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# Adventures in Health Careers Education

Lois M. Kloker

*Eastern Illinois University*

This research is a product of the graduate program in [Educational Psychology and Guidance](#) at Eastern Illinois University. [Find out more](#) about the program.

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ADVENTURES IN

HEALTH CAREERS EDUCATION

(TITLE)

BY

LOIS M. KLOKER

R.N. Julia F. Burnham School of Nursing Education - 1944

B. S. Ed. Eastern Illinois University - 1965

M. S. Ed. Eastern Illinois University - 1968

**THESIS**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF

Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY  
CHARLESTON, ILLINOIS

1979

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING  
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

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DATE

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ADVENTURES IN HEALTH

CAREER EDUCATION

BY

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ABSTRACT OF A FIELD STUDY

Submitted in partial fulfillment of the requirements  
for the degree of Specialist in Education at the Graduate School  
of Eastern Illinois University

CHARLESTON, ILLINOIS  
1979

## ADVENTURES IN HEALTH CAREER EDUCATION

The purpose of the study was to interest students in health occupations and to provide information concerning personal qualifications, education, licensing, remuneration, career mobility and where more information could be obtained.

To accomplish this, health workers were invited to the school during the noon hour to speak to students who were interested. Interest was promoted by means of a prominently placed, permanent bulletin kept up-to-date with a year-schedule and a current-meeting announcement attached. Inter-communication system announcements were made the day prior to and the morning of each meeting. In addition, by means of a sign-up sheet to note attendance, a minimal extra credit was granted to students in biology and health education classes.

The speaker was provided with a mimeographed sheet listing the things students wanted to know. Speakers responded with enthusiasm when they learned the meeting was only from 12:25 until 12:50 and there was flexibility in date arrangement. In addition to a hand written note of appreciation to the speaker, an item was sent to the local newspaper the following day.

One aspect of this type of career education program has been that the student had no commitment of time which had to span a whole semester or a year. The meetings had been optional, of short duration, at a time when usually there is not much to do, and yet had yielded a small amount of class

credit just for attendance. If the student had come only for the reason of the extra credit for a class, he still was exposed to the information.

A second aspect has been the enthusiastic response of the speakers. This had been fostered in several ways. The time commitment of about twenty-five minutes was during the noon hour. A format was provided so that they knew what information was desired but left opportunity for them to add a personal touch. They were assured that a sudden postponement was perfectly acceptable. In addition, the letter of appreciation was sent the following day. The small item published in the local newspaper was good public relations for them and their place of work.

A third aspect has been a marked increase in rapport among the health care professionals of the community, the students, the school and the parents.

A capstone aspect has been the minimal cost in time, money and personnel to implement an introductory career education program.

The implications of this adventure in health occupations education was that it could easily be adapted to any area of vocational interest. It could be adapted to business education -- by inviting a legal secretary or a court reporter to speak. It could be adapted to mathematics education -- by inviting a grocery check out clerk or a certified public accountant to speak. It could be adapted to home economics -- by inviting a buyer from a clothing store or a restaurateur to speak. The possibilities are limited only by the imagination.

This type of career education could be recommended to any dynamic teacher or enthusiastic guidance counselor who wanted to take students on a career adventure.

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CHAPTER I  
INTRODUCTION

For several years, as an activity in Advanced Anatomy and Physiology classes, students were required to write a paper about a health occupation.

When students inquired about nursing as a career, the instructor invited them to come during the lunch hour to talk about it. Later, students came to listen to a student teacher talk about his experiences as a hospital corpsman in the United States Air Force.

The students suggested that it was certainly more informative to talk to persons who had worked in a health occupation than it was just to read about it; thus began an exciting adventure in Health Careers Education at Paris High School.

Paris, with an estimated population in the immediate city area of 12,000, is a county-seat community in east central Illinois. It is remarkable in having excellent recreational facilities centering around two lakes, a country club, five parks, and a family YMCA. There are wide job opportunities including "manufacturing in metal, plastics, wood and electronics; printing, agribusiness, and retail-wholesale services".<sup>1</sup>

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<sup>1</sup>Paris Chamber of Commerce, Welcome to Paris Illinois (Paris, Illinois: The Paris Beacon Publishing Company, 1978), p. 1.

"Public and parochial schools in Paris and suburban areas educate approximately 4,000 students annually".<sup>2</sup> The four-year high school with a faculty of 55, serves some 900 students. The high school has a broad vocational program with little emphasis in health occupations as course offerings. The school is within commuting distance of two junior colleges, four major universities and one engineering college which provide a wide range of resources for health career education.

Health care facilities include a "modern complete 120-bed hospital (opened in 1970) with an active staff of 13 physicians and surgeons, three physicians in individual practice, seven dentists, seven optometrists, three chiropractors, and a Human Resource Center (Alcohol and Drug Abuse, Mental Health and Rehabilitation) with a professional staff of 13. There are four shelter care and limited nursing care homes with 220-patient capacity and one intermediate nursing home with 96-patient capacity."<sup>3</sup> In addition, there is a community emergency ambulance service operated by the Paris Community Hospital.

#### THE PURPOSE OF THE STUDY

The purpose of the study was to interest students in health occupations and to provide information concerning personal qualifications, education, licensing, remuneration, career mobility, and where more information could be obtained.

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<sup>2</sup>Ibid.

