3. How does a patient's culture or ethnic background affect the taking of medications?
4. How does a patient's culture affect dietary beliefs?
5. Name five potential signs that may indicate the existence of a cultural obstacle. Give an example showing how these signs may be misinterpreted.
6. Discuss at least five steps that you can take to overcome or prevent a patient's culture from interfering with his or her health care needs.
7. List five culturally sensitive questions.
8. List five guidelines for using an interpreter.
9. Which cultures would be less likely to participate in immunization for the seasonal and H1N1 influenza?

**Critical Thinking**

1. Describe your cultural background. How has your background evolved or changed from that of your parents and grandparents? How much acculturation has occurred in your family's culture?
2. Describe a cultural barrier that you have experienced between yourself and a friend, peer, physician, or teacher. How did you feel about the encounter?
3. Use the Internet to investigate the Tuskegee syphilis experiment. Write a paragraph that describes the event and how it might affect how an African American patient views health care.
4. Use the Internet to describe the measures taken to inform people of various cultures about the H1N1 vaccination.
5. Use the Internet to describe a case study or story about the affect of culture on health care.

**Explore the Web**

- **H1N1**
  - Flu.gov
  - CDC Facebook
  - HHS Office of Minority Health

- **Tuskegee Syphilis**
  - CDC

- **Indian Health Services**
  - HHS

- **Transcultural Nursing**
  - CLAS Standards

**STANDARDS AND ACCOUNTABILITY**

**Foundation Standard 6: Ethics**

Healthcare professionals will understand accepted ethical practices with respect to cultural, social, and ethical differences within the healthcare environment. They will perform quality healthcare delivery.

**Accountability Criteria**

<table>
<thead>
<tr>
<th>6.1 Ethical Boundaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.11 Differentiate between ethical and legal issues impacting healthcare.</td>
</tr>
<tr>
<td>6.12 Recognize ethical issues and their implications related to healthcare.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6.2 Ethical Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.21 Apply procedures for reporting activities and behaviors that affect the health, safety, and welfare of others.</td>
</tr>
<tr>
<td>6.3 Cultural, Social, and Ethnic Diversity</td>
</tr>
<tr>
<td>6.31 Understand religious and cultural values as they impact healthcare.</td>
</tr>
<tr>
<td>6.32 Demonstrate respectful and empathetic treatment of all patients or clients (customer service).</td>
</tr>
</tbody>
</table>

**LEARNING OBJECTIVES**

- Define at least 10 terms relating to seeking a career in health care.
- Describe the purpose of a professional organization.
- List three benefits of membership in a student organization.
- List at least three reasons to use parliamentary procedure during an organization meeting.
- Identify the use of three motions of parliamentary procedure.
- Describe the purposes of the job application, resume, portfolio, interview, and resignation letter.
- List at least five rules for completing a job application form.
- Provide a positive response for at least five questions that might be asked in a job interview.
- Complete a job application.
- Prepare a resume or personal data sheet.
- Identify the components of a personal budget.

**KEY TERMS**

- Adjourn (uh-JERN) To suspend a session to another time or permanently
- Agenda (uh-JEN-duh) List of things to be done or considered, program of work
- Budget (BUD-ih) Summary of projected income and expenses
- Debate (dih-BAYT) Discuss a question
- Harassment (huh-RAS-men) To disturb persistently, torment, bother, or persecute
- Initiative (ih-NISH-uh-BIV) Energy or aptitude for action, enterprise
- Motion (MO-shen) Proposal for action
- Organization (uh-guh-ni-ZAY-shun) A structure through which individuals cooperate systematically to conduct business
- Resume (REZ-oo-may) Brief summary of professional and work experience
- Tax (taks) Contribution to the support of government, fee, or dues of an organization to pay its expenses
Professional Organizations

In an organization, a group of individuals unites to achieve a goal by cooperation and division of tasks among themselves. Groups can accomplish goals faster and more easily than individuals. An organizational chart shows the relationships among and the roles of the members (Fig. 6-1).

Management practices and theories may be used to plan the framework of organizations. This is usually called organizational development. The goal of organizational development is to increase worker satisfaction and lead to increased productivity and quality. The health care worker plays an important part in the health care organization by setting goals, meeting challenges, and implementing ideas.

Student Organizations

Student organizations provide a means to learn the behavior and skills necessary to succeed in school, on the job, and as citizens. Each student member is responsible for the effectiveness and success of the student organization. Two national organizations that may be part of a health careers program include the Health Occupations Students of America (HOSA) and SkillsUSA (Fig. 6-2). SkillsUSA is open to students in all trade and industrial programs. SkillsUSA has chapters in all 50 states, four territories, and the District of Columbia (Box 6-1). HOSA is open only to students in health science (occupations) programs.

