**St. Paul, Minnesota**

**BIRTHDAY BAGS**  
A Service Learning Project

HOSA members in the Health Occupations class at Hubert H. Humphrey Job Corps Center with Sandie Tyler, WICS (Women, Infants and Children Services) Representative, created and filled 50 Birthday Bags each October and April. Their instructors are Mary Taylor and Colleen Zepeda, and the chapter is located in St. Paul, Minnesota.

These special Birthday Bags have been distributed to local food shelves and community centers around the Twin Cities which have been selected by the students. The purpose is to make sure children are able to celebrate their birthdays even when their family may be experiencing a difficult time economically.

A Birthday Bag is a decorated large grocery bag filled with items one would use to celebrate a child’s birthday. The students first decorate the paper bags with cartoon characters, designs of their own creation, glitter, ribbons, markers and crayons. The students make bags for various age groups, including little ones and teens. The students also make some of the bags with a birthday greeting in a different language. Then, the students start a campaign to collect funds for items needed to fill the bags. We fill each Birthday Bag with frosting, an aluminum baking pan, candles, napkins, plates, a new toy, a birthday card, stickers, and balloons. The list could go on.

In recent campaigns, we have partnered with T.L.C. Toys, a non-profit organization who makes and donates beautiful handmade wooden toys for less fortunate children. We were able include one of these toys in each of the 50 Birthday Bags! The birthday cards donated have been actually created by the students in the Medical Office Support class at Job Corps.

Health Occupations students have also raised funds by collecting donations from staff and students at the Job Center, including donations from SGA, the Student Government Association, and by selling jewelry that was contributed for this purpose, and by selling flower corsages for a school dance. The Health Occupations students have provided manicures for fellow students just before prom time for a voluntary contribution several times.

We have created and contributed approximately 500 Birthday Bags to nonprofit agencies over the past 5 years!!! Our wish is that 500 children enjoyed happier birthdays!

**Billy Ryan High School, Denton, TX**

The Billy Ryan HOSA Chapter 5517 has been busy introducing its new officers who will serve until February 2009. This great group of officers has a lot of ideas for fundraising and reaching out to the community.

We just recently had a HOSA Garage Sale where students donated items and we worked together to sell refreshments and tried to educate people about what HOSA is. We feel we made progress in reaching out to the community and helped with fundraising for State Competition.

Another excellent idea formed by our advisors and officers is to sell ceiling tiles that students can paint and sign. We believe it to be a great way to build a family, not only amongst our HOSA students, but a fun way to bring in HSTE students.

Our largest and most complicated project is still being discussed but we will be planning an Autism Speaks walk that will hopefully raise money for a great cause. We will be dedicating a lot of time to this undertaking, and making sure we execute it to the best of our ability. While projects are in the works we have been dutifully hosting meetings, and having mixers. These mixers are a great way to bring a chapter closer together.

We are helping members of our community through community service, even having members who serve upwards of 40 hours a month. Billy Ryan High School is looking forward to a great year and lots of opportunities to reach out.
HOSA Area V, Chapter 5098 at Lamar High School in Arlington, Texas conducted a youthful and bonding moment for teenage mothers and fathers to connect with their baby.

Through a vast amount of research, HOSA members discovered a barrier held between some teenage parents and babies; therefore, decided to teach PEP (Parent Encouragement Program) about the importance of bonding with their baby. With the permission of Mrs. Finberg, the PEP teacher at Lamar High School, HOSA members conducted a meeting for teenage parents and their babies to come in for a chance to learn techniques and ways to connect with their babies in a comfortable and enjoyable way.

HOSA members developed a lesson plan to cover questions that parents have such as; why is bonding important, who should bond with your baby, when should you bond with your baby, and many more important questions which needed to be discussed. The main objective was the massaging techniques to make your baby more comfortable and relax when the baby may be fussy or crying. By creating a giant playpen out of desktop tables they created an environment natural to the child; therefore, causing successful results for the babies.

Along with teaching massage tricks, they also taught the “Itsy Bitsy Spider” demonstrating that singing, reading, talking, and playing with their child is extremely important and also enjoyable by their baby.

HOSA members also created a PowerPoint with the information that needed to be announced to the parents such as choosing caregivers with experience, doing different activities with their baby to show diversity, and just showing love and adoration to their baby. The main information discussed with the parents was that how the parents interact and treat their child will affect him or her physically, emotionally, and socially throughout his or her life. In conclusion, they gave goody bags to the parents, each containing a booklet with extra massage techniques, little books to read to their baby, chocolates for the parents, and a toy for the baby, and a bingo game to evaluate what they learned. The Bonding with your Baby was a major success and Chapter 5098 has accomplished a new and interesting event.

By Vanessa Boadi, Area V Secretary

---

Holland Medical High

As an active chapter in Area 4, we are proud to present our new magnet school – Holland Medical High. The school offers us the opportunity to be a step ahead in the health science careers.

Holland offers a three level course that gives us the opportunity to earn a variety of certifications which are First Aid, CPR-AHA, CPA-AHA, CPR Adults, CNA, Pharmacy Technicians, Emergency Medical Dispatcher, Emergency Care Attendant, and Phlebotomy. Health Science Technology students will divide their time between Holland and their home campus (9th grade must spend first year at their home campus).

Holland offers:

Health Science 1, which gives students a basic but specific knowledge and skills in effective communications, ethical and legal responsibilities, client care and safety.

Health Science 2, which gives student the opportunity to develop a multi-occupational knowledge and skill, at this level student will be certified feeding assistant, and certified nursing assistant.

Health Science 3, which offers certification in Pharmacy Technology, and Emergency Medical Services.

The mission of Holland Medical High School is to prepare and produce quality healthcare workers to meet the needs of the Abilene healthcare community and the state of Texas. The purpose of Holland Medical High school is to provide a uniform quality education by integrating rigorous academics with relevant courses in healthcare for students in pursuing careers as health care professionals.

All of this would not have been possible without the help of our local health facilities. We are fortunate to have our local hospital lower the age requirement for employment purposes form 18 to 17. In turn we do not take from our community without giving back; we participate in local events and help our community by volunteering, public speaking to our future and current 9th graders, and also work in our local nursing homes with our CNA license.

It is a mutual relationship we have with our community and I am proud to be a member of this chapter in this area.
ChAPtER NEWS

Wichita West High School, Wichita, Kansas

By Allyson Fowler, Kansas HOSA Secretary
Miesha Brison, Kansas HOSA Vice-President
Skyla Jordan, Kansas HOSA Historian

At Wichita West High School in Wichita, Kansas, there are many different opportunities to become part of HOSA and other health science related activities.

Our school has five different academies, of which Health Science and Early Childhood Education is the largest. In addition, there are academies for Fine Arts and Communications, Engineering and Manufacturing, Business and Hospitality, and the Freshman Success Academy. These programs all have special classes associated with them.

Starting as freshmen, we are part of the Freshman Success Academy, during which we go through some basic classes that get us ready to start high school and help us to succeed in school and in life. Beginning with the second semester of our freshman year, we choose the academy and strand in which we want to participate.

