

## **Request for Expressions of Interest: Health Career Experiential Learning Activities for Grades 8-10**

### **Description**

The Ministry of Education and Child Care (the Ministry) invites Expressions of Interest from school districts and groups of independent schools for the development and delivery of interactive, experiential learning activities for students in Grades 8-10 that showcase in-demand public-sector health careers. Ideally, these activities would include in-person or virtual visits to hospitals, health care centres, or the health education facilities of post-secondary institutions where students can meet and learn from health care practitioners or subject matter experts, and become more familiar with health care technologies, tools and equipment, and professional practices. In cases where barriers may prevent students from accessing hospitals, health care centres, or health education facilities, activities may focus on bringing health care practitioners into local communities to facilitate interactive, experiential learning activities.

A sample activity that aligns with the objectives of this funding opportunity is provided in Appendix A.

### **Objectives**

Projects funded through this opportunity must:

- support interactive, experiential learning activities for students in Grades 8 to 10 and take place in the 2024/25 school year
- enhance students' understanding of in-demand public-sector health careers (please consult Appendix B for a suggested list of in-demand career streams)
- present strategies for matching students' skills and interests to in-demand health careers
- expose students to technologies, tools and equipment, and professional practices associated with in-demand public-sector health careers
- connect to and inform students about pathways for further health career study and exploration, such as career sampler and work experience courses, and dual-credit and post-secondary programming
- emphasize cultural safety and humility standards; violence prevention; and health, wellness, and safety as core tenets of public-sector health careers.
- ensure Indigenous ways of learning and accessibility for Indigenous students are key considerations informing the project's development and delivery

### **Funding**

The Ministry anticipates providing up to \$500,000 for this initiative, and applicants may request \$10,000-\$50,000 for a single event or series of several events. Examples of eligible expenses include:

- school staff time directly associated with project development and delivery
- cost of transporting students
- honoraria for the participation of health care professionals or subject matter experts
- cost of travel and accommodation for bringing health care professionals to rural/remote communities

### **Application Information**

- applications will be accepted from (1) individual school districts, (2) groups of three or more independent schools, or (3) partnerships involving two or more school districts *or* at least one school district + three or more independent schools
- applicants may only be featured on one application and cannot apply to this initiative multiple times, whether individually or as part of another group or partnership

- applicants who received funding for this initiative in the 2023-24 fiscal year are welcome to apply for this current funding opportunity
- prospective applicants are welcome to contact the Career Programs and Policy team at [educ.skills@gov.bc.ca](mailto:educ.skills@gov.bc.ca) for the names and contact information of key personnel in B.C.'s Health Authorities with whom they can collaborate on the development of this opportunity
- the Ministry anticipates notifying successful recipients by December 15, 2024

**Preference may be given to applications that:**

- feature local or regional collaboration between school districts or between one or more school districts and groups of independent schools
- develop opportunities for students in rural and remote communities through virtual and/or in-person activities
- support access for students who face barriers to education
- articulate how activities could ladder into other existing or future learning opportunities, programs, or resources

**Expectations and deliverables**

- Projects will be given preliminary approval with the understanding that plans may need to be refined in consultation with the Ministry.
- All activities associated with the project must take place prior to June 30, 2025.
- A final report must be submitted to the Ministry by July 31, 2025. Details about requirements for the final report will be provided to successful applicants.

**Application Materials**

To be considered for this funding opportunity, please refer to appendices A and B, then complete and submit the attached application.

**Applications must be submitted to [educ.skills@gov.bc.ca](mailto:educ.skills@gov.bc.ca) by 4:00 PM on November 1, 2024.  
Late applications may not be considered.**

## Appendix A

### How to Create and Implement an Experiential “Discovery Day” in Health Care.

The Ministry of Education and Child Care would like to thank School District 73 (Kamloops-Thompson) for providing this sample outline for a Discovery Day in Health Care.

#### Introduction

A health “discovery day” offers students the opportunity to gain insight into their career life plan through a hands-on career experience that is organized by the school district in collaboration with community partners such as a regional health authority (HA) or post-secondary institution (PSI). The model for this day can be applied for grade 8 to 10.

The experience introduces students to health care programs at a PSI health lab, where students can meet both PSI faculty and students. Complementing this hands-on career experience is a career carousel where students meet a variety of professionals from their local HA.