<sup>3</sup>Paris Chamber of Commerce, "Facts About Paris, Illinois." Mimeographed information.

## THE NEED FOR THE STUDY

There has been an ever-increasing need for workers in health fields as health care teams expand in numbers to provide more services in response to public demand. Total demand for medical care has increased between 1960 and 1976; private care has increased 314 per cent while Medicare and Medicaid have increased 820 per cent.<sup>4</sup>

In order to provide teams of health care workers, it is necessary to attract persons of diverse abilities and interests to health occupations. Many areas of work require a combination of expertise, and new programs have been developed. One such program has been under development at the University of Illinois wherein a person having a bachelor's degree may enter a graduate study which combines a degree in medicine with a doctor of philosophy degree in another field, such as biochemistry or biomedical engineering. The expectation has been that a core of scientists would be developed having a greater expertise in research.<sup>5</sup>

A predicted thrust for health care in the coming decade has been that a transition from fee-for-service, remedial-type health care to a pre-paid, preventative-type

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<sup>4</sup>Alan Reynolds, "The Myth of 'Physician Fee Inflation,'" Private Practice, X, (June, 1978), 38.

<sup>5</sup>Stanley Stolpe, Ph.D., Professor of Anatomy and Physiology, private interview, Urbana, Illinois, March, 1977.

health care will occur.<sup>6</sup> This sort of transition would necessitate well-trained health care teams in areas not now being served so that additional personnel would be required.

Health Careers Club has been a means of alerting students to new developments in health services where unique talents could be employed.

#### SOURCE OF DATA

The data for this study was compiled out of experience in organizing and sponsoring Health Careers Club of Paris High School over a three-year period. It has involved interviews with workers in health care fields and interviews with educators in various health care fields, as well as, interviews with workers in health occupations.

#### DEFINITION OF TERMS USED

Student or students will refer to persons between the ages of fourteen and eighteen who were enrolled in the ninth, tenth, eleventh and twelfth grades.

Student Speaker will refer to an Advanced Anatomy and Physiology student who read a health occupation paper he had researched.

Health Care Worker will refer to a person who has professionally certified or who was in some health care work not requiring more than on-the-job-training.

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<sup>6</sup>Willian W. Vonderlage, M.S., Administrator, Paris Community Hospital, private interview, Paris, Illinois, December, 1978.

Health Career Club will refer to a group of students and faculty who were interested in knowing more about work in health care fields.

Faculty Speaker will refer to member of the high school faculty who, through experience or research, had knowledge of health care occupations related to his field of education and spoke at the Health Careers Club meeting.

Health Care Educator will refer to a health care worker who was engaged in teaching in an institution or school.

Armed Forces Recruiter will refer to a person employed as a recruiter in one of the branches of military service and who spoke to the students about the opportunities for education and service in the armed forces.

Health Career will refer to the whole span of progression from entry level health occupation to whatever degree of specialization or advancement the individual may reach.

Health Occupation will refer to any of a variety of jobs within the health care delivery system.

Health Professional will refer to a health occupation worker whose education required four or more years of college preparation, and often that many more years of work in specialization, with usually some form of clinical internship followed by an examination for certification and licensing.

Health Technician will refer to a worker who may have had one, two or three years of training and academic work in a health field followed by examination, certification and licensing.

Health Aide will refer to a worker who had usually less than a year of training, and often, only on-the-job training with entry level skills in a health occupation.

Health Field will refer to a cluster of closely related occupations, such as in the field of radiology: Health Professional was a physician who had specialized in radiology; Technicians were workers who operated machinery for taking and developing Roentgen-ray picture, tomographs, computer scanners and for nuclear medicine; Aides were workers who transported patients and remained with them throughout the procedures.

## CHAPTER II

### RELATED LITERATURE

At least two Health Career Education programs were in operation in east central Illinois, but these had not been recorded in the literature.

At Urbana High School in Urbana, the facility was visited in December, 1975, and observations were made of the program which had been developed from an introductory course to an entry-level training course as described in their One and Five Year Plan:

"Structure, Function, and Maintenance of the Human Body - One semester, 1 credit. Basic study of structure, function and maintenance of the human body---in health and in disease. Charts, films, models, speakers, and specialists will be utilized to explore subject areas and over 200 related medical careers.

"Medical Careers - One year, 2 or more credits. Juniors and Seniors. An in-depth study of one or more areas of interest in the medical field. Emphasis will be on planning, preparation, and education for a health career; medical terminology; medical asepsis, body mechanics, and vital signs. One 5-hour day per week will be spent in a community health care facility observing and/or assisting with basic procedures on a volunteer basis only. Classroom time will consist of related reports/discussion/procedures. Ample opportunity will be provide students for make-up work. It is recommended that students enrolling in Medical Careers have prior enrollment in Structure, Function, and Maintenance of the Human Body.



