

# Unit 1

## Introduction to the Workforce

### Tapping into what you know

As a way to begin your work with your classmates, think about a job you had in the past. What did you do? Who did you work with? What skills did you bring to your job? What did you like and dislike about your job? Share your thoughts with a partner or small group.

### Look for and underline these words in the story

to apply, to reject, to accept, troubled, a retirement community, elderly, eventually, to advance, to wonder, to complain, an electrician, a skill, determined, a goal, to upgrade

## Story: *A Bus Ride*

It is a cold, snowy evening in Riverdale. In the darkness, a group of people wait for the bus to take them home after a long day of work. Many of them left home before the sun came up. They get on the bus, find a seat, and relax. There is time to think.

**Mitali**, a young man from India, sits in the back of the bus. He has been in the U.S. for almost a year. He wanted to go to England where his sister lives, but he won the visa lottery to come to the U.S. Since his cousin lives in Washington, D.C., he went to stay with him. Mitali was a good student and graduated from high school in India. He is 19 years old and has not had much work experience. He thought he'd find a good job as soon as he got to the U.S. After applying for many jobs and being rejected, he finally accepted a job as a dishwasher in a big hotel. He doesn't know exactly what he wants to do in the future, but he doesn't want to wash dishes all of his life. He wonders what it would be like to work as a cook in a restaurant. Mitali is tired and troubled. His name means "friend" in Hindi, and right now he could use a friend. "What can I do to get a better job?" he asks himself.

**Hana**, an Egyptian woman in her 40s, is waiting at the bus stop in front of her friend **Tadesse**'s grocery store. She likes to support Tadesse, an Ethiopian man in his 50s, by doing most of her shopping at his corner store. She carries two heavy packages as she waits for the bus.

Hana came to the U.S. seven years ago with her three children after her husband died. She started out working two jobs - one as a housekeeper at a retirement community and the other as a server at a restaurant on weekends. She is now working as a home healthcare assistant with the elderly. She is good at her job and wants eventually to become a nurse. Her name means "happiness," and she brings happiness to the people she helps. To advance in her job she needs to get her Certified Nursing Assistant (CNA) certificate. As she waits for the bus, she thinks about how she will get that certificate and wonders if she knows enough English.

Hana remembers the hard times Tadesse went through before he got his store. Tadesse, whose name means "renew," has always found a way to start again despite the many challenges he has faced. He encourages other members of his community, like Hana, to learn English and take advantage of every opportunity. By following his example, Hana believes that if she works hard she will succeed.

**Gamba** from Cameroon, a 30-year-old man with lots of energy, gets on the bus. His co-worker **Luz**, from Nicaragua, is with him. They sit near the driver and talk about their jobs as cashiers at a big department store. They complain because they are bored working as cashiers. Gamba was an electrician in Cameroon and really liked that type of work. He wants a job as an electrician here and the opportunity to learn new skills, too. Luz was a teacher in her country. She loves children and is a great storyteller and math teacher. She really wants to teach again. Gamba, whose name means "warrior," is determined to reach his goal to be an electrician and upgrade his skills. Luz, whose name means "light," wants to continue her work as a teacher, to bring the light of education to children in this country. "What do we have to do to use the skills we had in our countries here in the U.S.?" they ask.

**Anh Dung** gets on the bus in front of a laundry/dry cleaners. She is 50 years old, from Vietnam, and on her way home to the apartment that she shares with her family. Her sister brought her to the U.S. two years ago. In Vietnam Anh Dung had worked as a receptionist in an office. She began to learn about computers and now wants to study computer programming. Her name means “strength,” and Anh Dung is strong-willed and determined to be successful in this country. “I am willing to work and study a lot to reach my goal,” she thinks to herself.

The bus is not only transportation to and from work but a place where people think about their troubles and give life to their hopes and dreams.



### Understanding the story

1. What jobs did the riders on the bus have before they came to the U.S.?
2. What skills do they have?
3. What are their goals in the U.S.?
4. What do they need to do to reach their goals?
5. What advice would you give Mitali who is young and without much support from his family?

## Word study

Fill in the blanks in the following sentences using these words.

applied, wonders, complain, accepted, upgrade, eventually,  
rejected, advance, retirement, elderly, troubled, skilled, goal,  
determined, electrician

*Example:* Her sister brought her to the U.S. two years ago.