#### Curriculum Goals and Rationale

Participants gain valuable experiences and insight into a variety of careers within the health care sector and what’s required to get there. The experience provides experiential career development opportunities that support students to:

- Explore an in-demand sector in the labour market.
- Develop an understanding of the numerous ways health care roles contribute to society.
- Learn and reflect on what interests or does not interest them in health care.
- Engage and collaborate with students with similar interests.
- Build mentorship opportunities.
- Inform both next-step and post-graduation planning.

#### Community Partners

Community partners can assist with delivering career education programming for students, providing networking opportunities, and sharing insight into career planning. For example:

- A PSI may provide hands-on workshops in their facilities delivered by faculty, and in some cases, post-secondary students. Learning activities can include as many as 10 demonstration stations where students in grades 8-10 can engage in various activities such as analyzing vitals, dressing in PPE, and utilizing respiratory therapy technology.
- A local HA may provide learning, networking and mentorship opportunities by connecting students in grades 8-10 to health care professionals in various occupations such as physiotherapy, medical imaging, occupational therapy, laboratory, social work and nursing.
- A local HA may also provide additional career information resources, and handouts.

## Roles and Responsibilities

### School District

- Set meetings with partners prior to the event to share ideas, roles, and responsibilities.
- Organize as many as 60 students from across the school district to attend the event/activity. Students are dropped off and picked up by parents and or guardians. There is a student application and then a follow-up e-mail to students, parents/guardians and the students' schools to inform them of their participation in the activity.
- Connect with community partners to ensure presentations and workshops are targeted appropriately for the students' ages and grade levels.
- Two educators supervise the day of the event.
- Ensure students complete the post-activity student survey and share results with community partners for continuous improvement.

### Community Partners

#### PSI Partner

- The event coordinator organizes the itinerary and the spaces needed for the day.
- Respective health departments organize hands-on career experiences in their labs or related facilities.

#### HA Partner

- External Partnership Coordinator organizes volunteers to support a "career carousel."
- Volunteers provide ten-minute presentations and opportunities for smaller groups to ask practitioners questions about their career-life journeys.

## Curriculum Connections for Grade 8 to 10: Big Ideas

### Grade 8

- For information on curricular competencies and big ideas for Grade 8 students, please visit the Career Education 8 page on the curriculum website:
  - [Building Student Success - B.C. Curriculum \(gov.bc.ca\)](https://www2.gov.bc.ca/gov/content/education-training/curriculum/curriculum-8-10/grade-8)

### Grade 9

- For information on curricular competencies and big ideas for Grade 9 students, please visit the Career Education 9 page on the curriculum website:
  - [Building Student Success - B.C. Curriculum \(gov.bc.ca\)](https://www2.gov.bc.ca/gov/content/education-training/curriculum/curriculum-8-10/grade-9)

### Grade 10

- For information on curricular competencies and big ideas for Grade 10 students, please visit the Career-Life Education page on the curriculum website:
  - [Building Student Success - B.C. Curriculum \(gov.bc.ca\)](https://www2.gov.bc.ca/gov/content/education-training/curriculum/curriculum-8-10/grade-10)

## Sample Itinerary

### Health Career Experiential Learning Opportunities for Grades 8-10

	Activity	Notes
9:00	Arrive at PSI or Health Facility	
9:15-9:30	Opening and Welcome	
9:30-10:45	Session #1	In-depth exploration of two occupations; students divided into two groups, each exploring one occupation
10:45-11:00	Morning break	
11:00-12:15	Session #2	In-depth exploration of two occupations; students explore the occupation they didn't experience in Session #1
12:15-1:00	Lunch Break	
1:00-2:30	Health-Authority-led Career Carousel	Examples: Laboratory Medical Imaging, Occupational Therapy, Nurse Practitioner, Physiotherapy, Social Work
2:30-2:45	Closing remarks	Sample Topic: Collaborative Nature of Health Care

## **Appendix B**

### **In-demand public-sector health occupation streams**

The following list identifies in-demand public-sector health occupation streams recommended for promotion in career education programming. Consideration and inclusion of these streams in your application is encouraged.

- Nursing
- Diagnostic Medical Imaging Services
- Laboratory Services
- Mental Health and Addictions Services
- Social Service and Counselling
- Indigenous Human Health Service Worker
- Health Care Assistant
- Emergency Health Services
- Rehabilitation and Therapeutic Services
- Pharmacy Services
- Biomedical Technology Services
- Surgical and Respiratory Services
- Public & Environmental Health, Control & Prevention