

Career Exploration for the ESOL Classroom

Health Sciences: Nursing



Teacher Guide

Institute for the Professional Development of Adult Educators

CAREER EXPLORATION FOR THE ESOL CLASSROOM

Health Sciences: Nursing

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Introduction

Career Exploration for the ESOL Classroom provides students with an introduction to different career clusters. While learning about various careers, students will also learn that skills in reading, writing, language, and speaking and listening are integral to their success in the workplace. The content within this course of study provides students with an introduction to various career pathways.

This section of **Career Exploration for the ESOL Classroom** focuses in the area of health sciences, specifically in the field of nursing. According to the Florida Department of Economic Opportunity (DEO), registered nurses were number one in jobs with the highest demand. Nurses make up the largest health care profession in the United States. The Bureau of Labor Statistics projects that 526,800 more nurses will be needed by 2022 to keep up with patient growth and to replace those who leave. This is an increase of 19.4 percent.

Building a career pathway is an important task for students interested in the health care profession. Some students may begin their career as nursing assistants, others as licensed practical nurses.

Topics addressed provide students with an introduction to the health care profession – focusing on nursing. The lessons do not prepare students to be able to perform the skills needed in nursing. That is for a postsecondary program to accomplish. What this course does provide is an introduction to different career options in the field of nursing.

Overview of the Teacher’s Guide

This **Teacher’s Guide** was developed to provide the instructor with tools to assist students in better understanding the different jobs available in the area of nursing while they are engaged in activities that connect with the College and Career Readiness Standards for Adult Education.

The design of each lesson in the **Teacher’s Guide** is:

- College and Career Readiness Standards
- Introducing the Lesson
- Developing Academic and Career Skills
- Going the Next Step
- Handouts
- Glossary

The chart at the beginning of each lesson in the **Teacher's Guide** highlights selected **College and Career Readiness Anchor Standards**. This is intended to provide instructors with an overview of the academic standards that will be integrated into the contextualized learning approach of the lesson.

Each lesson begins with **Introducing the Lesson**. Instructors are provided with ideas on how to introduce the lesson in such a way as to give students the necessary background information on the topic as addressed in the corresponding student workbook scenario. The introduction also provides suggestions that involve students in an activity that connects to the lesson. Instructors should cover the information in the introduction prior to having the class read the scenario.

The **Developing Academic and Career Skills** section connects to both the student workbook scenario and specific anchor standards as identified in the College and Career Readiness Standards for Adult Education. These anchor standards are identified at the beginning of each lesson in the **Teacher's Guide**.

The contextualized approach provides instructors with suggestions on how to teach the exploration of nursing careers, while integrating academic skills. All activities provide practice in speaking and listening skills, as well as reading, writing, and language.

Copies of reading materials, activities, worksheets, and templates are provided in the **Handouts** section of the **Teacher's Guide**. These handouts can be duplicated for students to use in the classroom and as resources for future study.

Going the Next Step provides the instructor with additional activities to use in the classroom or as homework assignments.

Handouts are located at the end of each lesson. These handouts can be printed to be used by students in the classroom. Some handouts provide information on the career for use by the teacher. Answer keys are provided, as necessary, as part of this section.

The **Glossary** in the **Teacher's Guide** is the same **Glossary** provided within the **Student Workbook**. Please note that the definitions were chosen to approximate the usage of the term in the scenario, rather than being an inclusive list of all definitions for a word.

Overview of Student Workbook

The **Student Workbook** should be provided for each student. The design of each workbook lesson includes the following sections:

- Vocabulary
- Scenario
- What Do I Think?

Vocabulary words are listed at the beginning of each scenario. If students have questions regarding the meaning of the words, have them consult the **Glossary** at

the back of the workbook. The **Glossary** definitions were chosen to approximate the usage of the term in the scenario.

The **Scenario** for each lesson is based on real-world situations. The scenarios follow individuals as they explore different careers in the health care/nursing industry.