"Health Care Assistant - One year, one or more hours per day, 2 or more credits. Seniors. Prerequisite: Medical Careers or consent of instructor. Students will receive on-the-job supervision and training for wages. Students should apply for HERO through the Career Counselor."<sup>6</sup>

In operation at Flora High School, in Flora, during 1975, was a program which developed from a one-year exploratory, introductory course in health occupations. In that program, speakers were brought to the school and there was a major emphasis on field trips to schools where education or training for entry-level skills were taught. In the second year of the program, basic terminology, basic procedures and basic skills were taught, aimed at entry-level skills and knowledge for nurse-aide and orderly type health care work. The third year was a cooperative education experience leading to post-secondary school job placement in a health care facility.<sup>7</sup>

An on-going exemplary program in Schawano, Wisconsin, was reported by Angela V. Cyr as having these basic goals:

- "(1) to give students the means of obtaining realistic information about career opportunities at vocational, technical, and professional levels of health care.
- "(2) to help them apply this information in determining their own interest and suitability to employment in this field.

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<sup>6</sup>Board of Education of School District #116, County of Champaign. One and Five Year Plan for Vocational and Technical Education. (Urbana, Illinois: Urbana Community School District #116, 1975, p. 15.

<sup>7</sup>T. Ed. Coleman, Principal, "Flora High School Health Occupations Courses," (unpublished communication, Flora, Illinois, 1975).

- "(3) to help prepare students for entry into post-secondary technical and professional training programs in health-related occupations and
- "(4) to prepare students for entry-level employment in the health industry."<sup>8</sup>

"To achieve these goals," continued Ms. Cyr, "the program is offered in three phases: I - Survey of Health Careers; II - Extended Study of Health Occupation Clusters; III - Work/Study/Co-op."<sup>9</sup>

"Phase I is a one-semester seminar offered to all students in grades 9-12, with priority given to students in grade 11. It allows students to explore the health field; identify and examine health occupations, agencies, and facilities; and observe the roles of various health workers in the community. From these experiences students are expected to be able to determine their suitability to vocational involvement in health services. Phase I is a prerequisite to the other two phases.

"In Phase II, students who show sustained interest continue their exploration of the health field through a variety of academic-clinical experiences. Juniors and seniors can elect to take one or two semesters of extended study of health occupation clusters, either by independent study or by personalized directed study. This phase combines classroom study of core content included in most technical and professional programs (ethics, medical terminology, body systems, first aid, etc.) with clinical 'shadowing' of specific health workers in local facilities.

"For students who elect to take two semesters of Phase II, the second semester of clinical experience to include volunteer participation in selected health care tasks. Nursing is excluded, However.

"Phase III is a senior-level course, optional for one or two semesters. It included work-study or co-op experience that could lead to job placement.

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<sup>8</sup>Angela V. Cyr, R.N., B.S., "Preparing High School Students for Involvement in Health Careers," American Vocational Journal, LI, no. 6 (November, 1976), p. 48.

<sup>9</sup>Ibid.

Students are helped to develop the skills needed to make the transition from school to an entry-level job.

"Extensive career counseling is a part of all three phases of the program."<sup>10</sup>

At Fairfield High School, Fairfield, Illinois, Margaret S. Thacker has developed a program of using local resources in career counseling.

In response to student interest she planned a tour of a local firm which was the major industry. In planning a tour she realized students would need some background information in order to know the things for which to look and the things about which to ask. To accomplish this she used a target student and built a slide presentation accompanied by a taped explanation.

When she made the presentation for health occupations, she fitted each occupation into Ann Roe's theory of job fields and levels.

In doing this she observed, for example, that a lady doing the maid service enjoyed working in the hospital setting helping people. This satisfaction was over and above the remuneration for the work. The quality of pride in one's work had become an additional emphasis in her counseling.

In making the slide-tape presentation file, she also received permission to use the individual's name to compile a file of many local resource people who were willing to

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<sup>10</sup>Ibid.

cooperate with students who wished to explore further.<sup>11</sup>

In addition she discovered that the good public relations engendered through getting to know people strengthened the school community relations.

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<sup>11</sup>Richard W. Bradley, Margaret S. Thacker, "Developing Local Resources of Career Information," The Vocational Guidance Quarterly, XXVI No. 3 (March, 1978), p. 270.

## CHAPTER III

### PROCEDURE

In response to student interest a Health Career Club was formed and a constitution was written (Appendix I). Meetings were held on the first and third Tuesdays of each school month from 12:25 until 12:50 during the lunch hour.

In setting up a schedule of speakers for the following year, a calendar was made listing the dates of the first and third Tuesdays of each school month. The sponsor contacted speakers, in person the first year, and explained the Health Careers Club program. The person was invited to speak about his work. A time was arranged and the speaker was provided with a mimeographed sheet (Appendix II) listing the things the students wanted to know. The speaker was asked if he would like a reminder by letter a few days prior to the date, or if he would like to be reminded the day of the appointment by telephone. It was made clear that it was understood that conditions could alter, making it impossible for him to come on the appointed day. In that event he could telephone the school at the number provided on the mimeographed sheet and advise of the change of plan. In addition, the speaker was asked if he would require any audio-visual equipment which could be provided by the school.

When the speaker arrived, he was greeted by a student, sometimes one of the officers of the club; and that student would introduce the speaker. Following the talk, the students were encouraged to ask questions. The greeter then expressed the appreciation of the group for the interesting information and dismissed the club. The same day, a handwritten letter of appreciation (Appendix III) was mailed to the speaker. The same day, an items was given to the local newspaper concerning the speaker and the Health Careers Club meeting (Appendix IV).

Students had been invited to bring sack-lunches to eat during the meeting because the band students often were dismissed too late to eat before they came to the meeting. Frequently, the sponsor joined the early arrivals with a sack-lunch. On occasion, an early-arriving speaker shared sandwiches with the group before the meeting.