Our Health Academy is the largest and probably one of the best programs offered in any high school. You must be a part of the Health Academy to be a part of HOSA. There might be exceptions if someone is in two academies; but most of Wichita West’s HOSA Chapter members are in the Health Technology Academy.

The choices of strands in the Health Academy include Early Childhood Education, Mental Health, and Health Technology, and there are specialty classes that must be completed in order to graduate from each particular strand of the academy.

I choose the Health Technology strand; and as a sophomore, I took Health Tech 1, which is designed to expose students to the opportunities in the therapeutic, diagnostic, environmental, information, and biotechnology areas of the healthcare industry. The class focuses on exploration of careers, ethical and legal responsibilities, effective communication, and medical terminology and disease processes as they relate to the body systems. Students also learn skills for taking vital signs and for becoming certified in CPR/First Aid.

As a junior, we focus a lot more on medical terminology and preparing to shadow at Wesley Hospital in Wichita. At Wesley, we are allowed to shadow in almost any department; however, for some departments, students must seek special permission. In senior year, our last class of each day is set aside for either a CNA/HHA (Certified Nursing Assistant/Home Health Aide) class, taught by Wichita Area Technical College for college credit, or an EMT-B (Emergency Medical Technician – Basic) class, taught by Hutchison Community College. Both of these classes provide an excellent experience and great way to get your foot in the door for a career in healthcare.
CHAPTER NEWS

Kentucky News from Local Chapters

CASEY COUNTY
This year, the Casey County HOSA chapter took part in the Great Outhouse Blowout held at Penn's Store on September 8, 2007. The outhouse race is a great tradition that has been carried out by the people of our community since 1992. Every year around September, people from all over come to race, socialize, and just relax and have a good time.

The outhouse race is actually a race with outhouses. Each team consists of four runners and one rider. Outhouses on wheels are built every year just for this event. The teams race along a 300-foot track located in front of Penn's Store. The one to cross the finish line first wins that match but by the end every team will have raced each other. The winners are rewarded with cash prizes and trophies.

Penn's Store has been around since 1845. It is the oldest country store in America in continuous ownership and operation by the same family. It was at this store that the community's first post office originated. Penn's Store is a "meeting place" for people from everywhere. The store is located in the knob region of central Kentucky, known as Forkland.

This year was the first year the outhouse race had an all girls division due in part to the participation of the Casey County HOSA Chapter. HOSA had two all girls teams that participated. Our HOSA members brought back a third place trophy and the Humdinger award. The Humdinger Award was presented to the HOSA team for having the best-decorated outhouse. HOSA members worked very hard to paint, carpet, and decorate their outhouse and were ecstatic when they received this award for their hard work. The outhouse race was great, rewarding, and a challenging experience that we have all learned from. Teamwork is the only way to get anything done.

WEBSTER COUNTY
Webster County HOSA members recently helped the Connection/Family Resource Center prepare for the Mini TLC (Teen Leadership Conference). Mini TLC is an annual event presented to Webster County 8th graders. The purpose of this event is to promote a drug free lifestyle, encourage abstinence, and enhance leadership skills. Many area agencies participate and sponsor this event. HOSA was active in preparing for the event by sorting and making folders for each of the participants. Informational articles on drug use, tobacco use, and other important topics were included in the folders.

The Harrodsburg ATC HOSA chapter served the community this year with disaster relief awareness. This is a very important topic in today's society. As evidenced by recent disasters, many people are not prepared and rely on the government for support. As young citizens, we need to educate ourselves in how fast disasters can strike and ways to help prepare them.

As HOSA members, we decided to help our community prepare by bringing them this information at our community festival. A poster was prepared showing different types of disasters, such as floods and hurricanes. We also promoted disaster relief by coordinating a blood drive at Mercer County High School. HOSA members helped donors register and educated them on what was going to be done with their donations. By talking one on one with the donors and stressing to them the importance of eating and drinking before and after giving blood, the process was made easier. Ninety one units of blood were donated that day. Each pint will help save three adults or six infants.

The HOSA chapter also assisted the Mercer County Health department with a drive-thru flu shot clinic. In this event, each car was timed to determine the average time needed to vaccinate the passengers. In the average time of six minutes, the drivers completed health information forms and drove to the next station where payment was accepted, and then received their flu vaccination. This was done as a trial to see how long is would take to vaccinate each resident in the county in the event of a wide-spread disease.

Disasters can be a frightful and unexpected thing. Harrodsburg ATC HOSA members and advisors plan to be trained as emergency responders, and will be able to assist in the event of a disaster. We also would like to help our communities to be better prepared for this type of event.

(continued)
Blood squirts from your arm as the nurse misses the vein. Immediately, things go pitch black. You are out like a light. If this thought is what makes students reconsider becoming blood donors, they need to think again. Why? Because nightmare instances like this rarely occur since most nurses are highly experienced in taking blood from donors.

Small needles awaited fellow students attending Sheldon Clark High School. Seventeen and eighteen year-old pupils lined the gymnasium, patiently awaiting their turn to have their blood seized—all to help save lives.

On September 11, 2007, many faces expressed fright and confusion as HOSA sponsored the yearly blood drive. Some faces even appeared pale and discomforted by what was to greet them—a needle in the arm. Some bodies staggered around after giving their blood while the light of darkness made others fall to the floor, passing out without notice. Of course, after eating a cookie or a few pretzels, students who appeared light-headed and weak recovered fairly quickly.

Indeed, the process of giving blood is fairly simple, lasting approximately twenty-minutes to complete. Blood pressure is checked, blood is checked for iron levels. Seventeen-year-old students willing to donate blood must have a permission slip signed by a parent or guardian in order to give blood. However, anyone eighteen years old or older can donate without parental consent.

Without a doubt, all people should consider donating blood to save lives. Once a donor’s blood is taken, the process is complete. In the end they can reap the reward by knowing the one day they will be considered a lifesaver.

Without a doubt, all people should consider donating blood to save lives.
Dementia Risk In Old Age
Linked To Belly Size In Midlife

A new study by researchers from the United States and Sweden show that having a large belly in midlife increases the risk of having dementia in old age. Overweight and obese people with large bellies having double or triple the risk. In other words, while being overweight and obese was a risk factor, the study showed this was significantly affected by where the weight was carried in midlife.

The study is published in the online issue of the journal Neurology, and was conducted by Dr Rachel Whitmer, who is a research scientist at the Kaiser Permanente Division of Research in Oakland, California, and colleagues.

Previous research has linked waist circumference or central obesity and body mass index (BMI) in elderly people to the risk of developing dementia, and it has also shown that having a large abdomen in midlife is linked to higher risk of heart disease, stroke and diabetes.

But this is the first study to show a link between belly fat in midlife and the risk of developing dementia decades later. The researchers explained that the size of the belly at this point is an indicator of the amount of fat tissue that is wrapped around the organs in the abdomen.