- a. Mitali \_\_\_\_\_ for many jobs but was \_\_\_\_\_.
- b. He \_\_\_\_\_ a job as a dishwasher.
- c. Hana works at a \_\_\_\_\_ community with the \_\_\_\_\_.
- d. She wants to \_\_\_\_\_ in her job and \_\_\_\_\_ become a nurse.
- e. Gamba and Luz \_\_\_\_\_ because they are bored with their jobs.
- f. Gamba wants to \_\_\_\_\_ his skills.
- g. Hana \_\_\_\_\_ if she knows enough English.
- h. Ahn Dung is \_\_\_\_\_ to be successful. She will work very hard to reach her \_\_\_\_\_ of being a computer programmer.
- i. Gamba was an \_\_\_\_\_ before he came to the U.S.
- j. Mitali is \_\_\_\_\_ because he doesn't know what to do.
- k. \_\_\_\_\_ workers know how to do their jobs well.

## Look for and underline these words in the reading selection

supplies, a temper, diplomacy, a customer, a relationship, to manage, expenses, stock, rewarding, a character, to deceive

### Reading selection: A Past Job

During all my childhood I helped my parents with their grocery store. We sold supplies to our neighbors, and from this station of my life I learned to control my temper and my tongue: diplomacy. Also, my parents taught me that in order to get a successful business one must think of the customers and build a relationship with them. This knowledge was the foundation of my own business later, but it wasn't all I needed to know. I had to learn to manage money, when to spend and when to cut my expenses. I learned about stock, what to buy, how many and at what time. Dealing with people was the hardest and at the same time the most rewarding thing of that whole experience. During my childhood I knew all the people, but later as the town grew, many new people arrived so when I had my business, many times I had to judge people's character. This taught me how people can deceive in order to get what they want.

*Written by a pre-college student*

### Discuss the reading

1. What did this student learn from her parents?
2. What lessons have you learned from your job?
3. What was the most difficult part of this student's job?
4. Do you think the writer is too negative about people?
5. Talk about an experience where you used diplomacy or wished you had.

### Writing

Think about "A Bus Ride." Write about yourself. What job are you doing now? What would you be wondering about if you were on your way home from work on the bus one evening?

## Skill building: knowing yourself

It is important to set goals for the future. In order to reach your goals you need to know yourself, the things you do well, and those things you want to do better. Developing this skill is known as self-assessment.

### *Strong Points & Weak Points*

**Strong points**, or strengths, are things that you do well. They can also be character traits that make you suitable for a career. Strengths are your selling points. You talk about them at your job interview and describe them on your resume.

Consider the following words that describe strong points:

<i>adaptable</i>	<i>good leader</i>
<i>hardworking</i>	<i>self-confident</i>
<i>cooperative</i>	<i>creative</i>
<i>reliable</i>	<i>deliberate</i>
<i>dependable</i>	<i>precise</i>
<i>team player</i>	<i>intelligent</i>
<i>quick learner</i>	<i>organized</i>

**Weak points**, or weaknesses, are things you do not do well. It is important for you to know these things so that you do not take a job where you may not do well or that you will not like. If you work best when you have time to think about your tasks, you may not want a job that is very fast-paced. While working slowly may not be appropriate in some jobs, there are many jobs that value someone who is deliberate and thoughtful.

Weak points may be strong points on another job.

Consider the following weak points:

*I don't work well with a lot of noise*  
*I like precise directions*  
*I am not a leader*

## Using skills

Think about yourself, your past jobs, characteristics, likes and dislikes.  
Make a list of your strong and weak points.  
Now, ask two people who know you to read your list.  
Do they agree with you or have anything to add?

### STRONG POINTS

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### WEAK POINTS

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*Adapted from [www.executive-and-life-coaching.com/support-files/smartgoalsettingworksheet.pdf](http://www.executive-and-life-coaching.com/support-files/smartgoalsettingworksheet.pdf)*



## Research

Choose a partner and interview each other in order to find out what skills your partner has from previous experiences. Ask your partner what their ideal job would be. Complete the chart on the next page with your partner's responses.

The following questions can serve as a guide:

1. Where are you from?
2. What kind of jobs did you have previously?
3. What skills do you have?
4. What do you do well?
5. What do you like to do?
6. What do you dislike doing?
7. What kind of job would you really like to have?



## ***Job Likes & Dislikes***

*In a recent job my partner liked*

*Partner disliked*

*Previous skills*

*Partner's ideal job*

Look at the chart your partner filled out for you. Think about your strong points and weak points. Then think about your ideal job and make a list of the skills you think you will need on that job. Compare these skills with the skills you have now.

# Unit 2

## Health Careers - CNA and EMT

(Certified Nursing Assistant and Emergency Medical Technician)

### Tapping into what you know

Brainstorm names of jobs related to health care that you know about from your experiences as a consumer of health care.