A system was devised to allow students who attended the Health Careers Club meetings a minimal extra-credit in their Biology or Advanced Anatomy and Physiology classes. Word spread and students from Health Education classes and Laboratory Techniques classes obtained permission to receive credit in those classes also.

Two roster sheets were made available for sign-up as the students entered the meeting room. This procedure was refined so that students who arrived more than five minutes late were equally welcomed but denied the privilege to sign-up for credit in class. The sign-up sheet (Appendix V) was arranged so that the student could indicate an area of

interest in a health field. This provided information for selecting speakers.

The manner of sign-up provided easy checking for the teachers who used the Health Careers Club meeting attendance to grant class credit. The sign-up sheet was duplicated and a copy put into the appropriate teacher's mailbox. These sheets have been kept on file.

On the chalkboard in the room where the meetings were held a listing of the next two meetings was up-dated each week. On the main bulletin board of the school a large Health Careers Club poster was kept. It had two removable sheets stapled in place. On one was a year's calendar with all speakers and meeting dates listed as they were scheduled for the year. The second sheet announced the next meeting topic, the speaker, his place of work, the date, the time and the place. Often the meetings were held on days not regularly scheduled. On one occasion a newly graduated physician could come only in the evening so that meeting was held at seven o'clock. An illustration of the bulletin board poster is shown in Appendix VI. Each year the poster color combination has varied while the general plan has remained the same.

Usually the day before a meeting and the day of the meeting, an announcement was made during the school inter-communication system announcement time to invite anyone who was interested to come to listen to the speaker.

The Advanced Anatomy and Physiology classes had written three health occupation papers each year and these

were kept on file until the end of the year. If a scheduled speaker cancelled at the last minute, a student was requested to read his health occupation paper about a topic not on the regular schedule. The writer of the paper had done enough research to be able to answer student questions. The reader was granted an additional minimal class credit for his talk.



CHAPTER IV

RESULTS

Year	Meeting Date	Program	Number of Students Attending
1976	Apr 12	Physical Therapy Dan Ashley, Student Speaker	10
	Apr 20	Dietitian Valerie Shanks, Student Speaker	7
	May 4	Organizational Meeting	6
	May 11	Veterinary Medicine Thomas H. Climer, D.V.M. Dart, Taylor, Climer Veterinary Clinic	45
1976-7	Sep 7	Nursing Melanie Rayburn, Student Speaker	7
	Sep 21	Pharmacy John R. Dorris, R.Ph. Dorris Pharmacy	25
	Oct 5	Organizational Meeting	4
	Oct 19	Environmental Health Careers Forrest White, Student Speaker	10
	Nov 2	Blood Bank Technology Andrea Benson, Student Speaker	10
	Nov 16	Funeral Director-Embalmer King Sutton Sutton and Son Funeral Home	21

Year	Meeting Date	Program	Number of Students Attending
1976-7	Nov 22	Physician H. Kirk Phipps, M.D. Family Practice Resident Union Hospital Terre Haute, IN	43
	Dec 7	Hospital Administration William W. Vonderlage, M.S. Administrator Paris Community Hospital	14
	Jan 4	Biomedical Physics Ronald Doris, M.S. ED. Physics Instructor	16
	Feb 8	Physical Therapy John R. Hagberg R.P.T. Head of Physical Therapy Paris Community Hospital	25
	Feb 24	U.S. Army Medical Corps Dale Pate, Recruiter	25
	Mar 4	U.S. Air Force Medical Corps David J. Nixon, Recruiter	25
	Mar 15	Respiratory Therapy Carolyn Bruce, R.N. Respiratory Technician Paris Community Hospital	29
	Apr 5	Licensed Practical Nursing Ruthann Looby, R.N., M.S. Ed. Lakeland Junior College	14
	Apr 13	Professional Nursing Carolyn Bruce, R.N. Head of Nursing Service Paris Community Hospital	6
	Apr 19	Organizational Meeting Election of Officers	14
	May 10	Veterinary Medicine Thomas H. Climer, D.V.M. Dart, Taylor, Climer Veterinary Clinic	36

Year	Meeting Date	Program	Number of Students Attending
1977-8	Sep 4	Hearing-Aid Technician Gene Clark Clark's Hearing Aid Service Mattoon, IL	36
	Sep 20	Psychology Cordelia Wishart, M.S. Psychology Human Resource Center Paris, IL	28
	Oct 4	Practical and Professional Nursing Carolyn Gainey, R.N., M.S.Ed. Head of Nursing Service Paris Community Hospital	33
	Oct 18	Dentistry John H. Wright, D.D.S. Wright Dental Clinic	74
	Nov 1	Hospital Administration William W. Vonderlage, M.S. Administrator Paris Community Hospital	49
	Nov 15	Respiratory Therapy Carolyn Bruce, R.N. Respiratory Technician Paris Community Hospital	45
	Dec 13	Physical Therapy John R. Hagberg, R.P.T. Head of Physical Therapy Paris Community Hospital	44
	Dec 20	Veterinary Medicine Thomas H. Climer, D.V.M. Dart, Taylor, Climer Veterinary Clinic	74
	Feb 8	Physician-Surgeon Jerry Ingalls, M.D., F.A.C.S. Paris Medical Center Clinic	42
	Feb 21	Medical Technician Margaret Jenison, R.M.T. Paris Community Hospital	29
	Mar 7	Funeral Director-Embalmer David W. Dick Stewart-Carroll Funeral Home	41