Using statistical techniques and adjusting for age, sex, race, education, blood pressure, stroke, and other medical and demographic variables, they examined the links between midlife SAD and dementia incidence.

The study concluded that:

“Central obesity in midlife increases risk of dementia independent of diabetes and cardiovascular co morbidities. Fifty percent of adults have central obesity; therefore, mechanisms linking central obesity to dementia need to be unveiled.”

Whitmer suggested that measuring midlife belly size may be a better indicator of long term disruption of metabolism that leads to dementia than using abdominal size in older people because as people age they lose muscle and bone mass and their belly becomes proportionally larger.

She said this was a disturbing finding, considering that 50 per cent of adult Americans have abdominal obesity.

Dementia is not a specific disease. It is an umbrella term for a group of symptoms caused by a range of brain disorders that prevent people getting on with everyday life such as eating and getting dressed or going shopping. It impairs memory, language, ability to solve problems and control emotions, and can change a person’s personality or make them anxious or see things that aren’t there.

Alzheimer’s disease and stroke are two examples of diseases that can cause dementia. Drugs can slow or improve some of the symptoms but there is no cure.
“When I grow up, I want to be a firefighter, or a doctor, or maybe even a dentist.” Many kids say it, and what they say usually changes day to day. But some people stick with their dreams. It’s not always easy; but somehow, if we want it bad enough, we fight for our dream. Currently a junior at Garden City High School, I find myself often wanting to give up on my dream to be a radiologist. Many people snicker when I tell them my dream, and later ask, “What is that?” But there are many at my high school, trying to help me achieve my dream.

The many who are doing so include my school administrators, counselors, and, of course, my Health Careers Investigation teachers and local HOSA advisors, Mrs. Schneider, and Mr. Bascue. To be in any Health Careers Investigation classes, you must first take Biology. Then you move on to Health Careers Investigation I. After you go through the many medical terminology videos and become a pro at looking up health related problems on the internet, you are ready to move on to Health Careers Investigation II.

In the Health Career Investigation II class, we spend most of our time job shadowing at our local hospital, St. Catherine Hospital. Although I was in the class the first semester of this year, I am in it again this semester. This semester, we are shadowing at a local funeral home, eye doctor, and the local hospital; and it’s an experience I will never forget.

We are on a schedule, usually spending about 2-3 days in one location; and it’s nothing like you would imagine it to be. I have scrubbed in with many doctors and nurses, getting ready to witness a surgery. I have also been in the room when the doctor has told a patient she has cancer. Seeing her face was a heart breaking moment, but there is just something about the medical field that amazes me.

When shadowing, I have sometimes seen and smelled some unpleasant things! For example, while learning about and observing wound care, a lady with poor circulation came in to get the wound on her leg cleaned, and it was the size of a baseball. The lab is also an area where you sometimes encounter strange sights and smells. When we have been in the lab studying cultures in Gross Anatomy, and the storage bin in the refrigerator has been opened, I have sometimes seen what looks almost like a green fog coming out, like something you might see in a cartoon!

Through my experiences, I’ve come to appreciate even more the critical importance of our team of doctors who take care of us, the lab techs who run our blood work, the radiologists who read our x-rays, and the nurses who take our temperatures at school when we are sick.

I hope that you will reflect on your dreams and seek out people who can help you to succeed, as well as opportunities, such as those available through HOSA, so that you may one day achieve them.
HOSA’s motto, “The Hands of HOSA Mold the Health of Tomorrow,” exemplifies the fact that continuous service towards others benefits everyone in the end. The fact that HOSA members have the ability to serve others is unbelievably important to every community. As the current Nebraska HOSA State President, I have had the privilege to witness several acts of service that deeply impacted countless people.

One of the main reasons it is crucially important for HOSA to service others is because so many people can benefit from these selfless acts. For the first year at my high school, my local HOSA chapter helped organize two blood drives that achieved a lot: we educated the students about giving blood; and helped countless others in need with all the blood that was donated. In addition to this, many of the HOSA chapters in Nebraska have come together for a greater cause in wanting to support each other.

By constant encouragement and friendly competition, the Nebraska HOSA chapters have managed to achieve the goals that they set every year. This, in my opinion, is another example of how HOSA’s determination to serve others can positively affect everyone involved, not just the recipients of the good deeds performed. With this idea, one can see how communities around the state are greatly impacted by the never-ending desire to serve and help anyone and everyone in need.

Although various chapter activities are a great way for people to serve others through HOSA, there are several other opportunities HOSA offers that can also affect those around us. By volunteering, community service, or other forms of voluntary effort, everyone can benefit from what each HOSA member has to offer. Furthermore, the importance of selfless work is crucial to the quality of every community and individual. Without the generous help and work of HOSA members, many communities and individuals might not be as fortunate as they are today.

Being a witness to so many great deeds done by several chapters in my state has been truly amazing, such as Scrubby Bear and Autism Awareness. I am absolutely certain that the purpose of HOSA is carried out with high standards through the individual efforts of HOSA members and the group efforts of HOSA chapters, all working hard to serve others and see others excel. The excellent efforts done by each chapter, and many other chapters around the nation, have only added to the great wonders of HOSA. The effect of serving others through HOSA is completely worth the hard work when everyone benefits in the end.

By volunteering, community service, or other forms of voluntary effort, everyone can benefit from what each HOSA member has to offer.
At the HOSA National Office, questions come in each day from local chapter advisors who wish to provide outstanding learning opportunities through HOSA. Here are some common questions and answers for HOSA chapter management.

Q: Why is the HOSA uniform so expensive?
A: Awards Unlimited, HOSA’s official supplier, offers an excellent quality HOSA uniform at a competitive price. The official HOSA blazer is $115 and consists of a polyester and wool blend fabric, making it very durable and professional. Matching slacks and skirts are available.

The official blazer looks great and lasts for years. A HOSA member who buys the uniform as a freshman will still look good after wearing the same uniform for four or more years. Many states pass the uniform down from one state officer team to the next, and appreciate how good the blazer looks after years of wear and tear.

HOSA members do have the option of buying a HOSA patch for $3.10, and then sewing it on to a navy blazer of their choosing.

We know of one chapter advisor who goes to Goodwill and finds navy blue suits at incredible prices. She has them dry-cleaned, sews on the patch, and loans the suits to chapter members.

Q: How can I encourage HOSA members to do an event if I don’t know how to do it myself?
A: Community resources and partnerships can have a very positive effect on your school, chapter, and HOSA members, and one of the most effective ways of establishing partnerships is through the HOSA competitive events program.

Begin by recognizing the VALUE of your chapter members working with area healthcare professionals. Rather than say “My students can’t do Veterinary Assisting because I don’t have the equipment in my classroom”, find a veterinarian who wants to work with students, and arrange an opportunity for your student to volunteer for the veterinarian while learning the skills for the event.

Q: Why are the event resources for competitive events so expensive?
A: HOSA identifies official event resources in order to provide learning consistency for students in all 50 states and Puerto Rico. HOSA members are not required to use any specific text to prepare for an event, but they do know what resource National HOSA used.