Each scenario is accompanied by activities and handouts that are connected with the identified anchor standards and/or information on the selected career. These activities and handouts are provided in the **Teacher's Guide**.

What Do I Think? questions are situational judgment types of questions. Often these questions do not have a right or wrong answer, but rather require that students think about the situation and what they think is the best response to that situation.

Introduction to Health Care – Gina

Academic Area	College and Career Readiness Anchor Standards for Adult Education
Speaking and Listening	<i>CCR.SL.ABE.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</i>
Reading	<i>CCR.RE.ABE.6: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</i>
Career and Technology Standards	<i>CP.ABE.02. Identify interests, skills, and personal preferences that influence career and education choices.</i>

Introducing the Lesson

Ask students if they have ever heard about a “nursing shortage”? Introduce the lesson by having students share experiences that they have had with different types of nursing care. Answers may include in hospitals, schools, doctor’s offices, nursing homes, etc. Write their ideas on the board or on chart paper. Discuss that there are many different types of careers in the nursing field from entry-level positions as a certified nursing assistant to degreed positions such as a registered nurse or nurse practitioner.

Now divide the class into teams of two. Have each student introduce himself/herself to the other person. Have each ask the following questions:

- What is one trait that you would want a nurse to have?
- Why would you like this career?

Tell students that when they are done, they will introduce their partner to the class and share the trait that the partner thinks is most important and why he/she would like a career in nursing. Discuss the importance of being able to use formal English when introducing people and why it is important to be able to communicate the other person’s ideas accurately.

Developing Academic and Career Skills

Before having students read the scenario, take them on a tour of the workbook. Show them the different elements of the lesson. Have students read the title. Have students predict what they think the story will be about. Next, point out the

vocabulary words to the students. Ask students if there are any words that are unfamiliar to them. Share with students that they have a Glossary in the back of their workbook. Have students locate the Glossary. Talk about the way the glossary is set up e.g., the word is bolded and the part of speech is italicized. Show students how each lesson has a scenario or story. Have students look at the way the scenario is written. It is a story about real people. Have students read one of the questions from the **What Do I Think?** section. Share with students that the questions do not have a right or wrong answer.

Tell students that in the nursing career, the ability to read complex text is very important. Share with students that a first step is to understand the features of a non-fiction text.

Provide students with the handout **Special Features with Non-Fiction Text**. For this activity, either use the workbook or provide students with a textbook, preferably a nursing textbook. Introduce the activity by writing the word feature on the board. Share with students that a feature is an important part of something. Have students identify each of the text features in the source that you have provided and share their findings with the class. Tell students that identifying non-fiction text features is a first step in reading challenging materials. Make sure that students understand the differences between fiction and non-fiction texts.

Have students read the scenario, or you may wish to read the scenario aloud to the class. Provide definitions for words that are unfamiliar to students. As a group, discuss the questions. Focus on Gina's entry-level position as a Certified Nursing Assistant and the types of skills necessary for this career.

Have students read, or read as a class, the handout **The Certified Nursing Assistant's Role**. Before the article is read, have students identify any text features that they notice in the article. Discuss the kinds of tasks that a CNA is expected to perform. Ask students if the tasks listed are what they would expect to do as a CNA. Why or why not?

Discuss with students that when exploring a new career, it is important that they are knowledgeable about what jobs are available, what is expected, and the training needed in order to enter the career field.

Taking It the Next Step

Tell students that it is never too early to start thinking about career choices. There are so many jobs out there and with a little research, they are bound to find something that is right for them. A first step is to plan and set goals – both personally and professionally.

Provide students with a copy of the handout **Planning and Setting Goals**. Have students answer each of the questions. Share with students that a skill, such as being able to speak two languages, is important in today's world of health care. Tell students that as they learn more about the field of nursing, they should review their goals. Are there any goals that need to be added? Deleted?