Year	Meeting Date	Program	Number of Students Attending
1977-8	Mar 21	Dental Hygienist Denise Blair, R.D.H. Wright Dental Clinic	50
	Mar 22	Physical Therapy Dan Ashley, Student University of Indiana	49
	Mar 28	Nursing Rich Engelbert, Student Nurse Indiana State University	40
	Apr 5	Pharmacy Byron Lucas, R. Ph. Jim's Pharmacy	43
	Apr 18	Dietetics Margo Kramer, Reg. Dietitian Paris Community Hospital	27
	May 2	Radiology F. Richard Nicoson Indiana Vocational-Technical School Terre Haute, IN	6
	May 16	Physician-Pediatrician Cherry Sutton, M.D. Paris Medical Center Clinic	36
1978-79	Nov 21	Respiratory Therapy James H. Queer, R.R.T., B.S. Ed. Faculty Speaker	18
	Dec 5	Medical Illustrator Lois A. Bauer, B.S. Ed. Faculty Speaker	49
	Dec 19	Emergency Medical Technician Charlie Poole, E.M.T. Ambulance Service Paris Community Hospital	53
	Jan 9	Nursing Joyce Elledge, R.N. Nurse, Emergency Room Service Paris Community Hospital	53

Year	Meeting Date	Program	Number of Students Attending
1978-9	Jan 10	Veterinary Technician Jerry Englum, Student Parkland Junior College	60
	Jan 16	Hospital Administration William W. Vonderlage, M.S. Administrator Paris Community Hospital	37
	Feb 6	Physical Therapy John R. Hagberg, R.P.T. Head of Physical Therapy Paris Community Hospital	60
	Feb 13	Pathology Siony Atienza, M.D., F.A.C.P. Head of Pathology Laboratory Paris Community Hospital	58
	Feb 20	Pharmacy Gene Pigg, R. Ph. Pharmacy Department Paris Community Hospital	56

The noon meeting time was in irregular conflict with class meetings, cheerleader practice, band unit-practice, various practices for the spring May Fete, Future Farmers Week, and Key Club activities, to name a few. On the other hand, the minimal membership requirements of interest and attendance at meetings, has made the membership flexible while fulfilling the objective of providing information to the students.

By having students indicate on the sign-up sheet areas of interest, it was not difficult to plan a list of persons to be contacted to speak. Indeed, the student could change his mind and indicate a different interest at successive meetings if he chose.

A remarkable facet of the whole program was the immeasurable warmth and eagerness demonstrated by the busy health care persons who were invited to speak. Hospital personnel often left a note at the switchboard requesting a date to speak at Health Careers Club. While speakers more commonly have been from the community, some have come from twenty miles away or even forty miles away.

Since Health Careers Club began five former members who have entered health occupations or were receiving post-secondary education for health occupations have returned to speak.

Other outcomes have been that two students have enrolled in physical therapy programs; one has enrolled in veterinary technology; one has enrolled in respiratory therapy; three have enrolled in professional nursing programs with a goal

of becoming nurse practitioners and one has graduated in dental hygiene. These were occupations about which the students had not known prior to learning of them at Health Careers Club.

One benefit to the community has been that the students have become aware of health occupation opportunities within the community and have returned or have planned to return to the community. Students have become acquainted with workers whose enthusiasm has enhanced the attractiveness of interesting work needed in their own community.

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### SUMMARY

The Health Careers Club programs that were described in the literature and those observed, involved considerable expenditure of time, money and equipment, as well as, personnel to conduct the programs. In those programs, students whose interest extended beyond the exploratory stage had the option to prepare for actual post-secondary entry into a health occupation. Some schools were not able to make so extensive a commitment to a program and, as a result, the students were denied opportunity to explore health occupation fields.

At the beginning of the study it was true that only a few students had a desire to learn more about health occupations. The unparalleled enthusiasm of the student teacher as he told anecdotes of his adventures as an Air Force Corpsman was a dynamic spark for the Health Careers Club.

Many students knew the veterinarian, and came because they liked him. It was immediately apparent that he was enthusiastic, humorous and that he enjoyed great rapport with the students.

Former Paris High School students who have returned to the community to practice a health profession have had



special impact as the students could identify with them.

### CONCLUSIONS

One could enumerate several positive aspects of this type of career education program. One outstanding aspect has been that the student had no commitment of time which had to span a whole semester or a year. The meetings had been optional, of short duration, at a time when usually there was not much to do, and yet had yielded a small amount of class extra-credit just for attendance. If the students had come only for the reason of the extra-credit for a class, he still was exposed to the information.

A second aspect has been the enthusiastic response of the speakers. This had been fostered in several ways. The time commitment of about twenty-five minutes was during the noon hour. A format was provided so that they knew what information was desired but left opportunity for them to add a personal touch. They were assured that a sudden postponement was perfectly acceptable. In addition, the letter of appreciation was sent the following day. The small item published in the local newspaper was good public relations for them and their place of work.

The third aspect has been a marked increase in rapport among the health care professionals of the community, the students, the school and the parents.