Some events lend themselves to a variety of resources. A HOSA member preparing for the Medical Terminology event could choose from dozens of resources and still be successful in the event because the information is very objective.

On the other hand, students taking the Creative Problem Solving test would want to read the official resources to prepare for the Round One test. There are lots of different opinions about leadership and problem solving, and the opinions to be tested in HOSA are the ones in the official resources.

Many of the event resources come from publishers who are willing to send a desk copy of a desk to a teacher upon request.

Another money-saving option is to work with your school’s media center. The media center often has money to buy books each year. We know of one school who purchases three sets of the HOSA Medical Reading books each year.

Q: Why don’t competitors get their rating sheets back after state competition?
A: In most states and at the national level, HOSA does not return rating sheets after an event. We do not return them at the national level for a number of reasons, including logistics (time...
and effort to sort and return over 10,000 rating sheets) and the fact that we don’t have any way of explaining why a judge rated a competitor a certain way.

Returning rating sheets creates more frustration than answers. Quite often, different judges score the same event very differently. It’s hard for the student to understand why two judges gave high marks but the third judge gave much lower marks. Unless we have all the rating sheets from the section, it is difficult to tell if a judge gave low scores to everyone, or exactly why he/she didn’t like a particular performance.

The best way to improve event performance is NOT by seeing the state event rating sheets, but rather is through local practice and evaluation, using the rating sheets. Mock competitions can be set up with teachers, administrators, neighbors, etc. These judges aren’t very different from the actual judges at an event, but the practice judges can give constructive feedback. Students who practice often with the rating sheet learn more than they would from state competition rating sheets because rather than a snapshot from state judging, they can start to see trends in the evaluation of their performance.

Q: Can we get sample tests or study materials for competitive events?
A: HOSA does not provide any study or terminology lists for any HOSA competitive events. We do provide a test plan in the event guidelines for all written tests, as well as recommended resources from which the test items are taken. We believe this provides a consistent framework for HOSA members who are preparing for competitive events. At the end of the day, the competitor who knows the most about the content area being tested will win the event.
“It’s hard to think about his future because I know that he will always need help, Who will care for him when I die? How will he make a living for himself? How will my daughter’s life be affected by having to care for her brother for the rest of his life?” said Socorro high school teacher, Angelica Villalobos. Her eight-year-old son, Diego, is Autistic and she explains some of the obstacles of being a parent with an Autistic son.

Autism Speaks™ defines Autism as a complex neurobiological disorder that typically lasts throughout a person’s lifetime. Autism impairs a person’s ability to communicate and relate to others.

“It’s also very difficult to deal with people’s lack of knowledge about Autism. People with Autism don’t have any physical characteristics to give the public a hint that they could possibly behave differently. As a result, whenever Diego and other people with Autism have a meltdown in a public place, people stare and they make rude comments,” stated Angelica. Many people are misinformed about Autism and don’t realize that they cause pain to those with Autism and to their loved ones. Children throw tantrums in stores everyday and bystanders wonder about the parents’ discipline style, but like she stated, these children don’t have any physical characteristics to show that they could act differently; therefore we are quick to judge and make comments.

People should become more aware on Autism because not only does it hurt the person but it hurts their loved ones as well. Others should comprehend that these children are not dumb; they can hear and understand what people are saying. “I guess I’ll limit myself to saying that people with Autism are not dumb. Diego can hear and understand everything that is being said around him and about him, and he has feelings,” she said.

People should put themselves in Angelica’s shoes; she is supportive of her son, she loves him to death, and to be hurt by people who can’t understand that her son is special is one of the worst ways to be hurt. Most mothers are protective of their children and to hear someone else talking about their child is heart breaking.

“There is an awesome boy in there. I’m working to find the right way to reach him,” said Angelica. She is a mother who believes that her son does not have Autism, but Autism has her son. She has tried so many methods from horse riding to swimming with dolphins, all to reach her little boy. This is a mother that wants people to be aware of Autism not only for her son but for all the other Autistic children out there.

“If he is like other kids with Autism, then the entire world needs to change their attitude towards Autism. We need to educate ourselves to learn how to help and be kind to these members of our world rather than excluding them or hurting them,” stated Ms. Villalobos.

This article is dedicated to a very special teacher of mine, Ms. Angelica Villalobos. May God bless all the children with autism and their families.
Medical Illustrator

Medical professions are unique in that they are not only a science, but an art as well. Take a look in one of your healthcare science textbooks. On the majority of the pages, there is a very detailed, colorful, and intricately designed drawing of some medical process or condition. There is actually a specific profession for creating those drawings, and it is called Medical Illustration.

Medical Illustrators are employed by textbook companies, journals, and educational film corporations, and sometimes, they are even called upon to draft model prostheses for patients with deformed or missing limbs! Their drawing subjects can range anywhere from microorganisms to the structure and function of the Human Nervous System.

Students wishing to pursue a career as a Medical Illustrator should enroll in a high school college preparatory program that emphasizes art and science. In college, students should major in art and minor in science or major in science and minor in art while also enrolling in a pre-medical program. In order to obtain certification, a Medical Illustrator must obtain a graduate degree in medical illustration, undergo a portfolio review, and successfully complete a national examination. The majority of Medical Illustrators have obtained master’s degrees in the field from a program that is accredited by Commission on Accreditation of Allied Health Educational Programs. The average income of a Medical Illustrator is $54,000 per year.

Want to know more? Check out the Association of Medical Illustrators at http://www.medical-illustrators.org.

Epidemiologist

Most people associate medical careers as direct contact careers, where medical professionals study individuals and their specific conditions. But what about those who study the population as a whole?

Epidemiologists are the census workers of the medical world; they measure the incidence of disease occurrence in the population and relate that with environment and lifestyles. Epidemiologists are employed by various universities, government agencies, international organizations, and private corporations where they perform research, public health practice, and education on disease frequency. Other than researching chronic diseases, infectious diseases, disease outbreaks, injuries, occupations, and environments, epidemiologists are constantly developing and recommending public health policies, such as one would find in restaurants and medical facilities.

Epidemiologists can be separated into two groups—research and clinical. Research epidemiologists conduct research in an effort to control infectious diseases that affect the entire body, such as AIDS. Others may focus only on localized infections of the brain, lungs, or digestive tract. Clinical epidemiologists work primarily in consulting roles at hospitals, informing the medical staff of infectious outbreaks and providing containment solutions. These epidemiologists sometimes are referred to as infection control professionals, and are employed by the Center for Disease Control (CDC).

Students wishing to become an epidemiologist should take a college preparatory program with a strong influence in math and biology. The minimum degree of an Epidemiologist is a master’s in Public Health, and the average salary ranges from $30,000 to $50,000. Interested? Check out http://www.apic.org for more information!
Orthotist and Prosthetist

Most people entering the medical field are fascinated not only by medicine itself, but on some other underlying focus such as mechanics, social interacting, research, or various others. One focusing on social interacting could become a nurse, a pediatrician, or a psychiatrist, and one leaning toward research could become a lab technician, a geneticist, or an epidemiologist. But one concentrating on mechanics can become an Orthotist, a Prosthetist, or both.