Handout: Special Features with Non-Fiction

These non-fiction features organize the book or text and help readers know what is important.

Text Feature	Helps the reader . . .	My Example
Table of Contents	identify key topics in the book in the order they are presented	
Headings and Subtitles	know what the next section will be about	
Sidebars	by giving additional or explanatory information	
Photos/Illustrations	know exactly what something looks like	
Captions	better understand a picture or photograph	
Labels	identify a picture or a photograph and its parts	
Special Print (bold, italics, underlined, colored, highlighted)	Identify that the word is important or is defined	
Diagram	by giving a drawing of the parts of something	
Graphics (charts, graphs, tables)	understand what the author is trying to say	
Comparisons	picture something by providing examples, e.g., A whale shark is a little bit bigger than a school bus.	
Glossary	define words that are in the book	
Index	see everything in the text listed alphabetically, with page numbers	
Appendix	by giving additional information	

Handout: The Certified Nursing Assistant's Role

A Certified Nursing Assistant, or CNA, provides care to patients. A CNA works under the supervision of nurses and doctors. The job requires long hours and many responsibilities. Caring for patients provides some of the greatest rewards any profession could offer. The following are some of the responsibilities of a CNA:

1. Feed, bathe and dress patients

Certified nursing assistants help patients with their basic needs. CNAs help patients bathe, dress, and feed themselves.

2. Take patient vital signs

CNAs are responsible for taking and recording patient vital signs. They take temperatures and blood pressure.

3. Serve meals, make beds and keep rooms clean

CNAs often serve meals to patients, make beds, and help clean rooms. CNAs may need to clean bedpans and change soiled sheets. They talk with patients. This can help people make it through tough times.

4. Set up medical equipment

CNAs may be asked to set up or store medical tools for exams. They may also have to move heavy medical equipment from one room to another.

5. Answer calls for help and observe changes in a patient

CNAs work closely with patients on a daily basis. They observe changes in the patient's condition. They report changes to their supervisors.

Handout: Planning and Setting Goals

Our goals in life are those things we hope to get or achieve. There is a difference between what we need and what we want. Each person has his or her own needs, wants, and dreams. Needing a car for your job is different from wanting a new car or dreaming about having a fancy sports car.

Think about those things you need – things you need to have or things you need to do. List the five most important things.

- 1.
- 2.
- 3.
- 4.
- 5.

Think about those things you want – What do you want to have or want to do? List the five most important things.

- 1.
- 2.
- 3.
- 4.
- 5.

Finally, think about your dreams. Close your eyes for a minute. What do you see in the future – what would you like to be doing? What are some of the things that you want that would be a “dream come true”? List the five most important ones.

- 1.
- 2.
- 3.
- 4.
- 5.

Taking Advantage of Opportunities – Gina and Mrs. Myers

Academic Area	College and Career Readiness Anchor Standards for Adult Education
Language	<i>CCR.LA.ABE.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing word parts, and consulting general and specialized reference materials as appropriate.</i>
Career and Technology Standards	<i>CP.ABE.1. Develop skills to locate, evaluate, and interpret career information.</i>

Introducing the Lesson

Introduce the lesson by writing the following words on the board or on chart paper:

exhalation
exfoliation

Ask students if they can define the words. Definitions should include that exhalation means to breathe out and exfoliation means dead skin falling off.

Ask students whether there is a similarity between the two words. Students should say that both words start with the letters “ex”. Tell students that “ex” is a prefix and that understanding prefixes is an important strategy in better decoding words.

Developing Academic and Career Skills

Have students read the scenario and as a class answer the questions. You may wish to read the scenario aloud instead of having students read it independently. Share with students that when reading about careers in the nursing field, they may encounter words that they do not know.

Explain that in health sciences there are many complex words that are used. From attending classes to getting a certificate or degree to working in the field, health care professionals need to understand the vocabulary.

