail and development of the criteria.

### Evaluation Criteria

1. Introduction: The speaker should identify clearly the subject of the speech and his or her purpose for speaking. The introduction should be attention grabbing.
2. Clarity of Purpose: The purpose of the speech should be clearly evident throughout. The speaker should not deviate from the intended purpose of the speech.
3. Language: Choice of words and structure of sentences should be appropriate to the audience. Medical terms should be pronounced correctly.
4. Body Language: The speaker should stand straight, with feet a comfortable distance apart. The speaker should take care not to shift weight too frequently or move nervously. He or she should not slouch or lean on furniture. Gestures should be appropriate and relevant.
5. Eye Contact: The speaker should maintain nearly constant eye contact with the audience. Reading directly off notes would result in a lower score.
6. Use of Voice: Volume, cadence (speed at which one speaks), and tone should be appropriate and should enhance the effectiveness of the speech.
7. Enthusiasm: The speaker should demonstrate an interest in, and an enthusiasm for, the career chosen for the speech. This can be conveyed through voice and expressions.
8. Confidence: The speaker should exhibit familiarity with the material and demonstrate confidence.
9. Organization: The content of the speech should be logically organized. There should be a smooth transition or “flow” between topics within the speech.
10. Conclusion: The speaker should give a summary and end the speech effectively.

# Career Exploration

- ◆ Exceeds standard (55–60 total points)
- ◆ Meets standard (40–54 total points)
- ◆ Approaches standard (26–39 total points)
- ◆ Begins standard (10–25 total points)

POINT VALUES / SPEECH CRITERIA	1	2	3	4	5	6	TOTALS
Introduction							
Clarity of purpose							
Language							
Body language							
Eye contact							
Use of voice							
Enthusiasm							
Confidence							
Organization							
Conclusion							
GRAND TOTAL							

(Adapted from the *Let Me Tell You About My Career* Assessment 4B.J from the Illinois State Board of Education Web site. The *Let Me Tell You About My Career* Assessment was adapted from SBE Washington Community High School, District 308, Speaking and Listening In-House Assessment.)

# HEALTH SCIENCE CAREER PATHWAYS

	Biotechnology Research & Development	Diagnostic Services	Health Informatics	Support Services	Therapeutic Services
General Description of Pathway					
Duties & Responsibilities					
Examples of Careers in This Pathway					
Can you think of any careers that fall under more than one pathway? If so, write them in.					

# HEALTH SCIENCE CAREER PATHWAYS FLOW CHART

---

*A health science career pathways flow chart is available from the National Consortium on Health Science and Technology Education's Web page:*

*<http://www.nchste.org/cms/wp-content/uploads/2007/07/framework07.pdf>*

Use this as VM-B.



# Health Science Career Pathways

## Purpose

The purpose of this activity is to provide students with a note-taking tool to use during the class discussion, lecture, or PowerPoint presentation that covers the content of this lesson. Use of this note-taking tool will assist students in meeting the following objectives as noted in the lesson plan:

## Objectives

1. Identify and describe the five health science career pathways.
2. Distinguish between the five health science career pathways by identifying some of the primary employee duties and responsibilities in each pathway or health service area.
3. Match several specific health care careers to the correlating pathways, while understanding that some health care careers correlate to multiple pathways.

## Materials

- ◆ copies of lab sheet
- ◆ writing utensils
- ◆ PowerPoint presentation (if educator chooses to use)

## Procedure

1. Hand out copies of the lab sheet before beginning the lesson.
2. Instruct students to use the lab sheet as a note-taking tool during the presentation of the lesson. (Educator may choose to present lesson content as a lecture, with or without use of the PowerPoint presentation, or in some other format).
3. Ask the students to complete “General Description of Pathway” and “Duties & Responsibilities” during the presentation of the lesson.

After presenting the lesson content for objectives 1 and 2 above, make sure that the students clearly understand the five health science career pathways before proceeding.

4. Instruct students to brainstorm individually and think of as many health care careers as they can and then to assign each career to the correct health science career pathway service area on the lab sheet.
5. Instruct students to assign 10 to 15 careers to a correlating pathway.

6. Ask the students to share their careers and correlating pathways with the class. Determine whether students are categorizing careers into the appropriate health service areas. Make corrections as needed.
7. Point out to students that some careers may fall into more than one pathway. Have students brainstorm several careers that might fall into more than one pathway. Give examples, if needed (e.g., medical assistant, exercise physiologist).

# Health Science Career Pathways

	Biotechnology Research & Development	Diagnostic Services	Health Informatics	Support Services	Therapeutic Services
General Description of Pathway					
Duties & Responsibilities					
Examples of Careers in This Pathway					
Can you think of any careers that fall under more than one pathway? If so, write them in.					



# Career Exploration Worksheet

---

## Purpose

The purpose of this activity is to provide students with a note-taking tool to use as they gather research on a career of their choosing in preparation for a career presentation (speech). The Career Exploration Worksheet provides topics that students should consider as they gather information about the career they chose to research.

## Objective

Identify essential information for career research and career exploration.

## Materials

- ◆ copies of lab sheet
- ◆ writing utensils
- ◆ research/resource materials (e.g., classroom reference material, textbooks, Internet)

## Procedure

1. Hand out copies of the LS–B lab sheet, which consists of a page of instructions and a two-page worksheet.
2. Instruct students to choose one career in the health care field that they would like to learn more about.
3. Inform students that they will be using the Career Exploration Worksheet (LS–B) to identify essential areas to look at as they begin to research their chosen career.
4. Review the page of instructions with the students. Make sure that students understand each of the categories on the worksheet before they begin their research.
5. Instruct students to research their chosen career and use the worksheet as a note-taking tool to document their research.
6. Instruct students to prepare a speech about their career for the class. They will use their worksheet notes to prepare and give their speech.