Benefits of membership in a student organization include the exchange of information with others who have similar interests, an opportunity to sharpen skills through competition, and a way to develop leadership ability. Health care workers need leadership skills to provide better care. Many styles of leadership may be effective in different situations and may be practiced in student organization meetings (Table 6-1). Through organization membership, students develop programs and activities that build character, good citizenship, and a respect for ethical practices (Fig. 6-3). Confidence gained by assuming responsibility may lead to self-actualization. Student organizations promote and recognize individual and group achievements. One of the elements of an effective group is a clear understanding of its purposes and goals. The group must be flexible in the methods used to meet the goals. The members need to practice good communication skills and be able to initiate and carry out effective problem solving. An effective group shares the
HOSA

The professional association led by students
The mission is to promote career opportunities in the health care industry and enhance the quality of health care to all people
Open to secondary, postsecondary adult, and collegiate students enrolled in health science and technology programs (HSTE)
Leadership development programs as well as competition
Competition is held in five categories, including health occupations skills, health occupations-related skills, individual leadership skills, team leadership skills, and recognition

From http://www.hosa.org

SkillsUSA

SkillsUSA is a national organization of students, teachers, and representatives of industry. It helps students in high school, vocational centers, and 2-year colleges prepare for careers in trade, technical, and skilled service occupations, including health occupations. It was formerly known as Vocational Industrial Clubs of America. The organization places an emphasis on total quality at work, including leadership, teamwork, citizenship, and character development. It has been cited by the U.S. Department of Labor as a “successful model of an employer-driven youth development training program.” SkillsUSA holds yearly skills and leadership competitions on local, state, and national levels.

Leadership Events
- Extemporaneous Health Poster
- Extemporaneous Speaking
- Extemporaneous Writing
- Medical Photography
- Job-Seeking Skills
- Prepared Speaking
- Research Paper on Persuasive Speaking
- Interviewing Skills
- Speaking Skills

Teamwork Events
- Community Awareness
- Creative Problem Solving
- Forensic Medicine
- HOSA Bowl
- Parliamentary Procedure
- Career Health Display
- Biomedical Debate
- Medical Reading
- Health Education
- Public Service Announcement

Recognition
- Outstanding HOSA Chapter
- National Recognition Program
- Kaiser Permanente Health Care Issues Exam
- National Service Project
- School Publication: HOSA
- Barbara James Service Award
- Outstanding Alumni Member
- Outstanding State Leader
- Chapter Newsletter
- HOSA Week
- HOSA Week Proclamation

Health Occupations Students of America (HOSA) Competitive Event Categories*

Health Science Events
- Dental Spelling
- Dental Terminology
- Medical Spelling
- Medical Terminology
- Medical Math
- Knowledge Tests
  - Human Growth and Development
  - Pathophysiology
  - Concepts of Health Care
  - Pharmacology
  - Nutrition

Health Professions Events
- Biotechnology
- Clinical Nursing
- Clinical Specialty
- Dental Assisting
- Home Health Aide
- Medical Assisting
  - HOSA Medical Office
  - Centers for Medicare & Medicaid Services (CMS) 1500
- Medical Laboratory Assisting
- Nursing Assisting
- Personal Care
- Physical Therapy
- Sports Medicine
- Veterinary Assisting

Emergency Preparedness Events
- CPR/First Aid
- Emergency Medical Technician
- First Aid/Rescue Breathing
- Community Emergency Response Team (CERT) Skills
- Public Health Emergency Preparedness
- Epidemiology
- Medical Reserve Corps (MRC) Partnership

*Event information may be updated on the HOSA website, http://www.hosa.org.
**Parliamentary Procedure**

Parliamentary procedure is a set of rules for conducting a meeting in an organized and efficient manner. Robert’s Rules of Order is the basis for these rules and serves as the guide or authority for business procedures in many groups and organizations. Parliamentary procedure maintains a sense of order during meetings and ensures that all members have a chance to participate equally. The procedure is designed to simplify matters by allowing only one person to speak at a time and by discussing only one idea at a time. Decisions are reached through a process of motions, debate, and voting that ensures all members can be heard (Table 6-2). The vote of the majority determines the course of action, but the minority also has the right to be heard.

The agenda lists activities for the meeting (Box 6-4). The agenda for the first meeting should include establishing a yearlong calendar of activities on the basis of goals set by the group. Motions are made to propose actions for the group. Types of motions used in parliamentary procedure include main, subsidiary, privileged, and incidental ones. The type of motion determines when a person may speak. When the meeting is finished, a motion to adjourn ends it. Election of officers is determined by the constitution and bylaws of the organization. Parliamentary procedure can be learned by practice.