Prosthetists design and make replacement limbs. Orthotists work with patients that need extra support for their muscles, spine, or limbs. Both design, make, and fit apparatuses made of plastic, wood, leather, and metal that help stabilize, strengthen or replace body parts. They also make and fit devices that help to align limbs that have grown in a crooked manner. Both are careers in medicine with strong mechanical influences. High school students wishing to pursue a career as either of the above should enroll in a college preparatory program with strong science and mathematic influence. Some colleges and universities offer bachelor degrees in orthotic and prosthetic programs. These programs include courses in anatomy, physics, mathematics, mechanical drawing, and the use of materials used in the making of devices. After a year of experience a person may apply for certification. The average Orthotist/Prosthetist makes from $25,000 to $40,000 a year! Want to learn more? Go to http://www.oandp.org/ for more information on these exciting careers!

Health Administrator

If you are not into the direct contact of many health careers, maybe a career in healthcare administration is the right job for you! Healthcare administrators manage and direct hospitals and other healthcare facilities. They are responsible for financial administration, long-range planning, materials management, personnel administration, purchasing, public affairs and patient administration. Some administrators specialize in specific fields like patient administration or purchasing. Health care administrators also work in HMOs, health agencies, clinics, or for private practices.

Students wishing to pursue a career in hospital administration should take challenging high school courses in business, science, math, and English. Most healthcare administrators hold master’s degrees in healthcare administration or business administration. So, if the less gory, less full bloody, medical professions is the one for you, then you should look into Hospital Administration! Want to know more? Check out the American College of Healthcare Executives at http://www.ache.org/!

Georgia HOSA Officers from left to right are: Zankhana Patel, Parliamentarian; Ashley Weaver, Secretary; Laura Okolie, Secondary Vice President, Jordanna Lundgren, President; Tyanna Allen, President-elect, Rachael Fairhurst, Post-Secondary Vice President; Chemeyeeka Tumblin, Treasurer; and Kimaya Jones, Public Relations Coordinator.
Why pursue a career in public health?

- **Public health is an exciting and growing field of study.** The field challenges its professionals to confront complex health issues, such as improving access to health care, controlling infectious disease, and reducing environmental hazards, violence, substance abuse, and injury.

- **Public health is a diverse and dynamic field.** Public Health professionals come from varying educational backgrounds and can specialize in an array of fields. A host of specialists, including teachers, journalists, researchers, administrators, environmentalists, demographers, social workers, laboratory scientists, and attorneys, work to protect the health of the public.

- **Public health is a field geared toward serving others.** Public health professionals serve local, national, and international communities. They are leaders who meet the many exciting challenges in protecting the public’s health today and in the future.

- **Public health is a rewarding field.** The field of public health offers great personal fulfillment - working towards improving people’s health and well being is a rewarding day’s work.

Who should consider a degree in public health?

Public health is a field that offers an abundance of job opportunities to suit a variety of interests and skills. Whether you are more interested in crunching numbers, conducting research, or working with people, there is a place for you in the field of public health. Recent college graduates and those that have been in the field for years have something to offer and to gain in this field. Public health is ideal for those that gain satisfaction knowing that they are working to improve the lives of others.

How can a graduate degree in public health enhance my career opportunities?

Many public health jobs require a graduate degree in public health. A graduate degree gives public health professionals a competitive edge over other professionals and enables professionals to:

- apply broad-based, state-of-the-art quantitative and qualitative skills needed for problem solving;
- develop multidisciplinary and collaborative strategies for solving health-related problems;
- enhance communication skills by working with diverse populations; and,
- be positioned for a leadership role in health promotion and disease prevention.

What are the career opportunities in public health and what salary ranges can I expect after graduation?

While there are dozens of specialties in public health, most career opportunities are found in the following fields. The salary ranges, as follows, are the actual salaries earned (adjusted for inflation using the national CPI - Bureau of Labor Statistics) within one year of graduation as reported by the most recent nationwide survey of graduates conducted by ASPH:

- **Health Services Administration**
  $37,050 - $161,400

- **Biostatistics**
  $33,000 - $63,000

- **Epidemiology**
  $38,175 - $136,237

- **Health Education/Behavioral Science**
  $33,000 - $86,625

- **Environmental Health**
  $44,550 - $143,700

- **International Health**
  $31,500 - $86,625

- **Nutrition**
  $31,500 - $70,875

- **Public Health Practice/Program Management**
  $41,175 - $102,000

- **Biomedical Laboratory**
  $31,500 - $78,750

Where do public health professionals work?

Public health professionals work in both the public and private sectors. Many public health graduates will find work in the public sector in local, state, or federal health...
departments. The jobs available at health departments range from Food Safety Inspectors to Health Educators; from Policy Analysts to Epidemiologists. Other public health professionals will find work in university systems as researchers.

Those interested in working for a non-profit organization can find jobs in health advocacy, policy, or research for organizations such as the American Cancer Society, the Red Cross, or a local non-profit that focuses on specific health issues.

Still other public health professionals will find work in the private sector - working in randomized control trials for pharmaceutical companies or for health insurance companies.

Do I need an advanced degree to work in the field of public health?

While it is possible to gain experience in the field without an advanced degree, most public health professionals need at least a Masters degree for career advancement. For more information on this topic, see the Frequently Asked Question: How can a graduate degree in public health enhance my career opportunities?

What kind of job title can I expect after graduating with a degree in public health?

Job titles, position descriptions, and salary ranges of recent public health graduates will vary greatly based on their course of study and interests. Some sample career titles taken from www.publichealthjobs.net in September 2005 are listed below:

- Public Health Management Analyst
- Director of Programs and Services
- Health Communications Specialist
- Research Scientist
- Environmental Health Intelligence Analyst
- Manager, Breastfeeding Initiatives

Choosing a Public Health School

Which school of public health should I attend?

There are 37 CEPH accredited schools of public health. All accredited schools meet rigorous accreditation standards and each has unique strengths in research, service and education. For a complete list of accredited schools of public health, see the ASPH website at: schools.asph.org.

What undergraduate major should I choose?

Students of public health come from a variety of educational backgrounds, but there is coursework that can better prepare you for the field of study you choose. For example, coursework in biology and mathematics is highly recommended for students who plan to concentrate in epidemiology or biostatistics. For Behavioral Sciences, Health Education or Global Health, courses in sociology, psychology, education or anthropology are beneficial. Health Services Administration students find that a business background is a plus. A biology or chemistry background is helpful for the study of Environmental Health. All schools of public health require competence in effective communication (both verbal and written); therefore, students should try to take advantage of undergraduate opportunities to hone these skills.

What are the entrance requirements?