To assist students in building their vocabulary, teach them about prefixes. Share with students that prefixes are groups of letters added before a word, which then creates new words. Write the word biceps on the board. Share with students that the prefix “bi” means two, so biceps refers to a muscle with two places where it attaches to the bone.

Provide students with a copy of the handout **Twenty Common Prefixes** and a textbook or article. Divide the class into teams. Tell each team that their task is to locate a word using each prefix. You may wish to allot a specific amount of time for this activity. Debrief the activity by helping students decode the meaning of each word using the chart.

Share with students that in the health field there may be additional prefixes that will assist them in gaining meaning from words. Give each student a copy of the handout **Prefixes in Health Care**. Review the different prefixes and the examples. Ask students if they can think of other words in the health care field that use these prefixes. Have them add their examples to the chart. Reinforce the importance of students understanding prefixes in order to build their vocabulary.

Taking It the Next Step

Divide the class into teams. Provide each team with the handout **10 Must-Know Pros and Cons of Becoming a Nurse**. Tell each team to draw a line down the middle of a piece of paper. On one side of the line, have them write the word pro. On the other side of the line, have them write the word con. Tell each team that they should read the article. Next, they should identify both the pros and cons of becoming a nurse and write them in the appropriate column.

Debrief the activity by having students discuss both the pros and cons identified. Have students brainstorm additional pros and cons in the career field. Discuss that understanding the positives and negatives of a job is an important step in determining whether or not a career pathway is a correct choice for them.

Handout: Twenty Common Prefixes

A prefix is a letter or group of letters that you add to the beginning of a word. It gives a different meaning to the word. If you see a word that you don't know, but you do know the prefix and the base word, you can guess the meaning. The following twenty prefixes account for almost 97 percent of all words with prefixes.

Prefix	Definition	Example
un	opposite	unwrap, undo, unhappy
re	again	reheat, refill
in, im, il, ir	not	immature, involuntary, irreplaceable
dis	not	disappear, disorder
en, em	put into	endure,
non	not	nonrefillable
in, im	in	immersion
over	excessive	overdue
mis	bad or incorrect	misjudge, misplace
sub	below	subconscious
pre	before	predict
inter	between	interact, interchange
fore	earlier	foresight
de	reverse	deform
trans	across	transact
super	above	supermedial, superimposed
semi	half	semiprivate, semiannual
anti	opposite	antibiotic, antibody
mid	middle	midday
under	too little	underdeveloped

Handout: Prefixes in Health Care

The following are prefixes often used in health care.

Prefix	Meaning	Examples
ab	away from	abduct (to cause to go away from the body)
ad	toward	adhesion (body tissues that normally are apart grow together)
bi	two	biceps (a muscle with two places where it attaches to the bone)
bio	life	biology (study of life)
cranio	skull	cranium (the part of the skull that surrounds the brain)
epi	upon, over	epidermis (outer layer of skin or cells)
ex	out	exhalation (breath out)
hydro	water	hydrotherapy (the use of water for healing)
micro	small	microscope (an instrument to enlarge something too small to be seen with the eyes.)
para	beside	paracardian (beside the heart)
peri	around	pericardium (the sac around the heart)
pre	before	pre-operative (before surgery)
post	after	post-operative (after surgery)

Handout: 10 Must-Know Pros and Cons of Becoming a Nurse

Sophie Cresswell, December 19, 2014

Adapted from an article from the

World Wide Web at: <http://www.gapmedics.com/blog/2014/12/19/10-must-know-pros-and-cons-of-becoming-a-nurse/>



When you consider becoming a nurse, you may think about making a difference in someone's life. However, nursing is not like you see on television. Every moment is not exciting. It is helpful to have a realistic idea of the pros and cons of working as a nurse.

Pros of Becoming a Nurse

You will make a difference. Nursing is a great career choice if you want to be in the helping profession. There may be days when you save someone's life. Knowing what you did helped someone can be very rewarding.

