From National HOSA President, Luis Baez

In September, Mike Brode, National HOSA President-Elect, and I had an opportunity to attend the HOSA State Advisor Leadership Conference (SAM). After the first SAM dinner, Mike Brode and I went back to our hotel room to rest and watch TV. Randomly, a commercial came on for the new ‘Knight Rider’, and I must say, it looked really bad.

As a fan of the older ‘Knight Rider’ television show it was easy to see why the new version would be a failure. For starters, they made changes in all the wrong places and where they were not needed. As I think about HOSA, I know we are frequently attempting to make changes to ensure HOSA’s future. I know too that if anyone asked you the question “Why is it that HOSA will have a successful future?” you can say because HOSA makes changes where it counts and because HOSA members everywhere have Chapter Advisors to lead the way.

The new take on ‘Knight Rider’ show was a failure because changes were made in all the wrong places. The car isn’t even a Trans Am - it is a Ford Mustang. My father and I loved the old show because we would drive around in a white Trans AM GTA with Phil Collin’s “In the Air Tonight” on the radio. When HOSA makes changes, the changes prepare for the future where it does count.

Mike and I and HOSA State Officers spent four days in Washington as a product of that positive change. The State Officers, who went through an amazing Washington Leadership Academy, were constantly acting on the changes had needed to be made.

The 2008 Washington Leadership Academy was simply amazing, and the HOSA Officers were extremely impressive. They practiced impromptu speaking, met with Congressmen, and prepared to share what they learned to their local members. The factor I realize is that HOSA Advisors are the ones who are giving these students the mediums through which to be successful. These new changes include partnerships with the MRC and State Advisors are the ones who do this work and we thank you for that.

HOSA has a successful model because Chapter Advisors serve as the example for HOSA members everywhere. The National Officer Team and I had to come up with an adjective to describe what we wanted our team to be known as by the end of the year. We came up with the word “legendary”, and I know it might be a given that if you stick eight guys in a room and ask them what they want to be they would come up with something like ‘legendary’, but it was a genuine attempt to model the work we see in Chapter Advisors. We thought of ‘legendary’ because that is how we see HOSA Advisors living every day. Near the end of the movie ‘Spider-Man’ the Green Goblin is on top of a bridge facing Spider-Man. In one hand he was holding a boxcar full of children, students, and parents which was symbolic of the new responsibilities he wanted to take on as Spider-Man. In the other hand, the Green Goblin had Mary-Jane Watson hanging from a cable as well which represented Peter Parker and what made him happy as a person. The Green Goblin let both hands go and said “We are who we choose to be. Now choose.”

HOSA Advisors live that situation every single day. In one hand there hangs what they like or what makes them happy in their personal lives. And in the other hand hangs the responsibility of HOSA and being a Chapter Advisor. The difference though is that HOSA Advisors do not need superpowers to save both. This is something all members are aware of and I thank you for serving as this example every single day.

I often catch some flack when I attempt to compare HOSA to things like Beowulf, Spider-Man, or even ‘Knight Rider’. I do this though because it is the only way I can begin to truly show how much I appreciate all the work you do. Instead of just saying “Thank you. Thank you for being here.” I have to show you how you are perceived to HOSA members by placing you on a level above even Spider-Man. And I know that because of your work if anyone were to ask you why it is that HOSA will have a successful future you can say because HOSA Advisors make the changes where they need to be made and because HOSA Advisors serve as role members for all HOSA members across the nation.

Luis Baez, National HOSA President, speaks to state advisors at the State Advisor Management Conference in Washington, D.C.
I’ve spent the last two years researching and writing a new book, The Global Achievement Gap: Why Even Our Best Schools Don’t Teach The New Survival Skills Our Children Need—and What We Can Do About It. I began with several questions: First, in the new global economy, where any job that can be turned into a routine is being either automated or “off-shored,” what skills will our students need to get—and keep—a good job? And what skills are needed for citizenship today? Are these education goals in conflict, I wondered.