# Career Exploration Worksheet— Instructions

This handout will explain how to complete the Career Exploration Worksheet, which will be used to help you research a career in health care. After completing the worksheet, you will use it to help you prepare and give a speech to the class on your career.

In addition to the Internet, here are several resources you can use to complete your career research:

Morkes, A. (Managing Editor). (2002). *Exploring Health Care Careers*, 2nd ed., Volumes I & II. Chicago: Ferguson Publishing.

Simmers, L. (2001). *Diversified Health Occupations*, 5th ed. Clifton, NY: Delmar Publishers.

U.S. Department of Labor. (2003). *Occupational Outlook Handbook, 2002–2003* (or latest edition). Chicago: VGM Career Books, A Division of McGraw-Hill. (Also available at <http://www.bls.gov/oco>)

## Explanation of Categories on the Worksheet

- ◆ Career Title: Give the title of the career you are going to be researching.
- ◆ Health Science Career Pathway: Indicate which pathway the career corresponds to: Biotechnology Research & Development, Diagnostic Services, Health Informatics, Support Services, or Therapeutic Services.
- ◆ Job Description / Nature of the Work: Describe what a person in this job does. List different job duties, assignments, or tasks.
- ◆ Salary Range: Describe approximately how much money a person in this career can make in a year. Describe the salary in a range. Example: The salary range for a dental assistant is \$14,000 to \$32,000 per year, depending on education and experience.
- ◆ Places of Employment: List several places or locations where someone in this career could work. Example: A medical sonographer might work in a hospital, a private physician's office, a clinic, an educational institution, or a research lab.



- ◆ Recommended High School Courses: List the high school courses recommended for someone who wants eventually to have this career. Example: A student who wants to become an epidemiologist should be strong in high school biology, health, and math.
- ◆ Postsecondary Training Required: Determine what education or training is required after high school in order to pursue this career. Example: An occupational therapist must have a bachelor's degree in occupational therapy.
- ◆ Personal Skills Required: Describe the personal skills, talents, or abilities that someone should have in order to be successful in this career. Example: Someone interested in pursuing a career in pharmacy should have good verbal and written communication skills as well as good technical skills. The person should be organized and observant.
- ◆ Physical Skills Required: Describe what physical skills are necessary in order for someone to perform the tasks of this career. Example: A physical therapist should be in good physical condition and be capable of lifting and utilizing the equipment needed to perform the job.
- ◆ Schools/Colleges Offering Training: Find schools or colleges that offer education and training in this career. Example: Someone who wants to become a physical therapist assistant could study at Triton College in River Grove, IL, or at College of DuPage in Glen Ellyn, IL.
- ◆ Occupational (Work-Related) Risks & Hazards: Determine what work-related risks or hazards (dangers) might be involved for someone in this career. What dangers might a person in this career have to deal with as a part of his or her daily job? Example: A radiology technician is at risk (although minimally) of exposure to radiation. He or she is also at risk for various diseases that might be transmitted by patients.
- ◆ Certification, Registration, Licensing, Continuing Education: Determine if certification, registration, licensure, and continuing education are available and whether they are required for this career. Example: In Illinois, a professional nurse is required to register. A nurse is also required to obtain and maintain a license. Certification is not required but is available in some specialty areas. Continuing education is recommended but not required in every state.
- ◆ Relevant Professional Organizations: Locate at least two professional organizations or associations that people in this career might join in order to keep current on their profession. Example: A radiologic technologist might be a part of the American Society of Radiologic Technologists (ASRT).
- ◆ Career Ladder: List several steps in a possible career ladder. What position might someone have before this career, and what position might someone move into after additional training, education, or promotion? Example: A registered nurse's career ladder might look something like this: Nurse assistant >> Registered nurse >> Nurse manager.
- ◆ Job/Market Outlook: Determine the anticipated outlook for this career. Are jobs in this career expected to grow over the next few years? Are these jobs going to be available long into the future? Example: The *Occupational Outlook Handbook* reports that opportunities for dental technicians will be favorable, but no change in employment is expected in the next decade.
- ◆ Resource(s): Document the resource(s) you used to complete this worksheet.
- ◆ Vocabulary: List and define at least five vocabulary words that relate to the career you are exploring. These can include medical terms or medical abbreviations you come across during your research. Example: Vocabulary words relating to ophthalmic technician might include *cataract*, *cornea*, *glaucoma*, *refraction*, and *retina*.

# Career Exploration Worksheet

**Directions:**

Gather the following information about the career you intend to research, following the instructions that were provided. Use this worksheet to prepare and present your speech about your career.

Career Title:

Health Science Career Pathway:

Job Description / Nature of the Work:

Salary Range:

Places of Employment (List several.):

Recommended High School Courses:



Postsecondary Training Required (# yrs. college, type of degree, additional training):

Personal Skills Required:

Physical Skills Required:

Schools/Colleges Offering Training:

Occupational (Work-Related) Risks & Hazards:

	Available?		Required to practice?	
Certification	Yes	No	Yes	No
Registration	Yes	No	Yes	No
Licensing	Yes	No	Yes	No
Continuing Education	Yes	No	Yes	No

Relevant Professional Organizations:

Career Ladder—(List several possible steps in a career ladder for this career.):



Job/Market Outlook:

Resource(s)—(What resource(s) did you use to find the above information?):

Locate, list, and define at least five vocabulary words that someone in this career would need to know.

Word	Definition
1.	
2.	
3.	
4.	
5.	