### Look for and underline these words in the story

nutritious, wise, patient, medication, vital signs, cancer, dementia, terminal illness, basics, geriatric, a registered nurse, success



### Story: *Hana*

I came to the U.S. seven years ago from Egypt. I have been in the U.S. for seven years. My three children and I came to Washington D.C. to live with my brother and his family after my husband died. My husband and I owned a restaurant near Cairo. I learned a lot about taking care of people, managing a business, and making nutritious food. Now I work as a home health care assistant. I love my job because I take care of the elderly. In my country the elderly are respected and honored because they are wise and have much to teach us. They live with their families until they die.



In the U.S. the elderly are often put in nursing homes to be taken care of by others. I like being able to take care of them. I help my patients take a bath and make sure they have nutritious food. I remind them to take their medication on time and I go with them to their doctors' appointments. But I want to do more. I want to be able to provide first aid and to understand their vital signs, illnesses, and medication. I want to help them deal with cancer, dementia, and terminal illnesses. I plan to learn the basics now, get my Geriatric Nursing Assistant (GNA) Certificate and continue in college and become a registered nurse (RN). I want my children to know that it is never too late to learn something new, to advance, and to reach your goals. Learning is the key to success.

### **Understanding the story**

1. What career is Hana interested in pursuing? Why?
2. What will she be able to do in her chosen career?
3. What is her goal?

## Word Study

Try to match the job titles in the first column with the job duties in the second column. Write the correct letter from the Job Duties column on the line provided in the Job Title column. Discuss your answers with your classmates.

Job Title	Job Duties
___ Certified Nursing Assistant (CNA)	<i>a</i> draws blood and transports blood samples
___ Dental Assistant	<i>b</i> provides advanced medical treatment at the site of an injury and crisis intervention
___ Geriatric Nursing Assistant (GNA)	<i>c</i> schedules patients, manages medical records, provides basic patient care
___ Registered Nurse (RN)	<i>d</i> works with the elderly
___ Pharmacy Technician	<i>e</i> checks vital signs, and provides pre-hospital emergency care for patients, often works with fire department or on ambulances
___ Phlebotomy Technician	<i>f</i> helps patients with health care needs such as feeding, bathing, and dressing
___ Medical Office Assistant	<i>g</i> prepares the patient for the dentist, washes and sterilizes instruments, and assists dentist
___ Emergency Medical Technician (EMT)	<i>h</i> works under the supervision of a pharmacist, providing medicine by filling prescriptions and providing health care products to patients
___ Paramedic	<i>i</i> supervises CNA/GNA's, assesses patient needs and plans for patient care with the doctor, gives medication

## Look for and underline these words in the reading selection

a bruise, fractured, a wound, a splint, a cast, stitches, crutches, unconscious, CPR, a pulse, a splinter, tweezers, relieved

### Reading selection

What a busy day I have had! I am an EMT Basic. I work with firefighters and help them respond to emergencies in the community. Today we went to a car accident on Georgia Ave. We treated a woman who had many bruises, a fractured leg, and a deep wound on her arm. We put cold packs on the bruises, put a splint on her leg and stopped the bleeding in her arm and bandaged it. We took her in the ambulance to the hospital where they put a cast on her leg and put stitches in her arm to help it heal better. She was very upset, but I stayed with her until her family arrived. I also helped her learn how to use crutches.

When I got back to the fire station we received another call. A woman called to tell us that her elderly father seemed to be having a heart attack. When we arrived he was unconscious. We applied CPR\* until his pulse and breathing returned to normal. We took him to the hospital where he had an operation.

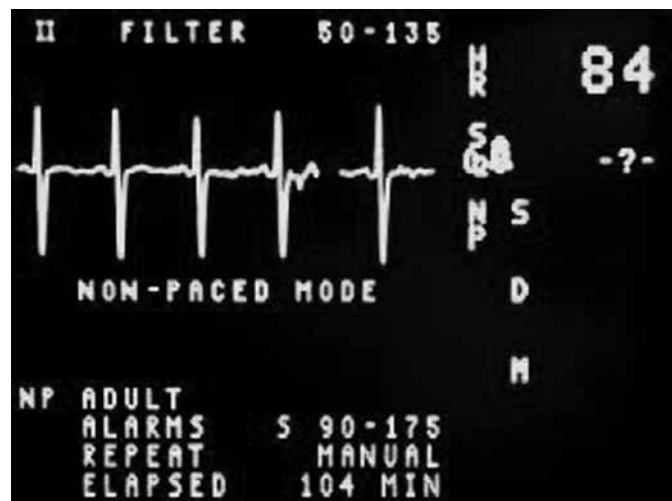
It was a long day. When I got home my daughter was crying because she had a splinter in her finger. I got the tweezers and removed it and put a band-aid on it. I was relieved that it was a minor problem.