With a clearer picture of the skills young people will need, I then set out to learn to what extent we are teaching and testing the skills that matter most. And because we already know that many of our nation’s urban schools are failing, I chose to observe classrooms in some of our most highly regarded suburban schools in order to understand whether our “best” was, in fact, good enough for our children’s future. What I discovered in this journey may come as a surprise to many.

One of my first interviews was with Clay Parker, the President of the Chemical Management Division of BOC Edwards—a company that, among other things, makes the machines and supplies the chemicals for the manufacture of microelectronics devices, including silicon semiconductors and flat panel displays. He’s an engineer by training and the head of a very technical business, so when I asked him about the skills he looks for when he hires young people into the company, I was taken aback by his answer.

“I want people who can engage in good discussion—who can look me in the eye and have a give and take.”

“First and foremost, I look for someone who asks good questions,” Parker responded. “Our business is changing, and so the skills our engineers need change rapidly, as well. We can teach them the technical stuff. But for employees to solve problems or to learn new things, they have to know what questions to ask. And we can’t teach them how to ask good questions—how to think. The ability to ask the right questions is the single most important skill.”

“What other skills are you looking for?” I asked, expecting that he’d jump quickly to content expertise.

“I want people who can engage in good discussion—who can look me in the eye and have a give and take.”

“I don’t understand,” I confessed.

“All of our work is done in teams. You have to know how to work well with others. But you also have to know how to engage the customer—to find out what his needs are. If you can’t engage others, then you won’t learn what you need to know.”

I was initially skeptical of Parker’s answers—thinking perhaps that his views weren’t representative of business leaders in general. But after having completed nearly 100 interviews with leaders from Apple to Unilever to the U.S. Army and reviewed the research on the workplace skills most needed, I have come to understand that the world of work has changed profoundly. There are, I discovered, Seven Survival Skills that all of our students will need to master in order to get a good job in the new “flat” world of work. I also came to see how these are the same skills young people need in order to discuss, understand, and offer leadership to solve some of the most pressing issues we face as a democracy in the 21st century.

1. Critical Thinking and Problem-solving

In order for companies to compete in the new global economy, they need every worker to be a “knowledge worker”—and to think about how to continuously improve their products, processes, or services. Over and over again, executives told me that the heart of critical thinking and problem-solving skills is the ability to ask the right questions. As one senior executive from Dell Computer said, “Yesterday’s answers won’t solve today’s problems.”

Ellen Kumata, who is managing partner at Cambria Associates, consults to senior executives at Fortune 200 companies. She explained to me the extraordinary pressures on all leaders today, regardless of their product or service. “When I talk to my clients, the challenge is this: how do you do things that haven’t been done before, where you have to re-think or think anew, or break set in a fundamental way—it’s not incremental improvement anymore. That just won’t cut it. The markets are changing too fast, the environments are changing too fast.”

2. Collaboration Across Networks and Leading By Influence—Teamwork, it seems, is no longer just about working with others in your building. And traditional top-down accountability structures are rapidly being replaced by horizontal networks. My conversation with CEO Christie Pedra at Siemens, first suggested to me that the concept of teamwork today is very different than it was twenty years ago. “Technology has allowed for virtual teams,” she explained. “The way some engineering projects in our company are set up is that you are part of a virtual team. We have teams working on major infrastructure projects that are all over the U.S. On other projects, you’re working with people all around the world on solving a software problem. They don’t work in the same room, they don’t come to the same office, but every week they’re on a variety of conference calls; they’re doing web casts; they’re doing net meetings.”

Mike Summers, who is Vice President for Global Talent Management at Dell Computers, said that his greatest concern was young people’s lack of leadership skills. “Kids just out of school...
have an amazing lack of preparedness in general leadership skills and collaborative skills," he explained, “They lack the ability to influence versus direct and command.”

3. Agility and Adaptability

Clay Parker explained that anyone who comes to work at BOC Edwards today “has to think, be flexible, change, and be adaptive, and use a variety of tools to solve new problems. We change what we do all the time. I’ve been here four years, and we’ve done fundamental re-organization every year because of changes in the business. People have to learn to adapt. I can guarantee the job I hire someone to do will change or may not exist in the future, so this is why adaptability and learning skills are more important than technical skills.”

