



# AN “EXPLORATION OF HEALTH AND ALLIED HEALTH PROFESSIONS” ONLINE COURSE: THE SUSTAINABLE OUTCOME OF A HEALTH CAREERS PIPELINE GRANT

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# Anticipated Outcomes for You

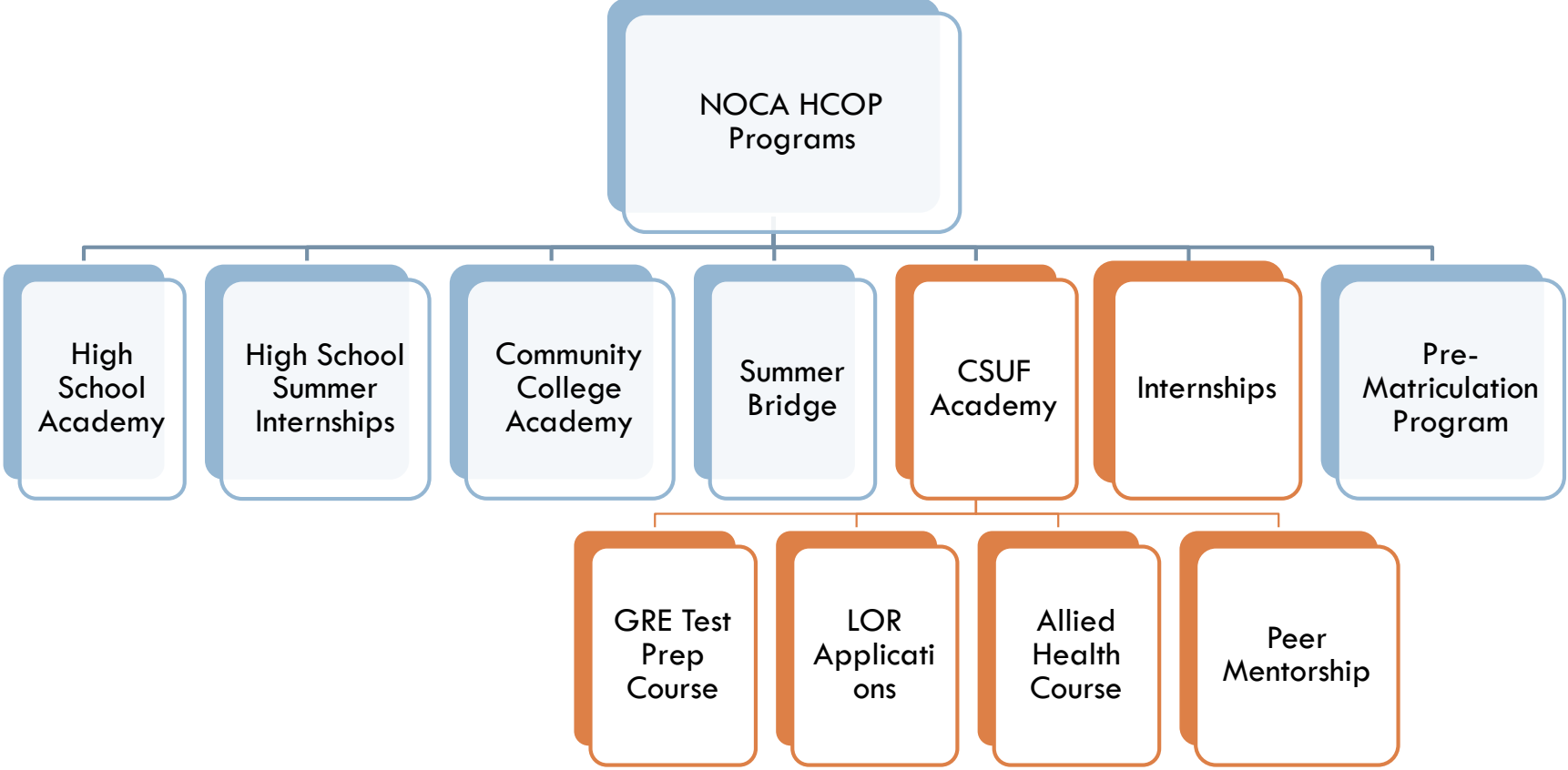
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1. To learn about a grant that funds a pipeline for disadvantaged students to matriculate into allied health careers.
2. To understand how an online course could help make grant activities sustainable after the grant sunsets.
3. To learn the major components of the online course.
4. To learn, from the instructor's perspective, the benefits and lessons learned after teaching the course for the first time.