The work can be diverse and interesting. Nurses work in various patient care areas. As a nurse, you may have a chance to take care of all types of people. You may also work with different types of illnesses. No two days are the same.

Teamwork is important. The medical team works together to save lives and to help people get well.

There are many different opportunities. You may work in a hospital or in a doctor's office. You may also work in case management or education. Hospitals are not the only industry that employs nurses. Insurance companies, law firms, and schools also hire nurses.

Some nurse work full-time. There are also part-time jobs. Travel nursing jobs are also an option if you like adventure.

Cons of Becoming a Nurse

You will be exposed to all types of germs and viruses. If you are squeamish, nursing is probably not your best career choice. Nurses deal with blood and other body fluids. They are also exposed to all types of viruses and germs.

Some days will be overwhelming. The job can be stressful. There may be times you are short staffed or have lots of new patients.

Patients do not always want or appreciate help. It would be great if all your patients thanked you and were polite. Some patients are easy to work with and others are not.

You will see sad situations. There will be times where you witness sad or tragic situations. Patients do not all make it. Watching someone die can be tough.

You may have to work holidays, nights, and weekends. Working as a nurse is not a 9-5 job. Nurses who work in hospitals and nursing homes are needed around the clock. You may have to work varied shifts including nights.

So Many Pathways – Gina, Eduardo, Debi, Tracey

Academic Area	College and Career Readiness Anchor Standards for Adult Education
Language	<i>CCR.LA.ABE.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i>
Language	<i>CCR.LA.ABE.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i>
Career and Technology Standards	<i>CP.ABE.02. Identify interests, skills, and personal preferences that influence career and education choices.</i>
Career and Technology Standards	<i>TN.ABE.03. Use Internet search engines such as Google, Bing, or Yahoo to collect data and information.</i>

Introducing the Lesson

Introduce the lesson by sharing with students that there are many different pathways for becoming a nurse. Provide students with the handout: Different Paths to Becoming a Registered Nurse. Ask students if they know someone who is a nurse. Which path did they take?

Developing Academic and Career Skills

Have students read the scenario. As a class answer the questions. Have students identify the different ways each person obtained his/her licensure as a registered nurse.

Share with students that just like there are many ways for individuals to enter the nursing field, there are also many skills that nursing professionals must possess. Tell students that besides the medical and patient care skills, nurses must also have excellent reading, writing, math, and speaking and listening skills.

Ask students if they have ever read something only to have to reread it because it was confusing. Discuss that accuracy in writing is extremely important in the health care field. Ask students what creates an effective sentence. Students should answer that all sentences have a subject and predicate (verb). Also, a sentence should be clear so that the reader understands what the writer is saying.

Share with students that nurses chart information regarding their patients. Sometimes this information is written into a chart. However, today's health care professionals may instead keyboard the information into a computer program to be shared with doctors and other staff. Regardless of the method of charting, accuracy is very important.

Place students into teams of two. Provide students with the handout **What Does the Chart Say?** Read the text aloud. Ask students if the charting is clear. Tell students that their task is to create text for the chart that is clear to the reader and uses correct grammar and sentence structure.

Provide each team with time to revise and edit the charting. When they are done, have them write their revised paragraph(s) on chart paper. Have each team share their revised paragraph. Ask each team what types of errors they had to "fix". Have students evaluate each revised charting for clarity. Have them determine whether each sentence has a subject and predicate. Have them also evaluate the revision for correct capitalization, punctuation, and spelling, as well as correct grammar usage.

Reinforce the importance of academic skills in the nursing profession.

Taking It the Next Step

CareerOneStop provides free videos on different types of careers, as well as workplace skills and abilities. Note that many of the career videos are also provided in Spanish.

Have students identify one career pathway in the health science: nursing field in which they are interested. Have students watch a video on that career from **CareerOneStop**:

<http://www.careeronestop.org/Videos/default.aspx>

After watching the video, you may wish to have students further explore the career by doing an Internet search or by showing students how to do a career search on the **CareerOneStop** at:

<http://www.careeronestop.org/ExploreCareers/explore-careers.aspx>

Debrief the activity by having students share three things that they learned about their selected career.