While schools of public health look for high graduate entrance exam scores and GPA, other aspects of an applicant's record, such as a career achievement, professional experience, and clarity of career goals also are equally important. Admissions decisions are based on an overall assessment of the ability of the applicants to successfully complete the degree track area selected. Each program or track within a given department may set additional requirements for admission, therefore, applicants should refer to the individual programs for details.

How much is tuition and how long does it take to get a degree in Public Health?

The average yearly cost of education including tuition, fees, books, etc in 2004-2005 was $12,264 for in-state tuition and fees and $18,665 for out-of-state tuition.
and fees; and the median for in-state was $8,190 and $18,035 for out-of-state. For in-state, the range is from $2,826 per year to $31,522; and $3,665 to $33,225 for out-of-state. Most master’s programs are two years in length. However, there are also accelerated programs, distance learning programs, programs for part-time students, etc.

**What is the difference between the different degrees? How do I choose the one that’s right for me?**

There are many different degree programs for those interested in studying public health. Some of the programs include:

- MPH = Master of Public Health
- MHA = Master of Health Administration
- MHSA = Master of Health Services Administration
- MSPH = Master of Science in Public Health
- DrPH = Doctor of Public Health
- PhD = Doctor of Philosophy

In general, the MPH degree will include coursework in a number of public health disciplines, such as administration, epidemiology, environmental health, and behavioral health. Specialized degrees such as a Master of Health Administration will be more focused on a specific topic.

Another distinction between degrees is the professional degree versus the academic degrees. Professional degrees generally have a greater orientation towards practice in public health settings. The MPH, DrPH, and MHA are example of degrees which are geared towards those who want careers as practitioners of public health in traditional health departments, managed care organizations, community-based organizations, hospitals, consulting firms, international agencies, state and federal agencies, among others.

Academic degrees are more oriented toward students wishing to seek a career in academics and research rather than public health practice. Examples of academic degrees are the MS, PhD, and ScD.

However, each school of public health can tailor their degree programs significantly. Student interested in getting a degree in public health should check with individual schools for more information on specific degree programs.

**Why should I consider a dual degree in public health?**

Dual degrees are available to those that are pursuing degrees or have degrees in fields such as nursing, law, social work, public policy, business, medicine, dentistry, and veterinary medicine. At many schools of public health, people with an advanced degree are eligible for an accelerated MPH program. A public health degree will help those in other fields understand the principles of public health and apply these principles to their practices.

Ask us your question! info@asph.org
Nebraska HOSA was invited by Gary Brown, Regional Coordinator Office of the Civilian Volunteer Medical Reserve Corps (MRC), U.S. Department of Health and Human Services, Region VII, to give a presentation at the Region VII Medical Reserve Corps Conference in Omaha, Nebraska. Region VII serves the MRC units in Iowa, Kansas, Missouri and Nebraska. Three Nebraska HOSA State Officers, two Medical Science Academy students and Debra Ziegler, Nebraska State HOSA Advisor, attended the meeting.

The purpose was to provide information about HOSA to MRC leaders and to brainstorm ways in which Nebraska HOSA and the MRC could partner. The students presented a brief PowerPoint and then facilitated small group discussion. The ideas received were great and stimulated a lot of discussion for student volunteers with MRC Units.

The MRC participants were very enthused about forming partnerships with HOSA. Gary Brown made sure that all participants had a list of State HOSA Advisors for Region VII so we anticipate a lot of activity in the year ahead.
MN HOSA Board makes Organization Visible and Successful

What makes up a board for an organization?
What do they do?
Who are they?
Where do they come from?
Are they that important?

Our state organization was trying to swim uphill without a paddle until an interested Mayo Clinic industry representative visited one of our State conferences after he had heard a little about the student organization that was preparing students for a future in healthcare. To this day he talks about his first meeting with the teachers and students and their advancement in leadership and maturity at that conference and then began the start up of the fully working and supportive board for our HOSA organization. Guy Finne, Human Resource Rep for Mayo Clinic loves students and loves to see them succeed, so he started promoting HOSA to others. That was in the beginning of the year 2000. In 2003 we had a beginning of a working board, new by-laws and policies and procedures.

Today we have over 25 dedicated board members in areas of education secondary and post-secondary, healthcare industry, students, and state departments. They come from areas of human resources, hospital department heads, colleges, high schools, MN HOSA state officers, the MN Hospital Association, MN Health and Housing Alliance (Older Adult Services), Department of Education, Health and Department of Employment and Economics), and the Health Care Industry and Education Partnership Council. This board has made MN HOSA a visual organization in every part of the state and in every conference and meeting they attend. With the dedication of the board we have begun to make steps forward both financially and awareness of our mission. With this recognition we have representatives at every conference and activity to judge, present or encourage students.

Some of our board members have been on the board for more than 5 years because of their passion of healthcare and the future healthcare workers. They make it an easy fit into their everyday jobs by setting meetings for 4 times a year, having set committees in areas of student support, events, Public Relations and Budget and Finance. Computers are a great way to keep the communication going after a board meeting as a follow up of work to be done.

Our Board Chair, Karen Powell from Park Nicollet stated recently in an article that the goals of the board remain to be membership, diversity, and chapter growth and to raise the visibility and awareness of MN HOSA so it will no longer be the best-kept secret in the state.

A competent and supportive board makes our mission real with the future of growth that will meet the needs of healthcare. MN HOSA is working to prepare our young people to become the skilled healthcare workforce of the 21st century. This all happened with the help of some great partners. Yes, this is important to our organization and to the future if healthcare in Minnesota and we thank them every day.
My NASSP Conference Experience
Statement by Luis Baez, National HOSA President-Elect

I believe that the most beneficial conversation a National Officer can have with an advisor or educator; or even someone who has never heard of HOSA before, is a conversation about how professional our organization is and the benefits that are a result belonging to a professional organization. That being said, I believe that the NASSP Conference gave me the chance to have this conversation, and paint a picture of a student organization that goes full circle, that is ‘co’ and not ‘extra’ curricular.

First, the conference gave us the chance to talk to higher administrators within schools, and I particularly enjoyed how in some instances we even spoke to people who worked in the school’s district office. There were many cases when administrators and principals who were not aware of HOSA said that they knew exactly who to get in touch with, and exactly who would more than enjoy utilizing HOSA. We also heard of situations and reasons why schools did not have HOSA to begin with, which gives us more insight to handling that problem.

Secondly, we were able to speak with teachers directly. The word of HOSA was spread on a grass roots level, and again, we often saw more than enthusiastic teachers tell us how they know of 5, 10, even 30 students in their school who could benefit from the organization. Even then, we spoke with plenty of private school educators who do not have a program related to HOSA - which should be addressed in the future as another area of potential growth.

Lastly, and most importantly, I believe that the conference was an ideal venue to address the mindset that HOSA is solely a technical education program, and that it may not appeal to certain schools because that ‘technical ed’ label. I specifically remember a man telling us that “[they] do things higher up”. Although he intended to walk off right after that comment, I mentioned Academic Decathlon to make him stay a bit longer and then turned the conversation back to HOSA. What I got from the conversation with him was that the students in his school are AP level, and even the students who are not in AP classes still focus on academic activities. To paint a more balanced picture, I told him that as a student I took AP Chem and AP Bio and more than half of the students who were in my HOSA chapter were in those classes with me. The
level of expectation in HOSA events is just as high, if not higher, than AP standards.