### BOX 6-4 Agenda

I. Call to order
II. Invocation
III. Pledge of allegiance
IV. Roll call and establish quorum
V. Minutes of previous meeting
VI. Treasurer’s report
VII. Officers’ reports
VIII. Committee reports
IX. Standing
X. Special
XI. Unfinished business
XII. New business
XIII. Program
XIV. Announcements
XV. Adjournment

### TABLE 6-2 Parliamentary Procedure: Motions Used to Conduct Meetings

<table>
<thead>
<tr>
<th>Motion</th>
<th>Can Interrupt Speaker?</th>
<th>Second Required?</th>
<th>Debatable?</th>
<th>Amendable?</th>
<th>Type of Vote Required</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Majority</td>
<td>To introduce business</td>
</tr>
<tr>
<td>Refer to committee</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Majority</td>
<td>To refer the matter to a committee</td>
</tr>
<tr>
<td>Approve minutes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Majority</td>
<td>To accept the minutes of a previous meeting</td>
</tr>
<tr>
<td>Amend a main motion</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Majority</td>
<td>To change a motion</td>
</tr>
<tr>
<td>Table a motion</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Majority</td>
<td>To wait to consider the matter</td>
</tr>
<tr>
<td>Adjourn</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No vote</td>
<td>To give immediate attention to a problem</td>
</tr>
<tr>
<td>Question of privilege</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No vote</td>
<td>To call for the vote to be verified</td>
</tr>
<tr>
<td>Division</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No vote</td>
<td>To raise a parliamentary question</td>
</tr>
<tr>
<td>Point of order</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No vote</td>
<td>To call for the vote to be verified</td>
</tr>
</tbody>
</table>

### Career Planning

Each person seeks different things from a job (Fig. 6-5). Approximately one third of a person’s life is spent working, so the job should meet as many of the person’s needs as possible. After deciding on the type of job preferred, the applicant must apply for available positions. Available jobs may be found through online services and searches, newspaper advertisements, employment agencies, and friends. Other resources for job opportunities may include teachers, counselors, professional journals, and job posting boards at the place of employment. Employers look for the best person to fill the vacancy. They use the application, resume, and interview to determine the best applicant.

### BOO K 6-5 Application Guidelines

- Print or type all items accurately and neatly. Read every line carefully. If possible, have someone review the application for errors.
- Do not leave any blank spaces or lines. The phrase “not applicable,” “N/A,” or a dash indicates that the question was read but does not apply.
- Account for any periods you were not working or termination of employment in a positive manner. For example, a termination might have been caused by a “reduction in force” or “seeking better employment opportunity.”
- Answer the question of salary as “open” if an amount is not known.
- Use a phone number that will be answered promptly. That may be the number of a family member or a friend who would take a message.

### Resumé

The personal data sheet, or resumé, provides additional information that is not found on the application (Fig. 6-8). The resumé includes educational and work experience, skills, achievements, and other activities presented in an easily read and neat format. As with the letter of application and application form, the resumé should be without error and concise and present the prospective employee in the best manner. The resumé should be typed on good-quality paper and limited to one page. The applicant should take at least three copies of the resumé to the job interview (Box 6-6). (See Skill List 6-3, Preparing a Resumé, p. 106.)

### Personal Portfolio

Personal and professional commitment may be demonstrated by providing an employer or scholarship committee with a portfolio (Box 6-7). A portfolio is a sample of a person’s work, achievements, and experiences. The content of a portfolio includes the resumé, a writing sample, a description of work experience, and a list of skills. It may also include verification of participation in community or volunteer projects. Documentation of job shadowing or observation of a health care professional at work can be included to indicate a real knowledge of the occupation. Evidence of special skills, such as a computer-generated
**BOX 6-6**

**Resumé Tips**

- Include job objective.
- Change the resumé to fit the job description.
- Analyze the job description to find key words to describe experience.
- Avoid personal pronouns such as I, me, or my.
- Do not make any handwritten notes or marks.
- Limit to one side of one page.
- List most important information first.
- Redo the application instead of making corrections.
- Do not include photos or graphics.
- Use bold print or CAPITAL letters to draw attention to information.
- Use clear, conventional font such as 12-point Times New Roman.
- Use past tense to describe past events.
- Use plain white or off-white paper.

**BOX 6-7**

**Health Occupation Students of American (HOSA) National Recognition Program Portfolio Criteria**

1. Letter of Introduction: Introduction of the participant including career goal
2. Resume: Professional resumé including education, work experience, activities, and awards
3. Project: Description and evidence of a classroom or community activity that required problem solving and hands-on application of health care knowledge and skills
4. Writing Sample: Example of ability to follow instructions effectively and answer questions in written form
5. Work-Based Learning: Detailed summary of work-based learning experience, such as job shadowing, internship, or volunteering experience

*Details and information about all HOSA Competitive Events may be found on the website, http://www.hosa.org.

---

**FIGURE 6-5** Career choice considerations.

**FIGURE 6-6** Letter of application.

---

Ms./Mr.
Human Resources Manager
Agency Name
Address
City, State, Zip Code

Dear Ms./Mr.

Mr./Ms., my health occupations education teacher, suggested that I contact you about the position you currently have open in the area of _______. Please consider me an applicant for this position.