# 1. North Orange County Allied & Other Health Careers Opportunity Program

- NOCA HCOP aimed to increase the pipeline of disadvantaged Latinos, Pacific Islanders and Southeast Asians into the professions of communicative disorders, counseling, occupational therapy, public health, physical therapy, and social work.
- Program Objectives:
  - ▣ educate students about allied/other health careers,
  - ▣ retain/graduate/matriculate students, and
  - ▣ prepare students to apply for allied/other health profession programs.
- 3 year grant 2015-2018 (extension through 2019)

# 1. Health Careers Opportunity Program Structure



High school -----> Community College -----> 4-year University -----> Grad School

# 1. Health Careers Opportunity Program Collaborators

## High School

- **OAPICA** (Orange County Asian & Pacific Islander Community Alliance)
- **Anaheim Union High School District**
- Regional Occupational Program
- TRIO Programs

## Community College

- **Cypress College**
- **Fullerton College**

## California State University, Fullerton

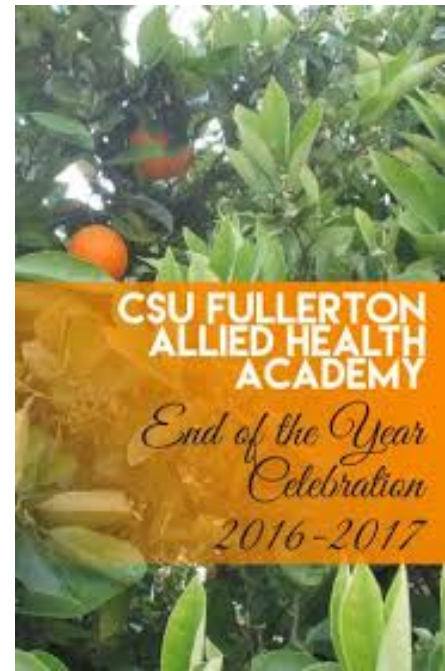
- **NOCA HCOP Office**
- Health Professions Advising Office
- Career Center
- Student Wellness
- Diversity Initiatives and Resource Centers

## Graduate Programs

- California State University, Dominguez Hills
- University of California, Irvine
- Western University of Health Science
- California State University, Fullerton

# 1. Health Careers Opportunity Program Achievements

- Served 350+ students across education levels
- 25+ accepted to graduate programs (100% success rate of known applicants)
- Mixed methods evaluation:
  - ▣ Increased knowledge of the health field
  - ▣ Increased social support
  - ▣ Increased self-efficacy for graduate school

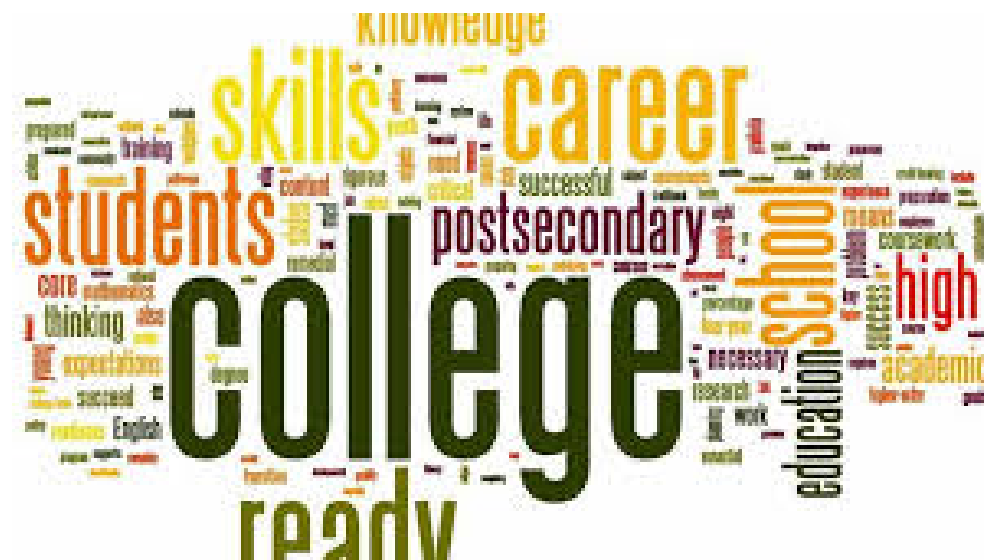


## 2. Sustainable Components of HCOP

- 1-unit Course
  - ▣ Exposure to health careers
  - ▣ Guest speakers
  - ▣ Ways to get involved
  - ▣ Graduate school application process
  - ▣ Awareness of on- and off-campus resources
- Health professions adviser
  - ▣ Academic/pre-requisite course planning
  - ▣ 1-on-1 graduate school application navigation
- Allied Health Student Association
  - ▣ Leadership opportunities and peer support

# 3. The Online Course Development

- Major purpose of the course
- Online (more convenient for students and the guest speakers)
- Expansion from 1-unit to 3-units, in order to cover both health professions and allied health professions.





# 3. Online Course Approval Process

- Finding a home department.
- Approval from the Health Professions Committee
- Not for GE credit (to expedite approval).
- Creating/adapting from existing one unit allied health seminar course.
- College level curriculum approval.
- Process took nearly one year from start to finish.



