

45. Health Science Cluster - Hospital Careers (4 hours)

Purpose/Abstract: To introduce students to various non-medical hospital careers..			
NCCCS Adult Education Standards: R.3.2.6, W.5.2.4, M.2.2.4			
Learning Objective: <i>By the end of the session, students will be able to:</i> <ul style="list-style-type: none"> Explore and recognize the various essential non-medical roles that contribute to hospital operations Investigate the distinctive responsibilities and contributions of support roles within hospitals Analyze the significance of teamwork and collaboration among different hospital careers 			
Soft Skills	communication, professionalism, teamwork	Resources	Skills to Pay the Bills (STPTB) (for instructor reference to define each soft skill category) 29-2051.00 - Dietetic Technicians 35-2012.00 - Cooks, Institution and Cafeteria 43-6013.00 - Medical Secretaries and Administrative Assistants NC Career Clusters Guide (for instructor reference) Handouts: Non-Medical Hospital Careers - one for each pair Math Practice - one for each student
Additional Materials <ul style="list-style-type: none"> Non-Medical Hospital Careers handout, one for each pair Math Practice handout, one for each student Index cards Art supplies (glue, glitter, markers, paint, etc.) Pencils, paper, and scissors Computers for student use 			
Icons	Activity	Check-In	Review

PREPARATION

- Print out four sets of index cards as given below. In one set, print out the professions and in the other set, print the description.
 - Hospital Cook:** Prepares delicious and nutritious meals for patients and staff.
 - Dietetic Assistant:** Helps with portioning and packaging meals according to dietary needs.
 - Patient Services Coordinator:** Welcomes and assists patients, helping them navigate their hospital visit.
 - Lab Technician:** Analyzes samples like blood and urine to help doctors diagnose illnesses.
 - Pharmacy Technician:** Assists pharmacists in dispensing medications and counseling patients.



- **Health Informatics Specialist:** Manages electronic health records and ensures accurate patient information.
- **Biomedical Technician:** Maintains and repairs medical equipment to ensure accurate diagnoses.
- Review the [Instructional Support Guide](#) and print/prepare referenced scaffolds.
- Print handouts.
- Familiarize yourself with [O*NET](#)
- Familiarize yourself with [Skills to Pay the Bills](#), though it won't be used directly in this lesson.

INTRODUCTION (30 min)

Welcome students to the class!

Begin with a question: *"Have you ever wondered what happens behind the scenes in a hospital? Besides doctors and nurses, what other jobs do you think are crucial for a hospital to run smoothly?"*

After a few students respond, add to their responses by letting them know that this lesson will explore the lesser-known roles that are essential for a hospital to function effectively. These are the jobs that might not always be in the spotlight but are crucial to providing excellent care to patients. From cooking nutritious meals to helping patients navigate the hospital, these roles are like puzzle pieces that fit together perfectly.

Highlight how teamwork, professionalism and communication are key soft skills for non-medical roles at hospitals.

Share the objectives of the lesson.

VOCABULARY, READING & WRITING (60 min)

Let students know that they will play a matching activity to identify non-medical hospital professions. Divide students into four groups. Provide each group with one set of index cards with the list of professions and one set with the description. Please refer to the preparation section for information on what to print on the index cards. Provide the following instructions:

- Mix up the cards and place them face down
- Take turns flipping over the job title card and a description card. Try to match the job title with the correct description.
- Keep the matched pairs and count how many correct matches you make.
- Keep playing until you've matched all the job titles with their correct descriptions.

Walk around and help groups that need support.

After 20 minutes, review the roles and the role description with the whole class and ask students to share their experiences interacting with any of the roles.

Pair students up and distribute the Non-Medical Hospital Careers handout to each pair. Allow 20 minutes for this activity.

 REFLECTION (15 minutes)

✓ Ask a few students to share the answers they filled in the graphic organizer and guide a short discussion about the how it might impact the functioning of hospitals if these roles didn't exist.

Lower Level

Pair students with a higher level student for the reading comprehension activity.