I will graduate from _______ High School in June of this year. My courses have included training and work that support my desire to be employed in the health care field. I have reached competency levels in many of the basic health care skills, such as assessing vital signs and understanding medical terminology. I am enclosing a personal data sheet that lists these courses and competencies.

I plan to continue my education by taking classes during the hours I am not working. May I have an interview at your convenience? Please call the number noted below at any time, and a message will be taken for me. Thank you for your time and consideration of my application.

Sincerely,

Student Name
Address
City, State, Zip Code
Phone Number

enclosure
Application for Employment

Date

Name

Social Security #

Address

Zip

Telephone

Number

If employed and you are under 18 can you furnish a work permit? □ Yes □ No

Are you legally eligible for employment in the U.S.A.? □ Yes □ No

Have you worked here before? □ Yes □ No If Yes, when?

Are there any hours, shifts, or days you cannot or will not work?

Are you willing to work overtime if required? □ Yes □ No

List friends or relatives working here,

Have you ever been convicted of a crime? □ Yes □ No (A conviction record will not necessarily be a bar to employment)

EDUCATION

<table>
<thead>
<tr>
<th>Circle Highest</th>
<th>Grade Completed</th>
<th>Grade School</th>
<th>High School</th>
<th>College</th>
<th>Graduate</th>
<th>Degree Received</th>
<th>Course of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5 6 7 8</td>
<td>9 10 11 12</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

High School

Name and Address

College(s)

Graduate/Professional

Specialized Training, Apprenticeship, Skills

Honors and Awards and Accreditations

MILITARY SERVICE RECORD

Have you served in the U.S. Armed Forces? □ Yes □ No Dates of duty

POSITION(S) APPLIED FOR: 1) □ 2) □

You must indicate a specific position. Applications stating "ANY POSITION" will not be considered.

Wage or salary requirements $ □ When can you start?

Figure 6-7 Application for employment.

Application for Employment—continued

WORK HISTORY

If presently employed, may we contact your employer? □ Yes □ No

<table>
<thead>
<tr>
<th>(1) Present or Most Recent Employer</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Started</td>
<td>Starting Salary</td>
<td>Starting Position</td>
</tr>
<tr>
<td>Date Left</td>
<td>Salary on Leaving</td>
<td>Position on Leaving</td>
</tr>
<tr>
<td>Name and Title of Supervisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description of Duties</td>
<td>Reason for Leaving</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(2) Previous Employer</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Started</td>
<td>Starting Salary</td>
<td>Starting Position</td>
</tr>
<tr>
<td>Date Left</td>
<td>Salary on Leaving</td>
<td>Position on Leaving</td>
</tr>
<tr>
<td>Name and Title of Supervisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description of Duties</td>
<td>Reason for Leaving</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(3) Previous Employer</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Started</td>
<td>Starting Salary</td>
<td>Starting Position</td>
</tr>
<tr>
<td>Date Left</td>
<td>Salary on Leaving</td>
<td>Position on Leaving</td>
</tr>
<tr>
<td>Name and Title of Supervisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description of Duties</td>
<td>Reason for Leaving</td>
<td></td>
</tr>
</tbody>
</table>

Figure 6-7, cont'd
ADDITIONAL INFORMATION

OTHER QUALIFICATIONS
Summarize special job-related skills and qualifications acquired from employment or other experience.

SPECIALIZED SKILLS (CHECK SKILLS/EQUIPMENT OPERATED)

[_] Keyboarding 45 wpm  [ ] Fax
[_] PC  [ ] Microsoft Office, MedSoft, AltaPoint EMR
[_] Calculator  [ ] CPR Certification
[ ] Fluent in Spanish

State any additional information you feel may be helpful to us in considering your application.

Note to Applicants: DO NOT ANSWER THIS QUESTION UNLESS YOU HAVE BEEN INFORMED ABOUT THE REQUIREMENTS OF THE JOB FOR WHICH YOU ARE APPLYING. Are you capable of performing in a reasonable manner—with or without a reasonable accommodation—the activities involved in the job or occupation for which you have applied? A description of the activities involved in such a job or occupation is attached.

Q Yes  Q No

REFERENCES

1.  
   (Name)  
   Phone #  
   (Address)

2.  
   (Name)  
   Phone #  
   (Address)

3.  
   (Name)  
   Phone #  
   (Address)

UNDER MARYLAND LAW, AN EMPLOYER MAY NOT REQUIRE OR DEMAND, AS A CONDITION OF EMPLOYMENT, PROSPECTIVE EMPLOYMENT, OR CONTINUED EMPLOYMENT, THAT AN INDIVIDUAL SUBMIT TO OR TAKE A LIE DETECTOR OR SIMILAR TEST. AN EMPLOYER WHO VIOLATES THIS LAW IS GUILTY OF A MISDEMEANOR AND SUBJECT TO A FINE NOT EXCEEDING $100.00.

By my signature below, I certify that I have read the above and understand it completely.

