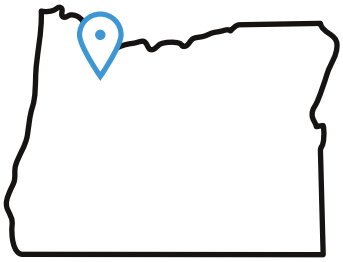
CAREER JOURNEYS

Lesson 8

Eddie Ramirez

Dentist



Hillsboro

About Eddie

Eddie Ramirez is a dentist at the Virginia Garcia Memorial Health Center in Hillsboro, Oregon. Whether he's performing extractions or fillings, the work is always rewarding.

His patients have often just arrived in the country, sometimes on asylum status. Ramirez sees many suffering from low self-confidence, but as they go through appointments and experience improvements in their oral health, he starts seeing their smiles return. Ramirez knows that's important. "What's the first thing somebody sees? It's your smile."

Ramirez can identify with many of the challenges his patients face. He knew he wanted to be a dentist since he was eight-years old, but after learning of his undocumented status, he also knew the journey wouldn't be easy. Three of the five dental schools he applied to while completing his undergraduate degree rejected him because of his Deferred Action for Childhood Arrivals (DACA) status. But, with the help of a full-ride scholarship, Ramirez was accepted into the Oregon Health and Sciences University (OHSU) School of Dentistry in Portland – the first undocumented student to enter dental school in the state.

For Ramirez, being a dentist is rewarding in itself. "It's a reminder that I was able to accomplish what I did with all these obstacles, with all these 'no's,' with all the rejection." For students who love science and working with their hands, Ramirez thinks this could be the right career.

Objectives:

Students will:

- Learn about potential career paths in dentistry.
- Understand skills and requirements needed to be a dentist.
- Learn some of the challenges and benefits of working as a dentist.
- Learn about some of the challenges and benefits of having DACA and DREAM status?

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Resources

1. Career Journeys Video: Eddie Ramirez – Dentist (time)

2. Career Journeys Video: Q&A with Eddie Ramirez (time)

3. Career Journey Lesson Plan Guidebook

Teacher Prep

Preview the 2 videos listed in the resources section at left.

Instructor's Note:

The videos can be screened for groups of students or assigned individually for self-guided study.

Instructors should be prepared to have a conversation about supporting and affirming students with DACA/DREAM status. This may include explaining aspects of historical and current discrimination and biases, including cultural, systemic, institutional, and interpersonal factors. Instructors should also make sure to facilitate a strengths-based conversation, centering on the resilience and contributions of those who have DACA/DREAM status. They should be prepared to interrupt harmful comments that may be discriminatory, including stereotypes, and/or derogatory slang. Instructors are encouraged to have some familiarity with terms, definitions, research, and review of Civil Rights law, Oregon's Sanctuary law, DACA and DREAM laws to provide age-appropriate concepts for students on various services and employment experiences.

Lesson Plan

WARM-UP

Share the following:

Eddie Ramirez is a dentist at the Virginia Garcia Memorial Hospital in Hillsboro, Oregon. He often treats patients who have just arrived in the country.

To focus student engagement, provide the following grounding questions prior to viewing the Profile Video:

- What comes to mind when you think about dentistry?
- What are some of the things that happen in a dentist's office?
- Why might someone choose dentistry as a career path?
- What new career terminology or language did you encounter that needs explanation or definition?

Provide students with the Profile Video (linked above) for synchronous or asynchronous viewing.

After viewing the Profile Video, ask students to engage in a brief dialogue, quick write, or table talk on the grounding questions provided.

INSTRUCTION

Provide students with the following discussion questions prior to viewing the Q&A Video:

- How different is your perception of dentistry after watching the video?
- What kinds of work tasks might a dentist complete or what kinds of tools might a dentist use on a daily basis?
- How was Eddie inspired to become a dentist?
- Why might someone choose dentistry as a career path?
- What barriers or obstacles did Eddie overcome to achieve his goals?
- What strengths or other cultural assets did you hear and recognize in his sharing?

Provide students with the Q&A Video for synchronous or asynchronous viewing.

After viewing the Q&A Video, ask students to engage in a dialogue based upon the discussion questions as a class, group or partner.

Ask students to complete a Quick/Extended Write and/or Individual/Group Research project.

Quick/Extended Write

- Students can evaluate, analyze, or apply their understanding by completing a quick write based upon a topic from the above discussion items.
- Ask students to write a journalistic 250-350 word profile story that would introduce Ramirez and describe his career path to readers.
    - Here's a **useful link** you can use to help students craft their profiles.

Individual/Group Research

- Students can choose this career path or related field and complete research to determine necessary education, work experience, day in the life, core tasks, job availability, and salary range. Information can be shared back to the instructor or with other learners.
- What career terminology related to this video subject do individuals or groups need to further investigate to deepen their knowledge and understanding of this occupation?

EXTENDED LEARNING ACTIVITES

Provide students with Extended Learning Activities for deeper engagement through the following ways:

- Small group discussion
- Socratic Seminar
- Word Walls
- Gallery Walk
- Career path and/or career vision poster
- Resumes; what are they, how to build
- How to fill out a job application
- Mock Interviews

REFLECTION OF LEARNING

Students should be able to reflect upon, and:

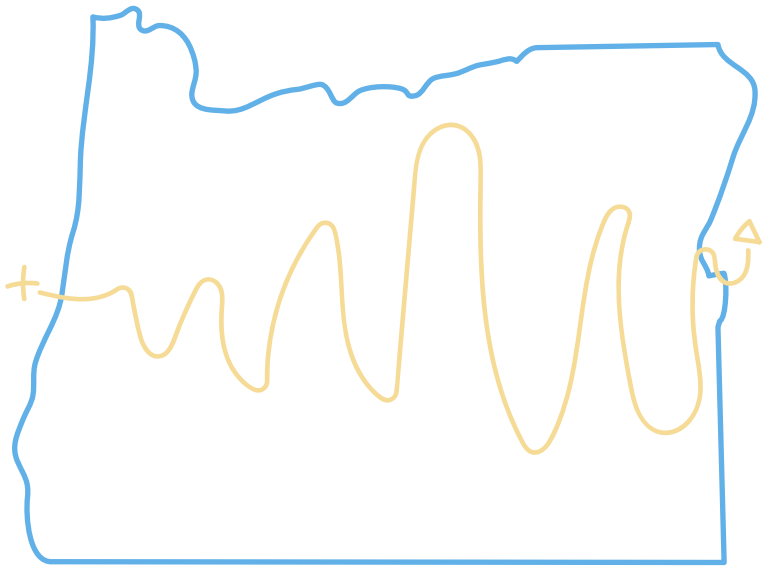
- Identify the skills needed to work as a dentist. This includes academic, technical and essential employability skills that students can learn about, explore, and develop in their middle school and high school environments.

- Identify and describe careers that are related to or share similarities to the career in this video.

- Categorize this career into the CTE Career Clusters and determine the academic courses, experiences, and opportunities that are available to them at their school and region.

- Envision themselves in this career area and consider if they would have the desire to pursue opportunities to further explore and prepare for this occupation.

Thank you for following us on this journey!



Share with us!

Join **Oregon Open Learning** and become a member of the **Oregon Career Awareness and Exploration Group**!

Share your unique lesson plans and units developed around the Career Journeys Video Series with educators, counselors, mentors and families around the state.

A collaboration between the Journalistic Learning Initiative, the Oregon Department of Education and the University of Oregon School of Journalism and Communication

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