## RECOMMENDATIONS

The implications of this adventure in health occupations education was that it could easily be adapted to any area of vocational interest. It could be adapted to business education -- by inviting a legal secretary or a court reporter to speak. It could be adapted to mathematics education -- by inviting a grocery check out clerk or a certified public accountant to speak. It could be adapted to home economics -- by inviting a buyer from a clothing store or a restuarateur to speak. The possibilities are limited only by the imagination.

This type of career education could be recommended to any dynamic teacher or enthusiastic guidance counselor who wanted to take students on a career adventure.

## APPENDICES

APPENDIX I

CONSTITUTION

HEALTH CAREERS CLUB OF PARIS HIGH SCHOOL

ARTICLE I, NAME

This organization shall be known as the Health Careers Club of Paris High School, hereinafter called the Club.

ARTICLE II, PURPOSE

It shall be the purpose of this organization to promote interest in and knowledge of careers in the health field and to promote goodwill among students and faculty in sciences related to the health fields.

ARTICLE III, MEMBERSHIP

SECTION 1: Membership in this Club shall be open to all students and faculty interested in the purposes of this Club.

SECTION 2: The membership shall be governed by this Constitution, its By-Laws, and all Paris High School regulations pertaining to this organization.

ARTICLE IV, ELECTIVE OFFICE

SECTION 1, OFFICES. The elective officers of the Club shall be the President, Vice-President, Secretary and Treasurer.

SECTION 2, TERM OF OFFICE. The term of office of the elected officers shall be one year, commencing at the last regular meeting of the spring quarter.

SECTION 3, DUTIES OF PRESIDENT. The President, as chief executive officer of the Club, shall:

- a. Preside at meetings
- b. Call special meetings
- c. Serve as ex-officio member of all committees.
- d. Establish the regular meeting schedule in consultation with the Faculty Advisor and the school calendar.
- e. Appoint the chairmen of committees.
- f. Appoint such officers or assistants as he may require for the proper performance of his duties, and delegate to them such authority and responsibility as may be appropriate.

- g. Insure that the regular programs field trips, and all activities of the Club are properly planned and executed, either by personally attending to these matters, or by appropriate delegations.

SECTION 4, DUTIES OF VICE-PRESIDENT. The Vice-President shall:

- a. Preside over meetings in the absence of the President.
- b. Act as Parliamentarian.
- c. During the temporary absence or incapacity of the President, assume the duties of the President.
- d. Succeed to the presidency when that office shall become vacant for more than one quarter.
- e. Assist the President, and assume each specific duties and responsibilities as may be designated by the President.

SECTION 5, DUTIES OF SECRETARY. The Secretary shall:

- a. Maintain complete and accurate records of the proceedings of all Club meetings and major activities.
- b. Preside over all meetings when the President and Vice-President are absent.
- c. Handle all correspondence, and keep records of same.
- d. Maintain a historical record of the activities of the Club.

SECTION 6, DUTIES OF THE TREASURER. The Treasurer shall:

- a. Handle Club finances and maintain records of income and expenditures.
- b. Render reports of finances at meetings.
- c. Collect and disburse moneys for the Club.
- d. Preside over all meetings when the President, Vice-President, and Secretary are absent.

SECTION 7, DUTIES BEFORE ASSUMING OFFICE. All officers, between election and assumption of office, will familiarize themselves with their duties by assisting the incumbents. The President-Elect will, in addition, set up his organization for the coming term and shall commence planning and organizing the forthcoming program and activities.

#### ARTICLE V, EXECUTIVE COUNCIL

The Executive Council shall be composed on the Elected Officers of the Club, together with the Faculty Advisor.

SECTION 1. It shall determine policies and supervise expenditures on behalf of the Club.

ARTICLE VI, APPOINTED OFFICERS.

SECTION 1, OTHER OFFICERS. Other appointed officers shall perform such duties as are assigned by the President or Executive Council, as appropriate.

ARTICLE VII, COMMITTEES.

SECTION 1, NOMINATING COMMITTEE. The nominating committee shall be composed of the elected officers of the Club plus no more than two other members appointed by the President. The Committee shall consider all potential candidates and present a slate of candidates for the various elective offices to the Club membership.

SECTION 2, OTHER COMMITTEES. Committees shall be appointed by the President to carry out the activities of the Club.

ARTICLE VIII, NOMINATION AND ELECTION OF OFFICERS.

SECTION 1, NOMINATION. A slate of candidates shall be presented by the Nominating Committee, to the Club membership, no later than the second meeting of the spring quarter. Additional nominations from the floor will be accepted at the next regular meeting.

SECTION 2, ELECTION. Election by secret ballot, shall take place when nominations from the floor have closed, and will be counted under the direction of the Nominating Committee.

SECTION 3, EXCEPTIONS TO THE SCHEDULE. The above time table for nominations and elections may be altered whenever special reasons arise, provided that nominations and elections be held as soon as practical in the spring quarter.

SECTION 4, ELIGIBILITY.

- a. All elected officers must be students in good standing at Paris High School.
- b. The President must be of Junior standing, or above, during his term of office.
- c. All other elected officers must be of sophomore standing, or above, during their terms of office.

SECTION 5, VACANCIES. All vacancies, except that of President, among the elective offices, shall be filled by a majority vote of the Elective Council.

ARTICLE IX, AMENDMENTS, REFERENDUMS AND RECALLS.