Signature  Date

FIGURE 6-7, cont’d

Personal Data Sheet

Student Name  
Address  
City, State, Zip Code  
Phone number

Personal date:  
Date of birth  
Marital Status  
Weight  
Height

Course work:  
Typing  
Health Occupations I  
Computers  
Health Occupations II

Activities:  
President, Health Occupations Organization  
Chairperson, March of Dimes Walk-a-Thon

Skills:  
Have knowledge of medical terminology
Able to assess vital signs
Certified in cardiopulmonary resuscitation
Able to apply body mechanics safely

Work experience:  
Volunteer at hospital weekly, 3 years  
Student assistant in science, 1 year

References:  
List three in alphabetical order: Include name, address, and telephone number. A reference should be asked prior to including the name.

FIGURE 6-8 Personal data sheet.

Interview Questions

Interviewer

1. What are your future goals?
2. What can you tell me about yourself?
3. Why did you choose our company for possible employment?
4. For which type of position are you applying?
5. Have you ever been dismissed from a job?
6. Why did you leave your last place of employment?
7. Why do you feel qualified for this position?
8. What do you feel are your strong points?
9. What do you feel are your weak points?
10. Do you have any plans for further education?
11. How many days of school/work did you miss last year?
12. What skills do you have that would be useful in this position?
13. Who is your favorite teacher, and why?
14. How do you get along with your family?
15. What do you like to do in your free time?
16. Why do you think you are a better applicant than the others applying for this position?
17. What motivates you?
18. How well do you do in school?
19. How do you rate yourself as a leader?
20. What would you say are your most important accomplishments to date?

Interviewee

1. How is the department or company organized for supervision?
2. With whom would I be working?
3. Are there opportunities for advancement in this position?
4. What is the performance evaluation procedure?
5. Is additional on-the-job training possible?
6. Does the supervisor encourage initiative and creativity?

Many prospective employees do not recognize that the first interview occurs when the application is obtained from the receptionist. The appearance and behavior of the applicant during this part of the procedure may determine whether an interview is granted with the person who actually makes the hiring decision (Box 6-8).

The interview provides the employer a chance to evaluate the applicant. It also provides the applicant
with an opportunity to find out more about the job and employer. The applicant should prepare for an interview by anticipating questions and forming answers that are clear and concise (Box 6-9). (See Skill List 6-4, Interviewing, pp. 106-107).

Some employers use a behavioral-based interview technique. The prospective employee is asked to describe a specific situation from the past that demonstrates desirable traits such as leadership or teamwork (Box 6-10). The goal of the behavioral interview questions is to predict the future actions of the employee, techniques that may be used to answer behavioral interview questions include the SHARE, STAR, and PAR models (Box 6-11).

### Guidelines for the Interview

1. Know the name of the interviewer and his or her position within the organization.
2. Know about the organization and the position desired.
3. Bring all information regarding references, social security number, past employment, and education needed to complete the application form. If permitted to complete the application away from the site, take two to use one for practice.
4. Present yourself for the interview in a positive and confident manner.
5. Arrive 5 minutes early for the appointment, if not earlier or later.
6. Do not chew gum, eat candy, or smoke before or during the interview.
7. Wear appropriate clothing for the position desired. Be neat and clean.
8. Shake hands firmly with the interviewer when introduced. If you must introduce yourself, call the interviewer by title and name.
9. Remain standing until the interviewer asks you to sit down.
10. Place any personal items such as a purse on the floor. Keep a pencil and some paper at hand.
11. Be enthusiastic but not overbearing. Answer all of the questions in a positive manner without criticizing yourself or others.
12. Think about each question before responding to it. Look at the interviewer when speaking.
13. After the interviewer has completed his or her questions, ask any questions that remain unanswered for you.
14. Thank the interviewer for his or her time. Ask when the decision regarding the position will be known.

### Behavioral Interview Questions

- **How do you describe your former co-workers, bosses, or teachers?**
- **Give an example of how you handled change.**
- **Give an example of how you have worked as a team member.**
- **Describe an idea or project that you initiated and implemented.**
- **Describe a situation when you went beyond the normal expectations to complete a job.**
- **Describe how you have met a past goal that you set for yourself.**
- **Give two or three examples of things that you have done that show you are willing to work hard.**
- **Give an example of how you used critical thinking and good judgment to solve a problem.**
- **What are the key ingredients to maintaining a good working relationship?**
- **Give an example of when you have demonstrated initiative.**
- **Describe a conflict that you were able to resolve.**
- **Give an example of when you have had to deny a request of a co-worker or friend.**
- **Describe an example of when you were able to communicate an idea effectively.**
- **How do you prepare written communications?**
- **Describe the most difficult person that you've worked with and how you handled the situation.**
- **Describe an example of when you were asked to keep information confidential.**
- **Give an example of when you have worked as the leader of a group.**
- **Give an example of when you did and when you did not listen well.**
- **Describe a situation when you were criticized about your work and how you handled it.**
- **Give an example of how you handle stress.**
- **Describe an example of how you have shown cultural sensitivity to someone.**

### Behavioral Job Interview Models

**SHARE**
- **S** - Describe a situation.
- **H** - Describe any obstacles (hindrances) to your actions.
- **R** - Explain what you did (your actions).
- **E** - Describe the results of your actions.
- **A** - Summarize the outcome with a positive evaluation.