4. Initiative and Entrepreneurialism

Mark Chandler, the Senior Vice President and General Counsel at Cisco was one of the strongest proponents of these traits. “Leadership is the capacity to take initiative and trust yourself to be creative,” he told me. “I say to my employees if you try five things and get all five of them right, you may be failing. If you try ten things, and get eight of them right, you’re a hero. If you set stretch goals, you’ll never be blamed for failing to reach a stretch goal, but you will be blamed for not trying. One of the problems of a large company is risk aversion. Our challenge is how to create an entrepreneurial culture in a larger organization.”

5. Effective Oral and Written Communication

Mike Summers, who is Vice President for Global Talent Management at Dell Computers, spoke forcefully on this issue: “We are routinely surprised at the difficulty some young people have in communicating: verbal skills, written skills, presentation skills. They have difficulty being clear and concise; it’s hard for them to create focus, energy, and passion around the points they want to make. They are unable to communicate their thoughts effectively. You’re talking to an exec, and the first thing you’ll get asked if you haven’t made it perfectly clear in the first 60 seconds of your presentation is, ‘What do you want me to take away from this meeting?’ They don’t know how to answer that question.”

“We are routinely surprised at the difficulty some young people have in communicating

Listening to Summers’ comments as a former high school English teacher myself, I was surprised by the list of skills he thought important: not only being able to communicate one’s thoughts clearly and concisely, but also being able to create focus, energy, and passion. Summers and other leaders from various companies were not necessarily complaining about young people’s poor grammar, punctuation, or spelling—the things we spend so much time teaching and testing in our schools. While it’s obviously important to write and speak correctly, the complaints I heard most frequently were more about fuzzy thinking and young people not knowing how to write with a real voice.

6. Accessing and Analyzing Information

Employees in the 21st century have to manage an astronomical amount of information flowing into their work lives on a daily basis. As Mike Summers told me, “There is so much information available that it is almost too much, and if people aren’t prepared to process the information effectively it almost freezes them in their steps.”

It’s not just the sheer quantity of information that represents such a challenge. It is also how rapidly and constantly the information is changing. Quick, how many planets are there? While I was at Harvard in the early 1990’s, I heard then Harvard University President Neil Rudenstine say in a speech that the half-life of knowledge in the humanities is ten years, and in math and science, it’s only two or three years. And that was fifteen years ago! I wonder what he would say it is today.

7. Curiosity and Imagination

Clay Parker stressed the importance of employees whom he hires being more than just smart. “I want people who can think—they’re not just bright—they’re also inquisitive. Are they engaged, are they interested in the world?” And Mark Summers told me: “People who’ve learned to ask great questions and have learned to be inquisitive are the ones who move the fastest in our environment because they solve the biggest problems in ways that have most impact on innovation.”

Daniel Pink, the author of A Whole New Mind, observes that with increasing abundance, people want more unique products and services. Plain vanilla won’t cut it any more in today’s crowded marketplace: “For businesses it’s no longer enough to create a product that’s reasonably priced and adequately functional. It must also be beautiful, unique, and meaningful.” Pink notes that developing young people’s capacities for imagination, creativity, and empathy will be increasingly important for maintaining our country’s competitive advantage in the future.

The Global Achievement Gap Revealed

I’ve spent time leading what I call “learning walks” and observing in classrooms all over the country for more than twenty years. In my new book, I profile a number of secondary honors and Advanced Placement classes in three school systems that enjoy excellent reputations due to their high test scores. Here is a sampling of what I saw:

Advanced Placement Chemistry

Students are in groups of two and three mixing chemicals according to directions that are written on the blackboard. Once the mixtures are prepared, they then heat the concoction with Bunsen burners. According to the directions on the board, they are supposed to record their observations on a worksheet. I watch a group of three young men whose mixture is giving off a thin spiral of smoke as it’s being heated—something that none of the other students’ beakers are doing. One student looks back at the blackboard and then at his notes. Then all three stop what they are doing—apparently waiting for the teacher, who is sitting at her desk, to come help them.