Higher Level

Encourage students to brainstorm how frequently these roles interact with patients directly and how their professionalism will help patients.

MATHEMATICS (45 min)

Review measurements units for liquid volumes and masses of objects. Conduct a short check-in to have students share what they remember about measurement units for estimation and the conversion. Clarify any misconceptions and encourage students to refer to the worksheets from the previous session.

Distribute the Math Practice handout to students. Allow 30 minutes for students to work through the problems. Let them know they can refer to the conversion handout or work with a partner for this exercise.

Walk around and provide help as needed.

 REFLECTION (10 minutes)

✓ Discuss the answers with the whole class. Talk about how knowledge of measurement units and basic operations will help in non-medical roles in the hospital with an emphasis on dietic assistants and hospital cooks.

Lower Level

Group students of a similar level and provide them with conversion guidelines and consider modeling one problem in the worksheet to help them work through the rest.

Higher Level

Have students find a very simple recipe online and modify it to serve a different number of patients. This encourages them to apply their measurement skills practically.

GROUP WORK (60 min)

Divide students into groups of 3. Let them know that they will create and perform a short skit that highlights the responsibilities and interactions of their assigned roles. This activity reinforces the understanding of the various roles and also encourages the application of teamwork, effective communication, and professionalism – all essential soft skills in a healthcare environment.

Assign each group one of the non-medical roles discussed earlier, such as cooks and dietary assistants, patient services coordinators, or others. Make sure each group has a clear understanding of their assigned role.

Provide time for each group to research their assigned role. This can include understanding the specific responsibilities, tasks, and interactions involved in their role. Provide the following links and also encourage groups to find information on the role online.

- [29-2051.00 - Dietetic Technicians](#)
- [35-2012.00 - Cooks, Institution and Cafeteria](#)
- [43-6013.00 - Medical Secretaries and Administrative Assistants](#)

Once students have a good grasp of their roles, have them work together to create a short skit. The skit should showcase a typical scenario where their assigned role interacts with other roles within a hospital setting. This can involve scenes like preparing meals, assisting patients, coordinating appointments, and more. Allow students to decide what scenario they want to enact.

Encourage groups to incorporate teamwork, communication, and professionalism into their skits. For instance, they can demonstrate how effective communication helps them collaborate smoothly with other hospital staff members.

Allow groups sufficient time to rehearse their skits. This is an opportunity for them to refine their performances, ensure that each member understands their role, and practice their lines and interactions.

REFLECTION (20 minutes)

Have each group perform their skit in front of the class. As they perform, other students can observe and take note of how well the group members embody their assigned roles and exhibit the targeted soft skills. Provide an opportunity for peers to offer constructive feedback to each group.

✓ Ask students to share their overall takeaways from the skits. Discuss the importance of non-medical roles in hospitals and how soft skills contribute to the smooth functioning of these roles.

INDEPENDENT WORK TIME (30 min)

Let students know that they can use this time to practice their writing skills and reflecting on what they've learned so far. Have students choose one entry-level role and write a short paragraph summarizing the responsibilities and importance of that role. Encourage them to think about how the role aligns with their interests and personality.

Provide time for students to continue exploring the roles using the links from the previous section. Alternatively, students can use this time to complete or review the math worksheet.

Clarify any doubts that come up.

WRAP-UP & REFLECTION (15 min)

Ask students to share one new thing they found interesting in this lesson.

Distribute exit slips to students.
Ask for a few volunteers to share their reflections.
Collect and review the answers.

Non-Medical Hospital Careers

Directions:

- Read the passage below and fill the graphic organizer using information from the passage.

In addition to medical professionals, hospitals rely on entry-level non-medical roles to ensure seamless operations and exceptional patient care.

Cooks and Dietary Assistants: Cooks and dietary assistants play a crucial role in nourishing patients. They prepare and serve meals tailored to patients' dietary needs, promoting their well-being and recovery. Dietary assistants assist in portioning and packaging meals for distribution, ensuring that patients receive the right nourishment. The role of cooks and dietary assistants is crucial as they directly impact the health and recovery of patients through proper nutrition. Their work ensures that patients are receiving meals that are not only suitable for their medical conditions but also delicious and satisfying, thus promoting better recovery outcomes. To excel in this role, individuals need culinary skills and an understanding of dietary restrictions. Attention to detail is essential to accurately portion and package meals. Moreover, patience, empathy, and the ability to work well under pressure are important qualities for maintaining the high standard of care expected in a hospital setting.