Although the first two reasons may have been general, I think the conference, and others like this gave us the opportunity to learn of roadblocks that HOSA has that maybe we were or were not already aware of. We were able to address the problems that were presented to us there, but it shows that there are things to be addressed on a larger level.

1) How to lay a foundation with private schools.
2) How to combat the ‘technical ed’ tag.
3) How to more efficiently make educators across the US aware of HOSA and its benefits.

Everything that I have done so far with HOSA has been a great learning experience. And this conference I would have to say has also taught me a lot, while at the same time I received the chance to inform others about our wonderful organization.

If anything I believe that being at this conference was very beneficial for both HOSA and the principals who participated. We meet new incoming principals, old principals, health education teachers, district administrators, potential partners, and the list can go on. Many of these individuals were very welcoming in letting us inform them of the many wonders of HOSA.

Having the flyers and large display posters helped us tremendously. They grabbed the attention of so many. And I believe without them we wouldn’t have had as much attention as we did.

I never knew how oblivious so many school administrators are about our organization, and I felt that between everyone at the conference we did an excellent job at spreading the word of HOSA. Throughout the weekend I had many thoughtful conversations with Mrs. Regina St. George from National HOSA and Luis Baez. I believe we all look for the same thing in HOSA- wanting it to grow and expand to new great heights, and I believe this conference helped us tremendously in that future goal.

One of our officer goals for this year is to increase membership. Being at this conference, I believe that we took one more step at achieving this goal. Being a first time exhibitor I believe we did an excellent job, and I would strongly encourage HOSA to participate in this type of event more often.

---

Everything that I have done so far with HOSA has been a great learning experience.
Here’s a question I often hear: **What are some things I can do to prepare for a job interview?**

**Answer:** There really aren’t too many things in life more awkward than a job interview. You’re dressed in formal business clothing, sitting across from a stranger. This stranger has the right to ask you anything from the most elaborate to the most mundane questions. And you have to spend an hour talking about nothing but yourself. Actually it sounds pretty similar to a blind date!

Just like a blind date, there are some definite no-no’s you need to avoid if you want to make it to the next level.

1. **Don’t try to outwit or outguess the interviewer.**
   Most candidates go into a job interview thinking it’s a contest where the goal is to defeat the interviewer in some type of battle of wits. “Aha, Brad has asked me this question. Clearly, that is some type of trick question. I just don’t know what the trick is yet. Here’s how I would normally answer the question, but instead I should say what he probably wants to hear.”

   That thinking is when good interviews go bad. Sit back, relax, and pretend it is a conversation with a friend. Those are the best interviews.

2. **Read the job description.**
   I call the job description the “cheat sheet” for the interview. Chances are the items listed on the job description will come up in the interview. For instance, if the job description says, “looking for creative problem-solvers” one of the questions you will receive is, “Give me an example of when you creatively solved a problem.”

3. **Have reasons for everything you’ve done.**
   Most companies conduct behavioral interviews. It means they are more interested in the hows and the whys as opposed to the whats. They want to know what makes you tick. An interviewer is not simply going to say, “Oh, I see that you worked as a sales rep in your last job. Cool.”

   That interviewer may spend about 10 minutes asking questions about the job: “What did you like about the job? What were your accomplishments? What were your biggest mistakes?” And on and on. Be sure you have answers.

4. **Ask questions.**
   There is nothing more damaging than not having a single question at the end of an interview. It shows that you have no curiosity or interest in the organization. Almost every interviewer will leave about five minutes at the end of the interview to answer questions. Make sure you have a couple. Two or three questions is appropriate, and they can be either personal questions — “What do you like about working here?” — or they can be business questions — “How has the Internet affected your business?”

   There you have it. Four quick ways that you can make sure you ace the interview and have the job offers rolling in. Good luck!
The Japan Fulbright Memorial Fund (JFMF) Teacher Program has announced that Robert Bundy, Dental Technologies Instructor, Clay High School, Oregon, Ohio, has been notified that he is the recipient of the JFMF Scholarship. This program allows distinguished primary and secondary school educators in the U.S. to travel to Japan for three weeks in an effort to promote greater intercultural understanding between the two nations.

This summer, Bob will join 200 educators from all over the United States and they will begin their visit in Tokyo with a practical orientation on Japanese life and culture. Meetings with Japanese government officials and educators are also scheduled. Besides learning about the educational system of Japan, part of Bob’s trip will be dedicated to investigating cultural diversity in healthcare.

They will then travel in groups of 20 to selected host cities where they will have direct contact with Japanese teachers and students during visits to primary and secondary schools as well as a teacher’s college. They also will visit cultural sites and local industries in addition to a brief homestay with a Japanese family.

The Japan Fulbright Memorial Fund, based in Tokyo, oversees all aspects of the Teacher Program. The program is sponsored by the Government of Japan and was launched in 1997 to commemorate the 50th anniversary of the U.S. government Fulbright Program, which has enabled more than 6,000 Japanese citizens to study in the U.S. on Fulbright fellowships for graduate education and research. The Institute of International Education acts as the agency for the Japan Fulbright Memorial Fund to coordinate the recruitment and pre-departure activities of the Teacher Program in the United States. Teachers of all disciplines, including art, physical education, English, ESL, history, geography, math, science, and special education, from every region of the United States, will participate.

Upon Bob’s return, he along with the other program participants, will share what they have learned about Japan with their students and communities through a variety of outreach projects.

Bob Bundy has been a HOSA advisor for two years, and was part of the group of state health science leaders who brought HOSA to Ohio in 2006. In addition to his active role in Ohio HOSA, Bob serves as Board Treasurer, attended the HOSA Washington Leadership Academy in September 2007 with several of his students and serves as a member of the National HOSA Competitive Events staff as a Lieutenant with the Health Professions events.
National Officer Speaks at CTE Public Hearing

On September 25, 2007, there was a Career and Technical Education forum, public hearing, held in Memphis, Tennessee. At this hearing, I was asked to speak from personal experience on the importance of career and technical classes within the secondary level. There was a diverse group of individuals attending the forum. The attendees included individuals who are involved in Career and Technical Education, representatives from secondary and technical education, and representatives from industry. I was invited so that they might see how these classes affect students in high schools who want to pursue careers that deal with career and technical classes.

I was the last asked to speak and I addressed the Health Science aspect of Career and Technical Education. I had prepared an outline and knew exactly what I was going to say. I explained the importance of these classes, and I think I did just that. Some of the information I presented included:

1. Provides students with information concerning the multitude of careers offered in the healthcare industry
2. Helps students to develop their individual interests.
3. Teaches students interpersonal skills.
4. Provides students with the opportunity to become active in a professional organization, Health Occupations Students of America
5. Allows students to articulate with local colleges and earn college credit while in high school at no cost to the student

I expounded on the above points and explained how these classes and HOSA have brought me to where I am today. Without the knowledge, leadership training, and networking I could not have spoken to them with the confidence and poise I was able to convey.