“What’s happening to your mixture,” I ask the group.

“Donno,” one mutters. “We must have mixed it up wrong.”

“What’s your hypothesis about what happened—why it’s smoking?”

The three look at each other, and then the student who has been doing all the speaking looks at me and shrugs.

“Do you know what a hypothesis is?” I press.

My question is greeted with blank looks. Finally, their spokesperson says, “We had it on a test as a vocab question. Isn’t it—like—an idea of what’s supposed to happen?”

Advanced Placement U.S. Government

The teacher is finishing up reviewing answers to a sample test that the class took the previous day which contains 80 multiple choice questions related to the functions and branches of the federal government.
redefined

When he’s done, he says “Okay, now let’s look at some sample free response questions from previous years’ AP exams.” He flips the overhead projector on, turns out the lights, and reads from the text of a transparency: Give 3 reasons why the Iron Triangle may be criticized as undemocratic.

“How would you answer this question?” the teacher asks. No one replies. “Ok, who can give me a definition of the Iron Triangle?”

“The military-industrial-congressional complex,” a student pipes up.

“Okay, so what would be three reasons why it would be considered undemocratic?” The teacher calls on a student in the front row who has his hand half raised, and he answers the question in a voice that we can’t hear over the hum of the projector’s fan.

“Good. Now let’s look at another one.” The teacher flips another transparency onto the projector. “Now this question is about bureaucracy. Let me tell you how to answer this one…”

Advanced Placement English

It is the beginning of class, and the teacher explains that they are going to review students’ notes on the literature they will use to answer questions on the Advanced Placement exam, which will be given next week. There are seven students in the room, and all of them are deeply slouched in their chairs, which are arranged in a semi-circle around the teacher’s desk.

The teacher is seated at her desk, as she asks: “Now what is Woolf saying about the balance between an independent versus a social life?”

Students ruffle through their notebooks. Finally, a young woman, reading from her notes, answers, “Mrs. Ramsey sought meaning from social interactions.”

“Yes, that’s right. Now what about the artist, Lily? How did she construct meaning?”

“Through her painting,” another student mumbles, her face scrunched close to her notes.

“And so what is Woolf saying about the choices these two women have made, and what each has sacrificed?”

No reply. The teacher sighs, gets up, goes to the board and begins writing.

Once in a great while, I observe a class where a teacher is using academic content as a means of developing students’ core competencies. When you see such a class, the contrast to the others is stark:

Algebra II

It is the beginning of the period, and the teacher is finishing up writing a problem on the board. He turns to the students, who are sitting in desk-chairs which are arranged in squares of four that face one another. “You haven’t seen this kind of problem before,” he explains. “And solving it will require you to use concepts from both geometry and algebra. Each group will try to develop at least two different ways of solving this problem. After all the groups have finished, I’ll randomly choose someone from each group who will write one of your proofs on one of the boards around the room, and I’ll ask that person to explain the process your group used. Are there any questions?”

There are none, and the groups quickly go to work.

There is a great deal of animated discussion within all of the groups as they take the problem apart and talk about different ways to solve it. While they work, the teacher circulates from group to group. Occasionally, a student will ask a question, but the teacher never answers it. Instead, he either asks another question in response, such as “have you considered…?” or “why did you assume that?” or simply “have you asked someone in your group?”

What are some of the design elements that make this an effective lesson—a lesson in which students are, in fact, learning a number of the Seven Survival Skills, while also mastering academic content? First, students are given a complex, multi-step problem that is different from the ones they’ve seen in the past and, to solve it, they have to apply previously acquired knowledge from both geometry and algebra. Mere memorization won’t get them very far in this lesson; critical thinking and problem-solving skills are required. Second, they have to find two ways to solve the problem, which requires some initiative and imagination. Just getting the correct answer isn’t good enough; they have to explain their proofs—using effective communication skills. Third, the teacher does not spoon feed students the answers; he uses questions to push students’ thinking—as well as their tolerance for ambiguity. Finally, because the teacher has said that he’ll randomly call on a student to show how the group solved the problem, each student in every group is held accountable. The group can’t rely on the work of one or two students to get by, and the teacher isn’t going to just call on the first student to raise a hand or shout out an answer. Teamwork is required for success.

