

Healthcare In Style

Overview

Equipping students with knowledge on health care and social care jobs can be integrated into all subject areas at school. This activity allows students to learn about working in the healthcare field through a fashion design lens/project. Students will have a chance to research the health or social care profession and then apply that knowledge into creating a uniform in such a way that could increase their work performance.

What you'll need

- Research device
- Paper
- Crayons, markers, color pencils
- iPad (optional)

Instructions

- 1.** Choose a health or social care profession and complete research on the working conditions, roles/tasks, responsibilities and what a day at work might look like.
- 2.** Design a uniform that you think would be best suitable for the job based on your research. Your design can be either hand-drawn or digitally design.
 - a. Do they work outdoors or indoors?
 - b. Are they exposed to chemical, radiation or microbiology?
 - c. Is their work physically labour intensive?
 - d. Does the job require additional items like gloves, mask, headbands, and caps?

These are some questions you might take into consideration when choosing the materials, styles, accessories for their medical clothing.

- 3.** The design of your clothing should demonstrate how it is both safe and efficient for that specific health or social care professional.
 - a. You might also want to complete additional research on the different type of textiles and look at the benefits and drawback of each.

- b. The design should reflect the chosen profession - you could create a job logo and includes in your design.
- 4. Alternatives:** You can also redesign medical PPE (Personal Protective Equipment). Explain what changes are made and why you made those changes.
- 5. Optional:** Price out the cost of the materials, the labour, and other factors that go into designing and producing medical clothing.
 - a. You can do research on the prices of materials and manufacture cost to best display how your design is either cost-efficient or more high-end price.
 - b. You may also look into the environmental impact of your design.
- 6. Presentation:** Your design can be presented on whichever format you think would be best (i.e., PowerPoint, Infographic, video, poster, etc.) as long as the following information are included:
 - a. Drawings or pictures of the design
 - b. Materials for each piece of clothing or accessories
 - c. Explanation for the design style (e.g., why is it short sleeve, etc.)
 - d. Explanation for the materials used
 - e. **Optional:** Display cost breakdown (e.g., cost of materials, cost of labour, etc.)
 - f. From 5c and 5d, explain how this will contribute to the overall efficiency and safety of the health or social care professional's work.
- 7. Extension:** Present the history or timeline of medical uniforms and explain how this could help improve work performance.

Career Connections

- What are some factors that positively impact the work performance of health or social care professionals?
- What are some factors that negatively impact the work performance of health or social care professionals?

NB Curricular Outcomes

Fashion Technology and Design

- SCO 1.1 Students will examine the changes in clothing needs and designs over time

- SCO 2.1 Students will explore the properties of various textiles, analyse the advantages of certain fibres, fabrics, and finishes, and practice proper care of their textile items.
- SCO 3.1 Students will Investigate a variety of Inspirational sources to develop a vision for their designs
- SCO 5.1 Students will research various production options for specific garments, their associated costs, and their global Impact.

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- SCO 1.1 Students will analyze the history of healthcare in Canada
- SCO 4.2 Students will analyze the Impact of lifestyle within different healthcare professions
- SCO 4.3 Students will determine the range of employment opportunities within health care

Global Competencies

[Critical thinking and Problem-solving](#)

[Innovation, creativity, and Entrepreneurship](#)

[Sustainability and Global Citizenship](#)