Proposed amendments to this Constitution, and motions of a referendum or recall, must be presented in writing at

a regular meeting, read in full by the Secretary at such meeting, posted on the Health Careers Bulletin Board for not less than one week, and voted on at the next regular meeting. If three-fourths of the membership present at this meeting vote approval, the measure shall pass.

ARTICLE X, BY-LAWS

SECTION 1, PROPOSAL. By-laws to this Constitution, provided they are not at variance with the provisions of principles of the Constitution or with the Paris High School regulations, may be proposed by any member of the Club at any regular meeting.

SECTION 2, APPROVAL. Proposed By-Laws will be adopted when approved by majority vote of the members present at the regular meeting following their proposal.

BY-LAWS

1. The Health Careers Club of Paris High School will normally meet at 12:25p.m. until 12:50p.m. on the first and third Tuesdays of each school month.



APPENDIX II

HEALTH CAREERS  
OF  
PARIS HIGH SCHOOL

In order for students to learn more about Health Careers, to help them make decisions about kinds of work available, how they may better prepare and where schools or training is available, we invite persons who are engaged in work of various health fields to come to speak to the students who are interested.

We invite you to speak about your field of work. Meeting dates are the 1st and 3rd Tuesdays of each school month. Time of meeting is 12:25p.m. until 12:50p.m. Place of Meeting is Room 3 -- Come in double doors on east side of alley at the south end of alley. Second door to right.

Topic:

Things we would like to know:

1. What kinds of things people in this profession do.
2. What are some desirable personal qualities (abilities, interests, personality traits)
3. Educational requirements.
4. Employment prospects.
5. Salary
6. Career mobility. (advancement possible)
7. Organization which can provide more information. (such as specialties)
8. What do you do when you are working at your work? (for example: describe a day of work)

We appreciate your interest in this important area of education of the students of Paris High School.

Should you have any questions, please contact the sponsor, Mrs. Kloker, Paris High School: 466-1175

APPENDIX III

# PARIS HIGH SCHOOL

Page 35

300 Block South Main Street

PARIS, ILLINOIS 61944

M MARCHIANDO, PRINCIPAL

MEMBER  
North Central Association

13 February 1979

Dr. Sony Atienza, Pathologist  
Paris Community Hospital  
Paris, Illinois 61944

Dear Dr. Atienza -

Thank you so much for coming to speak at Health Careers Club today. It was most interesting. The students were impressed that so lovely a lady also does autopsies! I appreciate your comments of the beauty of the human body and that you seek what disease has made the body not beautiful.

We were amazed at the expertise your work requires in so many areas.

We appreciate your giving your time and effort in this important phase of education at Paris High School.

Sincerely

Sponsor,  
Health Careers Club

YOUTH - OUR PRICELESS RESOURCE

APPENDIX IV

#### HEALTH CAREERS CLUB

Dr. Thomas Climer, a Paris veterinarian, spoke to 46 students Tuesday at 12:30p.m. at the Paris High School Health Careers Club meeting. Dr. Climer spoke on careers in veterinary science.

The sponsor for this newly formed club is Mrs. Lois Kloker.

APPENDIX V

HEALTH CAREERS CLUB

13 February 1979

"PATHOLOGY" Dr. Siony Atienza, Pathologist  
Paris Community Hospital

NAME	AREA OF INTEREST	JOHNSON	BRUNER	KLOKER
1.				
2.				
3.				
4.				
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21.				



APPENDIX VI

# HEALTH CAREERS CLUB

1<sup>ST</sup> & 3<sup>RD</sup> TUESDAYS

12:25 TO 12:50

ROOM 3

EVERYONE IS  
INVITED -  
BRING A FRIEND!

HEALTH CAREERS CLUB MEETING SCHEDULE	
SEPT	JAN
SEPT	JAN
OCT	FEB
OCT	FEB
NOV	MAR
NOV	MAR
DEC	APR
DEC	APR
SPECIAL:	MAY
	MAY

## "PHYSICAL THERAPY"

SPEAKER: JOHN HAGBERG RPT.  
PHYSICAL THERAPY DEPT.  
PARIS COMMUNITY HOSPITAL  
6 FEBRUARY 1979 12:25  
Room 3

APPENDIX VII

STUDENT SPEAKER

## PHYSICAL THERAPY

12 April 1976

Dan Ashley

The physical therapist is a part of the health care team who helps patients to overcome their disability through therapeutic exercise, massage, and hot and cold applications to the affected part. The therapist may help a person who has been in an accident, or who has had a stroke, or who has had surgery, or who has been born with a problem of the muscles or joints. He must be able to gain the patient's confidence and cooperation. He must be reassuring yet firm in having the patient to try to help himself. He must be kind and sympathetic and always cheerful and relaxed. His job is also to teach the patient and his family about the therapy so as to enlist their aid in helping the patient to continue. He knows when to praise progress and when to praise effort. The therapist work with the physician to evaluate the patient's capacity and to plan a regimen to help toward normalcy.

The therapist-patient relationship is of great importance if the therapist is to help the patient.

There are three ways in which a person may receive the education leading toward certification. A person with a bachelor's degree in a related area may take a 15-month course in physical therapy; a person having two years of related college work can take a two year course and receive his degree in Physical Therapy; a person having three years at a college can transfer to a college offering the physical

therapy program, and upon completion of a 15-month program, receive the bachelor degree from the first college by previous arrangement. These are offered at Northwestern University in Illinois. The University of Illinois has a program at Circle Campus. The one I am interested in is at Indiana University.