**STAR**
- **S** - Describe the situation.
- **T** - Describe the tasks you were asked (or asked) to do.
- **A** - Describe your action that demonstrated leadership or teamwork.
- **R** - Describe the positive result.

**PAR**
- **P** - Describe the problem or task.
- **A** - Describe the action you took to solve the problem.
- **R** - Describe the results of your actions.

### Case Study 6-2
The interviewer asks you to tell him or her about an incident in your past that demonstrates your leadership ability. What should you do?

**Answers to Case Studies are available on the Evolve website: http://evolve.elsevier.com/Gardin**

Before the interview, the applicant should gather as much information as possible about the prospective employer. Mismatches occasionally occur between the name and position of the interviewer, the basic job expectations, and a little about the employing agency. When the employer has finished questioning the applicant, it is appropriate to ask questions. These questions should reflect a real interest in knowing about the position.
Cost of Living Budget

**Regular or Fixed Monthly Payments**
- Mortgage or rent $5
- Automobile payment $5
- Automobile insurance $5
- Appliances $5
- Loan $5
- Health insurance $5
- Personal property insurance $5
- Telephone $5
- Utilities (gas or electric) $5
- Water $5
- Other non-emergency expenses $5

**Food Expenses**
- Food—at home $5
- Food—away from home $5

**Taxes**
- Federal and state income tax $5
- Property $5
- Other taxes $5

**Other**
- Other $5

**Total Monthly Payments** $5

**Discretionary or Variable Payments**
- Clothing, laundry, cleaning $5
- Medication $5
- Doctor and dental $5
- Education $5
- Dues $5
- Gifts and donations $5
- Travel $5
- Subscriptions $5
- Automobile maintenance and gas $5
- Spending money and entertainment $5

**Sample Recommended Budget Expenditures**
- Shelter (Rent or mortgage) 20%
- Food 25%
- Clothing 12%
- Transportation 12%
- Medical and dental 6%
- Dues and charities 6%
- Education and entertainment 10%
- Savings 6%

*Financial advisors recommend that savings should cover expenses for at least 3 months.

---

**TABLE 6-3**

Types of Financial Institutions

<table>
<thead>
<tr>
<th>Institution</th>
<th>Services</th>
<th>Regulation/Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bank</td>
<td>Manage money (deposit/withdraw/save)</td>
<td>For-profit</td>
</tr>
<tr>
<td></td>
<td>Credit/check/loan money</td>
<td>FDIC insured (national banks)*</td>
</tr>
<tr>
<td>Credit union</td>
<td>Manage money (deposit/withdraw/save)</td>
<td>Not-for-profit</td>
</tr>
<tr>
<td></td>
<td>Credit/check/loan money</td>
<td>Owned by members</td>
</tr>
<tr>
<td>Insurance companies/</td>
<td>Insurance/securities/retirement funds</td>
<td>FDIC insured*</td>
</tr>
<tr>
<td>pension funds</td>
<td>Real estate/mortgage loans</td>
<td>May be company created by employer, union, or state</td>
</tr>
<tr>
<td>Internet bank</td>
<td>Tax-deferred savings</td>
<td>May or may not have a building</td>
</tr>
<tr>
<td>Savings and loan</td>
<td>Online banking services</td>
<td>May or may not be FDIC*</td>
</tr>
<tr>
<td></td>
<td>Real estate financing</td>
<td>May have depositor membership</td>
</tr>
<tr>
<td></td>
<td>Save money</td>
<td></td>
</tr>
</tbody>
</table>

*The Federal Deposit Insurance Corporation (FDIC) is an independent agency created by Congress. It insures deposits, supervises financial institutions, and manages receiverships.

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**Personal Financial Statement**

**Assets**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash</td>
<td>$5</td>
</tr>
<tr>
<td>Securities (stocks, bonds, CDs)</td>
<td>$5</td>
</tr>
<tr>
<td>Real Estate</td>
<td>$5</td>
</tr>
<tr>
<td>Automobile</td>
<td>$5</td>
</tr>
<tr>
<td>Furniture</td>
<td>$5</td>
</tr>
<tr>
<td>Receivables (money owed to you)</td>
<td>$5</td>
</tr>
<tr>
<td>Other</td>
<td>$5</td>
</tr>
</tbody>
</table>

Value should be determined by the amount that could be obtained from a "quick" sale.