“Rigor” for the 21st Century

Increasingly in American schools today, there is only one curriculum: test prep. Assessment drives instruction—for better or for worse. And when most of the tests are multiple choice and require mainly memorization of facts—it’s definitely for the worse. It is the rare teacher—like the one whom I described above—who is willing to risk teaching students to think versus merely drilling what must be covered for the test. Of the classes that I’ve observed, fewer than one in twenty met this criterion, unless you are in one of the exceptional schools I describe later in the book where teaching all students “habits of mind” is the curriculum.

Even in our best schools, we are teaching kids to memorize much more than to think.

Even in our best schools, we are teaching kids to memorize much more than to think. And in the 21st century, mere memorization won’t get you very far. There’s too much information, and it’s changing and growing exponentially. Besides, most of the information we need is readily available on the nearest computer or PDA screen—provided we know how to access and analyze it. Where in the 20th century, rigor meant mastering more—and more complex—academic content, 21st century rigor is about creating new knowledge and applying what you know to new problems and situations.

All over the country, I see schools that are succeeding at making AYP but failing our students. We are not teaching or testing the skills that our students need for college, careers, or citizenship. These skills have, in fact, converged, but they are rarely the focus of work in classrooms. In order for this change to occur, we must first re-define excellent instruction. Excellent teaching is not a check list of teacher behaviors
and a model lesson that covers content standards. It is working with colleagues to ensure mastery by all students of the skills they need to succeed as lifelong learners, workers, and citizens. I have yet to talk to a recent graduate or a college teacher or a community leader who said not knowing enough academic content was a problem. In my interviews, everyone talked about the importance of critical thinking, communication skills, and collaboration.

We need to use academic content as a means of teaching the Seven Survival Skills every day—in every grade level and every class. The Seven Survival Skills can and must be tested through a combination of locally developed assessments and new nationally-normed, online tests such as the College and Work Readiness Assessment, which measures students’ analytic reasoning, critical thinking, problem-solving, and writing skills.

It is time to hold ourselves and all of our students to a new and higher standard of rigor—one that is defined according to 21st century criteria. It is time for our profession to advocate for accountability systems that will enable us to teach and test the skills that matter most. Our students’ futures—and the future of our country—are at stake.

Tony Wagner is Co-Director of the Change Leadership Group at the Harvard Graduate School of Education and can be reached through his website: www.schoolchange.org. This article is adapted from his book, The Global Achievement Gap: Why Even Our Best Schools Don’t Teach The New Survival Skills Our Children Need—and What We Can Do About It (New York: Basic Books, 2008)

\footnote{Daniel Pink, A Whole New Mind: Moving from The Information Age to The Conceptual Age, Riverhead Books, New York, 2005, pp. 32-33}
\footnote{Information on the College and Work Readiness Assessment can be found here: www.cae.org}
On Saturday, September 20, 2008, 73 HOSA state officers and 2 national officers from across the country gathered in our Nation's Capitol to network, strengthen their leadership skills, and share the message of HOSA. Student leaders and advisors from 26 states traveled from as far as California and Hawaii to participate in the four-day HOSA Washington Leadership Academy.

The opening day included an exciting address from former U.S. Surgeon General and current Chairman of the Johnson and Johnson Diabetes Institute, Dr. Kenneth Moritsugu. Immediately following Dr. Moritsugu's remarks, the leadership strengthening began with workshops on networking and communication skills.

After a good night's sleep, day two began with the “Quest for Leadership II” at the National Mall. The National Mall is an open-area national park in downtown Washington, D.C., between the Lincoln Memorial and the Capitol. HOSA leaders were able to learn about being the best leader they can be while experiencing some of the many beautiful and wondrous landmarks of historic Washington D.C.

Following an exciting and enlightening morning, participants spent the afternoon preparing themselves for Congressional meetings. We learned about legislative offices, our elected representatives, and ideas on how to leave a lasting, positive impression about HOSA with our members of Congress.