Students may also be interested in meeting with a career counselor and taking an interest inventory. Florida provides the **Kuder® Career Planning Inventory**.

The O*NET Resource Center also provides a free interest inventory at:

<http://www.onetcenter.org/IP.html>

Handout: Different Paths to Becoming a Nurse

	Overview	Length
Path 1: Bachelor of Science in Nursing (BSN) Degree	A BSN program's curriculum is meant to be a comprehensive introduction to the profession, with an emphasis on instilling students with leadership, communication, and problem-solving skills needed to eventually advance into senior nursing positions.	Most BSN programs require a commitment of at least four years.
Path 2: Associate Degree in Nursing (ADN)	As an introductory nursing program, the curriculum of an ADN focuses on the fundamentals of the profession. These not only include technical skills, but also pharmacology, healthcare informatics, and hospital/clinic administration.	Most ADN programs require a commitment of two to three years.
Path 3: Nursing Diploma Program	Programs are typically found in hospitals.	Most Diploma programs require a commitment of three years, but it depends on the hospital.

To work as a registered nurse, you must earn a license by passing the National Council Licensure Examination (NCLEX-RN), which is administered by the National Council of State Boards of Nursing (NCSBN).

Handout: What Does the Chart Say?

Read the following charting on Mrs. Davies, a patient in a local nursing home. Difficult to understand? That's the problem with run-on sentences. Revise and edit the paragraph. Make sure that each sentence has a subject and a predicate. Make sure all words are spelled correctly and that the writing is clear and concise.

Mrs. Davies was awake at 2:00 in the morning because she was thirsty so I filled her wather picher and gave her a glass of water which she drank and then Mrs. Davies wantd a blanket because the room was so cold so I got her a blanket from the nurseis storage room because there werenit any blankets in the room. Checked her vital signs before left her room and her vital signs wer normal and I logged them into the front of the chart. I check on mrs. Davies again at 4:00 a.m. and found her sleeping soundly and Mrs. Ellis awoke at 6:30 a.m. was really hungry got her food ate it all. Took to bathroom at 7:30 a.m.?

Glossary

Accurate: *adjective* – information or measurements that is exact, correct in all details.

Administrator: *noun* – a person responsible for running a hospital or organization.

Blood pressure: *noun* – the pressure of the blood against the walls of the blood vessels.

Career: *noun* – a profession that usually requires training.

Certified Nursing Assistant (CNA): *noun* – a person who has completed a brief health care training program and who helps patients under the supervision of a Registered Nurse or Licensed Practical Nurse.

Degree: *noun* – a type of diploma for completing studies at a school or university. The two most common degrees awarded are the associate's degree and the bachelor's degree.

Financial aid: *noun* – a grant, scholarship, loan, or paid employment offered to help a student meet his/her college expenses.

Home Health Aid (HAA): *noun* – a trained and certified health-care worker who provides assistance to a patient in the home with personal care and light household duties and who monitors the patient's condition.

Licensed Practical Nurse (LPN): *noun* – a person who has graduated from an accredited school of nursing and has become licensed to provide basic nursing care under the supervision of a physician or registered nurse.

Opportunity: *noun* – a chance to do something.

Performance: *noun* – the act of carrying out something or completing a task.

Registered Nurse (RN): *noun* – a nurse who has completed at least an associate's degree in nursing or a bachelor of science degree in nursing and has successfully passed a certification exam.

Scholarship: *noun* – a payment to support a student's education based on academic or other achievements, such as a scholarship of \$200 per semester.

Supervisor: *noun* – a person who monitors employees in their tasks.

Tuition: *noun* – the money charged for teaching or instruction by a school or college.

Vital: *adjective* – something absolutely necessary or important.