I concluded my speech by stating that Career and Technical Education has played a very important part in my education process. Because of the classes that were offered in high school, I entered college with specific goals that were devised from the information I gained in Health Science classes in high school.

Puerto Rico HOSA State Leadership Conference

Being part of the State Leadership Conference is such a great experience. The experience of being with most of the HOSA members and getting to know them and how they work together, plus the experience of interacting with people from other places that probably you have never been to, and getting to know their culture and their tradition. And, most of all, we get to put our own leadership in action with our state partners and the other HOSA members.

At the State Leadership Conference, I was able to put my leadership to work with my parents and interact with other HOSA members.

I recommend attending next year’s State Leadership Conference so we can all test our leadership and our skills as leaders and professionals of the health care field. Maybe there are people that tell us not to get involved because it is too hard to reach your goals but I know they are wrong. If a person does his/her best, he/she can reach their career goals and can reach even higher than ever dreamed.

Everyone at the State Leadership Conference has the same beliefs, interests and dreams for success so it is easy to get excited about being with our comrades working together for achievement. Is a state conference really a good experience for a member of HOSA? Guess that you will have to attend yourself to see that it really does make a difference!
**Mississippi HOSA News**

In November of 2007, Mississippi HOSA hosted Fall Leadership Conference. At this conference, HOSA members went to various workshops to find information about different competitive events. State conference t-shirt and lapel pin designs were voted on. HOSA members learned about the new competitive events. State officers, Hanh Duong and Lakan Broadhead, showed how to perform CERT skills.

Mississippi HOSA held our State Conference on April 10th-12th. There were over 1,000 secondary and post secondary students competing at this event. We also had a HOSA pageant to raise money for our national service project- Autism Speaks. HOSA members enjoyed meeting people from other schools.

---

**New Jersey is Conference-Ready!**

In preparation for the 2008 NJ HOSA State Leadership Conference, the Executive Council has been hard at work. Preparations include matters such as finalizing the production of the NJ HOSA Pin; selecting the NJ HOSA T-shirt Finalists and NJ HOSA’s Theme Submissions; ordering our conference judges’ gifts; acquiring sponsorships and exhibitors, as well as preparing for the upcoming State Officer elections.

In the past few months, the state officer team has been working diligently on our conference agenda to ensure that we provide the most educational opportunities for our NJ HOSA competitors and attendees throughout the two-day conference. Our agenda will include two speakers, Tom Loglisci, Jr. - Author and Motivational Speaker and Dr. Todd G. Bonsall, D.C. - Chiropractor and Principal; and exhibitors such as Rue Education, ARMY ROTC, DeVry University, Cooper Heart Institute, and Society of Nuclear Medicine. We have inspired interest in sponsorships and advertising support from Jefferson College of Health Professions, Salem Community College, and Drew & Rogers. Through it all, the NJ HOSA State Executive Council is ready and looking forward to a very successful State Leadership Conference.
Kentucky HOSA Celebrates Its 30th Anniversary

Since the beginning of Kentucky HOSA, thirty years ago, there has been tremendous growth and advancement. This was further proven true at the 2008 Spring Leadership Conference when approximately nine hundred HOSA members attended. The conference theme was “Kentucky HOSA's 30th Birthday” where we celebrated thirty years of Kentucky HOSA.

Members were offered opportunities to enhance their education by attending a variety of educational symposiums which included: University of Louisville Trauma Team, U of K Trauma Team, Meth Watch Program and tours of the University of Louisville Medical Center. Kentucky HOSA also incorporated the new competitive events such as Forensic Medicine, Community Awareness and Creative Problem Solving. Each event being recently recognized by Kentucky HOSA had a huge turnout and was a great success at this year’s State Competition.

To kick off the celebration, Kentucky HOSA Advisors participated in and sponsored events such as Kentucky HOSA Idol, Deal or No Deal, Line Dancing and KY HOSA Bingo.

Since the 2008 Kentucky HOSA Spring Leadership Conference, the Kentucky HOSA Officers along with the Kentucky HOSA Executive Council have been busy planning for the 2008 National Leadership Conference in Dallas, Texas. The new officer team has been having many bonding experiences. The Executive Council is extremely excited about the upcoming year with many new events to continue the growth of HOSA.

First HOSA National Leadership Conference

IN WASHINGTON DC
September 22 – 25, 2007

In 2007, the first National HOSA Washington Leadership Academy was conducted. It was held September 22-25 in Washington D.C. Emily-Kate Cardwell, Kentucky HOSA President, and her advisor, Carla Wallace attended the Conference. Emily-Kate networked with other state officers from all over the nation and participated in leadership training. The final day, Emily-Kate and Mrs. Wallace were joined by Kentucky HOSA’s State Advisor, Elizabeth Bullock. The three met with U.S. Congressman Ed Whitfield, Congressman Ron Lewis, Congressman John Yarmuth and representatives of other Congressman and Senators. Emily-Kate and Mrs. Wallace toured the Capitol, Arlington National Cemetery, and many other national sites.

2007-2008 KY HOSA Officer Team

President: Emily Kate Cardwell (Ohio County ATC)
Vice-President: Casie McCann (Bowling Green Technical College)
Secretary: Abby Anderson (Bowling Green Technical College)
Treasurer: Aleidra Allen (University of Kentucky)
Historian: John Thomas (Louisville Central High School)
Parliamentarian: Jon Linn (Hancock County ATC)
HOSA - MRC Partnership Expands Preparedness Education in Tennessee

The Southeast Tennessee Medical Reserve Corps, through its partnership with local chapters of the Health Occupations Students of America, has trained 495 Tennessee high school and middle school students in basic preparedness and Incident Command. These students have completed MRC 101, and the FEMA IS 100, 200 and 700 courses. Each student has received a certificate from the MRC. Students that were present at the state HOSA meeting received their certificates in a public ceremony. The next step for the SETN MRC – HOSA partnership is to find ways to incorporate students into exercises and activities within their schools and communities.

Health Occupations Students of America is a national student organization whose mission is to “enhance the delivery of compassionate, quality health care by providing opportunities for knowledge, skill and leadership development of all health science technology education students, therefore, helping students to meet the needs of the health care community.

Sheila Carlton, the Tennessee HOSA Advisor, says, “I want to really encourage teachers and school administrators to become a part of the MRC program. With the increased occurrence of Staph infections and the incidence of flu this past winter in the schools across our state, what our students can learn from the Public Health department and MRC is invaluable. Just think if HOSA/Junior MRC Volunteers had been in the schools teaching preventive measures for infectious diseases, how many students would not have been out sick?”

If you are interested in learning more about HOSA in your local area, you can find contact information for your state affiliate here: http://www.hosa.org/state/state.html