Course *Practicum in Health Science* ***Unit VII*** *Career Preparation and Employability* ***Essential Question*** *What are employers looking for in job applicants?* ***TEKS*** *130.205(c)* *9A, B* ***Prior Student Learning*** *The student should be able to identify employer expectations of punctuality, attendance and time management* ***Estimated time*** *3 – 6 hours*	**Rationale** The portfolio provides an alternative means of displaying skills and accomplishments. A benefit of using portfolios is to allow the students to engage in a self-reflection of their own progress. **Objectives** Upon completion of this lesson, the student will be able to: • Define a career portfolio • Articulate the importance of creating and maintaining a personal portfolio • Distinguish between the components employers want to see in a career portfolio • Prepare for post-secondary education and/or a career by creating a career portfolio • Maintain a career portfolio **Engage** Students brainstorm what they think employers look for in the people they will hire Or Discuss online pictures posted from parties, etc. Discuss email address names How could these affect getting a job? **Key Points**

The portfolio collection reflects a student's interests and achievements. It is a purposeful collection of student work that exhibits a student's efforts, progress, and achievements in one or more areas. The collection must include student participation in selecting the contents, the criteria for selection, the criteria for judging merit, and evidence of student self-reflection.

I. Types of Portfolios
  A. Traditional Portfolio – hard copy portfolio

  B. CD Portfolio – categorized materials in CD format – utilizes digital platform

  C. Online Portfolio – showcases work samples online – utilizes digital platform

II. Student portfolios should include:
  A. Cover sheet – identifies the student

B. Table of Contents – listing of entries

C. Letter of Intent - introduces the student

D. Application – practical exercise that displays "real world skills"

E. Technical skill competencies -- skills sheets – rubrics or other documentation of skills the student has acquired in Health Science (may also include CNA skills evaluation)

F. Licensures or certifications

G. Awards and scholarships -- achieved in or outside of school; a vital part of a student's total package

H. Extended learning experiences such as community service and active participation in career and technical student organizations and professional organizations

I. Abstract of technical competencies mastered during the practicum

J. Résumé -- student qualifications

K. Samples of work -- an entry from areas showcasing growth in content and real world skills with a reflection sheet for every item

L. Evaluation from the practicum supervisor – shows how others view the student

M. Transcript – provides the official record of a student's coursework and testing

III. Benefits of the portfolio process:
A. Students will benefit from tangible proof of their abilities and achievements

B. Intangible benefits come from closer self-assessment

C. Students develop a sense of pride and ownership from collecting their best work

D. A portfolio provides future employers, scholarship committees or entrance committees additional evaluation tools

IV. Maintaining the portfolio:
A. Appearance – neat and clean

B. Update – insert best work

C. Evaluate – reflect on work collected in portfolio

D. Replacement – insert new work displaying a greater skill mastery

Activity

I. Create a student portfolio using the Portfolio Guidelines.

II. Present portfolio to stakeholders such as practicum instructor, principal, clinical supervisor, etc.

Assessment

The assessment may be a student self-evaluation of his / her portfolio or assessed by the teacher or health care professional. Portfolio rubric.

Presentation of portfolio to stakeholders. Presentation Rubric

Materials

notebook
reflection sheet
paper protectors
dividers
computer
scanner
digital camera

Fontenot, Renee J. *Tips on Creating a Career Portfolio*.
http://marketing.gcsu.edu/rfontenot/Career%20Development/CareerPortfolio.pdf
Mueller, Jonathan. *Authentic Assessment Toolbox.*
http://jonathan.mueller.faculty.noctrl.edu/toolbox/portfolios.htm
Reese, Luke. *Ditigal Portfolio*.
https://www.msu.edu/course/tsm/251/DigitalPortfolioGuidebook.pdf
Simmons, Angela & Lumsden, Jill. *Preparing a Portfolio.*
http://www.career.fsu.edu/experience/document/portfolio-guide.html

Accommodations for Learning Differences
For reinforcement, students will list the components and describe the benefits of a portfolio.

For enrichment, students will create a web home page for their portfolios.

National and State Education Standards
National Health Science Standards
HLC02.01 Communications
Health care workers will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.