**Debts**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Household bills unpaid</td>
<td>$5</td>
</tr>
<tr>
<td>Installment payments:</td>
<td>$5</td>
</tr>
<tr>
<td>Appliances</td>
<td>$5</td>
</tr>
<tr>
<td>Loans</td>
<td>$5</td>
</tr>
<tr>
<td>Real estate payments</td>
<td>$5</td>
</tr>
<tr>
<td>Other</td>
<td>$5</td>
</tr>
<tr>
<td>Insurance:</td>
<td>$5</td>
</tr>
<tr>
<td>Automobile</td>
<td>$5</td>
</tr>
<tr>
<td>Personal property</td>
<td>$5</td>
</tr>
<tr>
<td>Health</td>
<td>$5</td>
</tr>
<tr>
<td>Taxes</td>
<td>$5</td>
</tr>
<tr>
<td>Other</td>
<td>$5</td>
</tr>
<tr>
<td>Other debts</td>
<td>$5</td>
</tr>
</tbody>
</table>

**Total Owed**

**Total Owned Minus Total Owed**

**Total Worth**

---

**CHECK NO.**

<table>
<thead>
<tr>
<th>DATE</th>
<th>CHECK ISSUED TO OR DEPOSIT RECEIVED FROM</th>
<th>AMOUNT OF CHECK</th>
<th>AMOUNT OF DEPOSIT</th>
<th>BALANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/1</td>
<td>Apartments R R $250.00</td>
<td></td>
<td>$250.00</td>
<td></td>
</tr>
</tbody>
</table>

---

**FIGURE 6-9** A personal budget ensures that money earned will meet the needs of life.

**FIGURE 6-10** Accurate records for income and expenditures are made easier with written records.

**FIGURE 6-11** A person's financial standing is determined by the difference between the amount owned (assets) and the amount owed (debts).
harassment from not only fellow workers but also from patients. Sexual harassment is action of a sexual nature that is not wanted or welcome by the recipient. This can be a verbal action such as sexual comments about appearance, innuendo, or ridicule. It may also be actions such as showing offensive visual materials or unwanted physical contact. The Civil Rights Act of 1964 legally protects both patients and health care workers from sexual harassment.

**CASE STUDY 6-3** You are scheduled to work for an upcoming holiday. You have worked for all of the holidays for the last 6 months. You feel this is unfair and think you are being scheduled on holidays because you are not married. What should you do?

*Answers to Case Studies are available on the Evolve website: http://evolve.elsevier.com/Gardin*

**CASE STUDY 6-4** You are caring for a patient who repeatedly makes remarks of a sexual or demeaning nature. You are embarrassed and angry over the remarks. What should you do?

*Answers to Case Studies are available on the Evolve website: http://evolve.elsevier.com/Gardin*

**Resignation**

Performing well and showing the favorable characteristics of a health care worker helps an employee keep the job. Some of these favorable characteristics include a positive attitude, enthusiasm, an open mind, and constant efforts to improve performance. Poor interpersonal relations, lack of technical knowledge, and lack of dedication to work ethics such as promptness, honesty, and good grooming are often reasons for job termination. Reporting on time (punctuality) and regular attendance are important aspects of keeping a job. Most people who lose a job after being hired do so because of attitude rather than the ability to do the job.

Job advancement is earned by doing the job better and more quickly than others and by showing the attributes of initiative, loyalty, and responsibility. Improvement in performance is expected over time from a new employee.

When a better opportunity or other personal considerations cause termination, there is a proper way to end the association. Ending employment is not advisable until another job has been secured. The time necessary to “give notice” of termination depends on the level of responsibility of the job. Two weeks is usually long enough for the employer to make arrangements to fill the vacancy. A letter of resignation is submitted to the employer before telling other employees or patients (Fig. 6-12). The letter should contain the date on which the employment will end and express appreciation for the opportunity of having worked with the establishment. Giving the reason for termination is not necessary if this information might leave bad feelings.

If dismissed, fired, or laid off from a job, the worker is at a disadvantage in finding new employment. Respectfully determining the reason for termination is important. In future interviews for employment, the applicant can use this information to demonstrate an effort to improve. Most employers will hire a person who has made a mistake but is willing to learn from it and improve.

**Brain Byte**

According to the Bureau of Labor Statistics, jobs for Personal and Home Care Aides have a projected 5% increase by 2016.

**Continuing Education**

Continuing education refers to the training, courses, and study completed after the health care worker begins to practice. In many of the health care professions, continuing education is required for the health care worker to continue to practice or be relicensed.

**Summary**

- The purpose of a professional organization is to allow individuals to join together to reach a goal.
- Three benefits of membership in a student organization are exchange of information, opportunity to sharpen skills, and development of leadership ability.
- Three reasons to use parliamentary procedure during an organizational meeting are to maintain a sense of order, provide each member a chance to participate, and simplify matters.
- Motions used in parliamentary procedure include the main, amendment, and point of order.