# 3. Online Course Content

- U.S. health care system
  - ▣ Paying for health services, health care reform, trends
- Health career planning and career development
- Health professions
  - ▣ Traditional health professions
  - ▣ Rehabilitation therapy, mental health, public health
- Career planning in college
  - ▣ Communication, leadership



# 3. Online Course Components

Description	Purpose
Guest Speakers (~15)	Increase networking, expose students to professions and real examples of career paths
Documentaries & YouTube Videos	Explain social determinants of health, health care financing, and other relevant course topics
Discussion Forums (7)	Engage in weekly content and build peer community
Professional Development Assignments (6)	Develop action plans and create drafts for graduate school application (resume, LinkedIn, statement)
Health Career Projects (3)	In-depth research into various careers (informational interview, infographic comparison, group video)
Midterm Exam	Test textbook knowledge on concepts, terms, and required preparation for various occupations

# 4. Example Discussion Post

4<sup>th</sup> year  
biology major,  
health science  
minor student's  
response to  
rehabilitation  
therapy guest  
speakers

*I think that his journey relates to mine because of the types of jobs he had prior to becoming a Physical Therapist. He mentioned having a lot of different jobs as an undergrad, and I've worked retail during my undergrad, so that is one way I can relate to him. **Furthermore, he did become a PTA which helped him gain more information and hands on experience with patients and PTs in his job setting. In my case, I'm hoping to work as an EMT-B this coming year to gain patient contact hours before I apply to MD or PA schools.***

*One thing that I plan on doing going forward is looking at volunteering at different health professional offices such as hospitals and clinics and hopefully shadow different health care professions to see hands on what they exactly do in their setting. Jon did say that asking a PT or any profession questions is a great way to find out more about that certain profession. I currently do ride-alongs as I am waiting to take my EMT-B National registry exam, so I've got a general idea so to what EMT-Bs and Paramedics do, as well as to what some respiratory therapists do. **I would like to shadow a PT or a PTA though to see what their job is like on a regular basis.***

# 4. Example Discussion Post

4<sup>th</sup> year  
health  
science  
major  
student's  
response  
to public  
health  
guest  
speakers

*I have been very confused about what I would like to do with my health science degree and I've always loved the hospital environment. However, **after taking many health science classes and always telling myself I was going to go into the medical field and become a nurse or a doctor I realized that it is not the right path for me. Taking vitals in lab class was never as exciting and learning about different diseases and the policies which combat the diseases in global health and different policies in doctors offices and hospitals. This is similar to Nancy Vargas's journey because she volunteered in a hospital and had the same moment where she realized that that pathway isn't for her.** She also talks about taking her gender, race, and medicine class which caught her attention just as my global health courses caught mine. While listening to the interview I identified some very similar moment in identifying career pathways and kind of experiencing a process of elimination and weeding out what isn't right.*

*After listening to Nancy's interview I plan on starting somewhere by getting a job doing something that I love. I think I want to look into getting some administrative work because I am looking into hospital administration. Nancy mentioned that she volunteered at an after school program and after she graduated contacted the CEO and got a job. **This taught me to not to be afraid to reach out to people and see what is offered. You have to start somewhere small, and you never know when opportunities can arise.**"*

# 4. Example of Larger Assignment

2<sup>nd</sup> year  
criminal  
justice  
major's  
summary  
after health  
professional  
information  
interview

*“This interview was very interesting because it taught me a way of how people look at their work. **I would have never related dentistry with confidence. The thought of Dr. Ohannessian having that aspect on his career makes me think of other careers differently.** He also mentioned that it is important to find a career in which you are not just interested in the money but the result and satisfaction of your patients and making them happy. I learned a lot from this interview and **I will look forward to doing more stuff like this on my own time, and seek different opportunities.**”*

# 4. Student Opinion Questionnaire Feedback

- 29 students (2 freshmen, 4 sophomores, 10 juniors, 12 seniors, and 1 postgraduate)
- Comments
  - ▣ “She gave me personalized and helpful comments/feedback... It made me feel like she cared about each student.”
  - ▣ “The personal interviews were very insightful and informational!”
  - ▣ “I will always be grateful for the help on the Resume assignment.”

# 4. Student Opinion Questionnaire Feedback, cont'd

- “Maybe shorter interview videos? Most people will lose focus having to watch a 45 minute video.”
- “Allow people to do individual projects instead of group projects.”
- Calibration of course content: “The class at times felt like a graduate level class and at others a 200 level class.”





# 4. Summary

- An online career exploration course can be created to help make existing resources and partnerships sustainable and/or to create new opportunities with a limited budget.
- Department and college-level support is key!
- The experience of completing the course can encourage follow-up with you, the pre-health advisor.