\* cardiopulmonary resuscitation



## Discuss the reading selection

1. What do people working as EMT Basics and in other nursing related careers have in common?
2. How are their jobs different?
3. What skills do people entering health careers need?
4. Why is work in the medical profession a good choice?



## Writing

Choose a health career that you are curious about. What does a practitioner in that career do, and why it is interesting to you? Write about it.

## Read the following selection about a hospital emergency.

**It was about 3:00 a.m.**, and I was sleeping when the phone rang. I woke up half asleep and I picked up the phone. My friend answered in Spanish and said, "I'm Marisol. I'm so sorry to bother you at this time."

I said to her, "Don't worry. Do you need something?"

She said, "Yes."

She was crying and so I asked her, "What's the problem?"

She said, "I need you to go to the hospital with me to translate into English."

I said, "OK, Let's go. I'll wait for you outside."

I hung up the phone and I didn't ask her for more details. I dressed as soon as I could and I went out to wait for her. In a few minutes I saw her husband's car coming. I got in the car and then I started to ask her what was wrong.

She said, "I don't know why but I have had a big pain killing me all night."

I said, "Oh my God, how come?"

She said, "I don't know. I just ate an order of fries with a chicken sandwich and a bottle of water last night."

We arrived at the hospital emergency room at about 3:30 am. I registered her and we waited until about 7:00 am. The nurse called her and asked her the reasons why she was there. So Marisol told me in Spanish about the pain that she was feeling. I repeated it in English to the nurse.

The nurse told me to ask her if she had had any symptoms similar to her pain before.

Marisol said, "No, it started last night. It was a big pain from the back and moved to the left."

The nurse sent her to a small bed to wait for the doctor. A half hour later the doctor came and examined her. He asked many questions again about the pain and told her to wait. She had a kidney stone. After that, the doctor gave her two prescriptions; one for pain and one to help move the kidney stone along. We left the hospital at 12:00 noon: she took the medications and never felt that pain again.

*written by an ESL student*

The health professionals asked additional questions of the patient.  
What other questions would you add from your own personal experience?

## Skill building: communication

Whether you go to a clinic, a doctor's office, or the emergency room, you will be asked the following basic questions in addition to filling out a medical history form:

What's the matter?

Where does it hurt?

How long have you felt like this?

Are you taking any medication?

What kind of medical insurance do you have?

## Using skills

In groups of three, choose one of the following role plays and practice your communication skills. Read the scenario and choose characters. Act out the scenario and present it to the class.

**GROUP A** - Roles to be played: mother, child, and nurse at a clinic in the community. Choose a health problem for the child. The mother goes to the clinic and explains the problem to the nurse. The nurse questions the mother and child to find out more about the child's symptoms. Then the nurse helps the child.

**GROUP B** - Roles to be played: EMT, 911 Operator, and a person with an emergency problem. A person has an emergency problem (you choose; it could be chest pain, a broken leg, etc.). The sick person calls the 911 Operator who asks questions about the person's problems. She sends out the EMT to the person's home. The EMT arrives, asks questions to find out more about the problem. The sick person answers. The EMT checks vital signs and helps the person.

**GROUP C** - Roles to be played: Pharmacy Technician and two people who are sick and want help. One person is the Pharmacy Technician working at a pharmacy and two people are sick (one has a prescription) and want to ask for help. You decide what the problems are and act out the scene for the class.





## Research

Choose one of these or another health career for a presentation at the next class.

<b>EMT</b>	<b>CNA/GNA</b>	<b>Dental Assistant</b>
<b>Phlebotomy Technician</b>	<b>Pharmacy Technician</b>	<b>Medical Office Assistant</b>
<b>Massage Therapist</b>	<b>Radiology Technician</b>	<b>Physical Therapist</b>
<b>Occupational Therapist</b>	<b>Fitness Trainer</b>	<b>Nutritionist</b>
<b>Medical Assistant</b>	<b>Home Health Aide</b>	<b>Lab Technician</b>
<b>Practical Nurse</b>	<b>Nurse Practitioner</b>	<b>Physician's Assistant</b>

Imagine you are a practitioner of that career. Tell the class, in the form of an oral or written story, about the work you do. Include the following in your presentation:

1. the name of the career
2. what the person does in this career
3. skills they need for this career
4. educational qualifications.

You can gather this information by talking to someone in this health-related career. You can also research these or other jobs in health care on the internet. Check out these career websites:

[www.acinet.org/acinet/explore/View.aspx](http://www.acinet.org/acinet/explore/View.aspx)

[www.careerinfonet.org](http://www.careerinfonet.org)

While other students are presenting, take notes of anything of interest to you or any questions you have for the presenter.