TEKS

130.205 (9) (A) update a professional portfolio to include:
    (i) technical skill competencies;
    (ii) licensures or certifications;
    (iii) awards and scholarships;
    (iv) extended learning experiences such as community service and
       active participation in career and technical student organizations
       and professional organizations;
    (v) abstract of technical competencies mastered during the practicum;
    (vi) resumé;
    (vii) samples of work; and
    (viii) evaluation from the practicum supervisor; and
130.205 (9) (B) present the portfolio to all interested stakeholders such as in a poster presentation.

College and Career Readiness Standards
CROSS-DISCIPLINARY STANDARDS
I. Key Cognitive Skills
A. Intellectual curiosity
2. Accept constructive criticism and revise personal views when valid evidence warrants.
D. Academic behaviors
1. Self-monitor learning needs and seek assistance when needed.
2. Use study habits necessary to manage academic pursuits and requirements.
3. Strive for accuracy and precision.
4. Persevere to complete and master tasks.
E. Work habits
1. Work independently.
F. Academic integrity
1. Attribute ideas and information to source materials and people.
2. Evaluate sources for quality of content, validity, credibility, and relevance.
II. Foundational Skills
B. Writing across the curriculum
1. Write clearly and coherently using standard writing conventions.
2. Write in a variety of forms for various audiences and purposes.
3. Compose and revise drafts.
E. Technology
1. Use technology to gather information.
2. Use technology to organize, manage, and analyze information.
3. Use technology to communicate and display findings in a clear and coherent manner.
4. Use technology appropriately.
Teachers Note:
Inform students that it is expected they keep the portfolio for the following year.

STUDENT PORTFOLIO GUIDELINES

Student portfolios should include:

A. Cover sheet – identifies the student
B. Table of contents – listing of entries
C. Application – practical exercise that displays "real world skills"
D. Technical Skill Competencies -- Skills Sheets – Rubrics or other documentation of skills the student has acquired in Health Science (may also include CNA skills evaluation)
E. Licensures or Certifications
F. Awards and Scholarships (Special interests and awards) – special interests and awards achieved in or outside of school; a vital part of a student's total package
G. Extended Learning Experiences -- Community Service Log – students club documentation of community service participation, active participation in career   and technical student organizations, and professional organizations
H. Abstract of Technical competencies mastered during the practicum; may be list of skills mastered during the clinical practicum
I. Resume – student qualifications
J. Samples of Work: (four work samples and reflection sheets) an entry from areas showcasing growth in content and real world skills with a reflection sheet for every item
K. Evaluation from the practicum mentor/supervisor – may be copies of clinical evaluations
L. Present the portfolio to all interested stakeholders – practicum instructor, principal, clinical supervisor, etc.

WORK SAMPLE REFLECTION SHEET

Describe the portfolio item:

Explain the purpose for including the item:

Discuss what you learned, its importance to you, what improvement you can make:

PORTFOLIO RUBRIC

Student:_____   **Course:** _____

Scoring criteria	5 Excellent	4 Good	3 Needs Some Improvement	2 Needs Much Improvement	1 N/A
Visual Appeal					
Cover Page					
Table of Contents					
Application					
Technical Skill Competencies					
Licensures or Certifications					
Awards and Scholarships					
Extended Learning Experiences					
Abstract of technical competencies					
Resume					
Work Sample 1 + Reflection					
Work Sample 2 + Reflection					
Work Sample 3 + Reflection					
Work Sample 4 + Reflection					
Evaluation from the practicum mentor/supervisor					

Scale: **90-100 A Excellent**
80-89 B Good
70-79 C Needs Some Improvement
60-69 D Needs Much Improvement
0-50   F Not Appropriate

TOTAL = _____

ORAL PRESENTATION RUBRIC

Student: _____   **Date: _____**

Scoring criteria	4. Excellent	3. Good	2. Needs Some Improvement	1. Needs Much Improvement	N/A
Clearly and effectively communicates the main idea or theme.					
Presenter is self-confident and clearly expresses ideas.					
Presenter answers questions with well thought out responses.					
Holds audience attention and maintains eye contact.					
Visual aids are clear and add to the presentation.					
				TOTAL	

NOTE: N/A represents a response to the performance which is "not appropriate."