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**Figure 6-12** Letter of resignation.
3. Prepare a résumé.
4. Describe two ways that a person might think about being rejected for a job.
5. Write a paragraph that describes the benefits of one type of leadership style.
6. Attend a meeting of a professional organization or legislative body to view the procedures used and behavior of group members. Write a paragraph that describes whether the behavior was beneficial for conducting business.
7. Practice using parliamentary procedure by holding a meeting of the student organization.
8. Conduct a mock interview with a class member.
9. Use the Internet to research, compare, and contrast investment opportunities.
10. Describe how healthy relationships influence career goals.

**Critical Thinking**

1. Use the Internet to take a career inventory to choose an occupation.
2. Use the Internet to investigate and write a paragraph that describes your present choice in a career and its benefits.

**Review Questions**

1. Explain two purposes of a professional organization.
2. List three advantages of using parliamentary procedure during organizational meetings.
3. Use Table 6-2 to determine the correct way to interrupt a speaker during a meeting.
4. List at least five important items of information needed on a job application.
5. Compose at least five questions that might be asked during a job interview, and outline appropriate responses.
6. Answer at least three behavioral interview questions from Box 6-10 using the STAR, SHARE, or PAR model.
7. List two reasons why an employee might be offered advancement on a job.
8. List two reasons why an employee might be dismissed from a job.
9. Make a personal budget for both 1 month and 1 year.

**Explore the Web**

**Student Organizations**

HOSA
http://hosa.org

SkillsUSA
http://www.skillsusa.org/

**Resume Template**

About.com
http://jobsearch.about.com/od/teenstudentgrad/a/studentresume.htm

**Career Information**

American Medical Association

**Career Inventory**

Career Link
http://www.mpcteach.net/CC/cil.htm

**STANDARDS AND ACCOUNTABILITY**

*Foundation Standard 4: Employability Skills*

Health care professionals will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.

**Accountability Criteria**

4.3 Career Decision-making
4.31 Discuss levels of education, credentialing requirements, and employment trends in health care.
4.32 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services, or biotechnology research and development).

4.4 Employability Preparation
4.41 Develop components of a personal portfolio.
4.42 Demonstrate the process for obtaining employment.

**Skill List 6-1**

Preparing a Letter of Application

1. Address the letter to the person who will conduct the interview or make the hiring decision.
2. Type the letter using a standard business correspondence format.
3. Proofread and correct any errors of spelling or grammar.
4. Include three paragraphs. Express interest in applying for the position, supply brief information regarding qualifications, and provide a method by which you may be reached to schedule an interview.
5. Include your name, mailing address, phone number, and e-mail address in the closing.
6. Include a personal data sheet or résumé with the letter.

**Skill List 6-2**

Completing a Job Application

1. Obtain the application form from the employing agency. If applications do not need to be completed on-site, take two. The first may be completed as a draft and reviewed by another person before submitting a final version.
2. Print in black ink or type all items on the application accurately and neatly. Be consistent with the type of lettering used.
3. Do not leave any blanks or spaces to demonstrate thoroughness in the application completion. Draw Continued
SKILL LIST 6-2—cont’d
Completing a Job Application

1. Use only the information that presents you in the best light for the personal data sheet or résumé.
2. Head the résumé with your name, address, phone number, and e-mail address.
3. Divide the résumé into categories of information. For example, categories may include coursework, activities, skills, work experience, awards, and career goals. Use only one side of one sheet of paper.
4. List any chronological information, such as work dates, in order with the most recent listed first.
5. Type the résumé neatly without any errors. Center the information from the top to the bottom of the paper.
6. Include three references in alphabetical order by last name. Include name, address, telephone number, and e-mail address.
7. Make additional copies of your résumé to send with letters of application and to take to interviews.

SKILL LIST 6-4—cont’d
Interviewing

1. Dress appropriately for the interview. The type of dress will depend on the job being sought but should be neat, clean, and conservative. Come prepared with information such as social security number and employment history to complete the application form.
2. Arrive 5 minutes early to the interview. The interviewer may have other appointments scheduled. If the application must be completed at the time of the interview, allow additional time for that before the scheduled interview time.
3. Greet the receptionist politely. Many employers consider the receptionist’s opinion of applicants in making a hiring decision.
4. Present yourself in a positive and confident manner. Always go alone to the interview.
5. Remain standing until asked to sit down. Shake hands firmly with the interviewer during introductions. Place any materials on the floor or on your lap, not on the interviewer’s desk.
6. Sit comfortably but conservatively, with a straight back and feet on the floor or legs crossed at the ankles.
7. Answer questions completely, in a positive manner, using more than one-word responses. The interview allows the applicant to demonstrate the ability to communicate well.
8. Maintain eye contact when answering questions. Be enthusiastic but not overbearing.
9. Ask questions if some were unanswerable during the interview. Questions show the interviewer that the applicant is interested and has been thinking during the interview. Before leaving, ask when the position will be determined and how you will be notified.
10. Thank the interviewer for his or her time, and shake hands on leaving.
11. When the interview is finished, leave the building. The interviewer may be expecting other applicants.