Patient Services and Administration: Patient services coordinators welcome and assist patients, ensuring a smooth hospital experience. They schedule appointments, answer queries, and offer guidance, contributing to a patient-centric environment. Patient services coordinators are the face of the hospital for patients and their families. Their welcoming and informative approach contributes to a patient-centric environment, helping to ease anxieties and uncertainties that often accompany hospital visits. Effective communication and organizational skills are paramount in this role. Patient services coordinators must be approachable and empathetic while efficiently managing appointments and inquiries. A warm demeanor, strong interpersonal skills, and the ability to handle challenging situations with patience and professionalism are essential qualities for success.

Job Title	Responsibilities	Importance	Skills/Qualities
Cooks and Dietary Assistants			
Patient Services Coordinator			



Math Practice

Directions:

- Solve each problem below.

1. The dietetic assistant needs to portion apple slices for patients' snacks. Each patient should receive 150 grams of apple slices. If they need to serve 6 patients, how many kilograms of apple slices are needed?
 - A) 0.6 kilograms
 - B) 1.2 kilograms
 - C) 1.5 kilograms
 - D) 2.0 kilograms
2. The dietetic assistant is preparing carrot sticks for patients' snacks. Each patient should receive 100 grams of carrot sticks. If they need to serve 8 patients, how many kilograms of carrot sticks are needed?
 - A) 0.6 kilograms
 - B) 0.8 kilograms
 - C) 1.0 kilograms
 - D) 1.2 kilograms
3. The dietetic assistant needs to portion fruit juice for patients' breakfast. Each patient should receive 150 milliliters of fruit juice. If they need to serve 4 patients, how many liters of fruit juice are needed in total?
 - A) 0.4 liters
 - B) 0.6 liters
 - C) 0.8 liters
 - D) 1.0 liters
4. The dietetic assistant is preparing yogurt cups for patients' snacks. Each patient should receive 120 grams of yogurt. If they need to serve 10 patients, how many kilograms of yogurt are needed?
 - A) 0.8 kilograms
 - B) 1.0 kilograms
 - C) 1.2 kilograms
 - D) 1.4 kilograms
5. The dietetic assistant needs to portion cereal for patients' breakfast. Each patient should receive 75 grams of cereal. They need to serve 5 patients. How many grams of cereal are needed in total?
 - A) 300 grams
 - B) 375 grams
 - C) 450 grams
 - D) 525 grams

6. The dietetic assistant needs to portion soup for patients' lunch. Each patient's portion is 250 milliliters of soup. If they are serving 6 patients, how many liters of soup are needed?
 - A) 1.0 liters
 - B) 1.2 liters
 - C) 1.5 liters
 - D) 1.8 liters

7. The dietetic assistant is making yogurt parfaits for patients' desserts. Each parfait requires $\frac{1}{3}$ cup of yogurt. They need to make 9 parfaits. How much yogurt in cups is needed?
 - A) 1 cup
 - B) 2 cups
 - C) 3 cups
 - D) 4 cups

8. The dietetic assistant is preparing mashed potatoes for dinner. The recipe requires $2\frac{1}{2}$ cups of mashed potatoes. If they need to serve 10 patients, how many cups of mashed potatoes are needed?
 - A) 15 cups
 - B) 20 cups
 - C) 25 cups
 - D) 30 cups

Reflection Exit Slip

In one sentence, describe what you learned in this lesson.

Today, I learned _____.

Is one of the careers discussed today of interest to you? Why or why not?

I liked / did not like _____ career because _____

Is there anything you still need help understanding?

What's one question you have?

Circle the emoji that shows how you feel about your mastery of content in this lesson.



Happy



Smart



Confused



Sad



Angry