The employment prospects are good. I have been working during vacation at Paris Hospital. Of course the pay is better in larger cities where a therapist without experience can start at between \$8,500 and \$10,000. The pay is not that good here, but then living expenses are not as great as they would be in a larger place.

As to career mobility, with experience, one could become a supervisor or an administrator. One could complete a Master's degree and teach. Probably the quickest mobility is to start in a hospital not having a physical therapy department and build one which would require hiring more therapists.

The thing I like most is helping people. Sometimes it is difficult because they may become discouraged and you just have to help them to keep trying.

FACULTY SPEAKER

## RESPIRATORY THERAPY

21 November 1978

James H. Queer

In respiratory therapy we help people to breathe. This may mean giving them oxygen, giving them intermittent positive pressure breathing, setting up a croup tent or oxygen tent, teaching people with damaged lungs how to breathe, giving percussion and drainage treatments, or mist inhalation treatments. Then there is hospital alert when someone stops breathing and we are usually the first person there to get them started breathing and maybe starting them on a respirator to assist them to breathe.

Personal qualities include patience, lots of that, and cheerfulness. You have to have the ability to think and act quickly. You have to be able to communicate with the patients. You have to read the patient's chart and also chart the treatments given. You have to take care of the equipment by cleaning it and making repairs.

Educational requirements are first, a high school diploma. Then you can take a two year course at a junior college, such as Parkland and then with the associate degree you are qualified to take the exam for the state license. You can also take two more years of college and get a bachelor's degree.

More small hospitals are opening up respiratory departments so the demand is for certified therapists. That would be a good place to start and as the department grows you would be in position to have a more responsible job with



others working under your direction.

Salaries are better on the east and west coasts than they are here. In the midwest, salaries are better in larger cities.

No two days are the same in respiratory therapy work. You might be giving routine treatments and an emergency room call may interrupt because someone has stopped breathing.

You try to get the IPPB (intermittant positive pressure breathing) treatments done before the breakfast trays come because these patients are pretty uncomfortable until they have their treatment. Then you go around to check all the patients who are getting oxygen to see if the oxygen is flowing at the prescribed rate and if the apparatus is working properly. Later there may be some outpatients come for treatment, such as a person having asthma or emphysema may come for an IPPB treatment.

Then you might have a patient who must learn to breathe with more efficiency because of lung damage. That can require quite a bit of patience to persuade a man who has always given orders that he must learn to breathe properly when he belligerently informs you he has always breathed as he pleased. But you have to remember that he is feeling angry at the condition not at you so you give him a lot of understanding because he really does want to be helped.

Whatever the day it is interesting and frustrating, and there is a lot of satisfaction in helping people.

HEALTH PROFESSIONAL

## HOSPITAL ADMINISTRATION

16 January 1979

William W. Vonderlage

Before World War II, hospitals were administered by an individual designated as superintendent whose background was either in nursing or medicine. Today hospitals are the fourth largest industry in the United States. Formal education may be in administration or business, but there are a few colleges which are offering a course for hospital administrators. One such course is being developed at the University of Illinois. The position is comparable to the superintendent of schools and the administrator is responsible to a board of directors.

The administrator is responsible for the patient care, instruction, employment, personnel, by-laws, rules, regulations and, in addition, must speak to the public and interpret government regulations. Quoting from an editorial from the Amway Corporation, "There are so many rules and regulations, there are now more people learning rules than there are playing the game."

Other preparations for the job of administrator are offered by the School of Business at the University of Iowa where a background of health and business courses are offered. The administrator may be a Certified Public Accountant or a person from the technical areas of health care.

In the United States there is a trend from the multifaceted hospital. Some are owned by the district,

municipality, community or church. Hospitals tend now toward specialties, such as teaching, or burns, or neurological problems.

Our Paris Community Hospital is a primary care, not for profit, hospital owned by the people of the community. They may pay twenty-five dollars a year to be a share-member, or a one thousand dollar gift makes a lifetime member.

Another facet of this particular job is that I am manager also, of the group practice called the Clinic, which provides for continuity of care for the patient when the physician is gone. This is based on history and has both advantages and disadvantages to the patient.

In the 7000 hospitals in the United States there are more than one administrator. These other administrators have many titles such as, president, administrator of nursing services, administrator of supplies and so on as the services become more complex, so do the various types of administrative positions.

In our hospital it is a two and three-quarter million dollar a year operation. There are one hundred and fifty employees, of which one half is nursing staff with thirty-five of them being registered nurses, while the remainder are licensed practical nurses and nurse aides. The physicians work on contract. The highest paid one on the staff is the pathologist who has a residency in pathology. The next highest paid is the radiologist. There are ten department heads with whom I meet each day for a conference.

I am responsible to and hired by the board of fifteen directors.

My job is one of being informed about new government rules and regulations and translating them into our operational program. I must know about new techniques and medications and treatments. I must keep my publics informed. I must know how the functions of the various departments are carried out. I must order supplies and equipment. This often means I have to explain to the board the "hows" and "whys" of a need for which they will provide the means.

In this job I must read a lot and I must talk a lot. Communication is a prime function of my job. Maintaining good relations among the personnel, patients and the public is a key responsibility.

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