Day three included an informative presentation by the National PTA about our “Flu Busters” partnership, designed to fight the flu together. The afternoon included a special tour of the U.S. Capitol where some of our participants were even able to observe a live session of the U.S. House of Representatives. After the tour of the Capitol, we headed towards the White House to a reception in the Eisenhower Old Executive Office Building. During the reception, HOSA leaders had the opportunity to hear from many exciting guest speakers, including Rear Admiral Robert Williams, Acting Deputy Surgeon General, Captain Robert Tosatto, Director of the Medical Reserve Corps, and Captain Stephanie Martinson, a nurse with the White House Medical Unit.

During the last day of the Academy participants were able to go on a special tour of the White House. Following the tour, participants headed to the Hill, where they were able to meet with the Representatives and Senators from their state to explain the significance of HOSA and HOSA impact on health care. Finally before heading home participants rounded off an amazing conference with a Congressional Luncheon with many guest speakers, including several Congressmen, Senators, Mr. David Sanders with Teva Pharmaceuticals, and Dr. Adam Clark with the Lance Armstrong Foundation.
Epidemiology

Epidemiology is an individual event that is designed to encourage Health Science students to study the effects of health and disease in populations, to improve their scientific literacy, and to provide insights into public health careers. It is a written examination in which competitors are required to recognize, identify, define, interpret and apply epidemiological concepts in a 50-item multiple choice test and in written responses to a case study.

Preparing for this event is made easier because all of the resources can be found online. Web links are provided in the guidelines, and competitors can explore the world of epidemiology as presented by the CDC, National Institutes of Health, and through the Young Epidemiology Scholar’s program.

One of the benefits of participation in this event is the fact that the study of epidemiology crosses over to almost all health careers. This event reinforces classroom instruction in infection control, and helps HOSA members understand the bigger picture of how everything they are learning in health science relates to health and diseases in populations.

You can find the most current copy of the Epidemiology guidelines at http://www.hosa.org/natorg/sectb/cat-ii/ep.pdf

Public Health

Emergency Preparedness

This event is designed to encourage Health Science students to work as a team to plan and teach others about public health emergencies. It involves a team of 2-4 members who select a topic of public health concern and create an effective public health presentation to educate the public on the chosen topic. The topic for 2008-09 is Natural Disasters & Severe Weather.

The presentation can be up to 15 minutes long, and should effectively inform the public about public health emergencies when presented to mature adolescent and adult groups in the high school and community.

What makes this event different from other HOSA events is the freedom with which HOSA members can create their presentation. Yes – props, costumes, and creativity is encouraged, and teams should think out of the box when creating a presentation that can truly influence the public to be prepared to respond to natural disasters and severe weather.

Do not confuse this event format with other competitive events. This event is a presentation. Teams do not videotape anything, and they don’t turn in notebooks or signed verification forms. Teams are judged entirely on their 15-minute presentation performance. The performance should be dynamic, engaging, entertaining, and substantive.

Go to http://www.hosa.org/natorg/sectb/cat-ii/phe.pdf and print out a copy of the event guidelines.

HOSA is pleased to offer two new competitive events for 2008-09. Check with your local and state advisor to find out if these new events will be offered in your state. If they are, study the guidelines and prepare to get involved in these two exciting new events in the Emergency Preparedness category.
HOSA Competitive Events: 
Looking Back at the Numbers

HOSA members often look for ideas to help them improve their performance in HOSA competitive events. While it is difficult to identify all the elements that contribute to a successful competitive event experience, we can share some data from the events held at NLC 2008 to help you prepare for 2009.

In written tests, the key to success is getting a better score than all of the other competitors. How do you do that? Quite simply, you need to know more than the other guys!

Health Science Events

How much did the other guys know? At NLC 2008, the highest score for events in the Health Science category are listed in the chart below.

<table>
<thead>
<tr>
<th>Event</th>
<th>Highest Score</th>
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<tbody>
<tr>
<td>Dental Spelling</td>
<td>96%</td>
</tr>
<tr>
<td>Medical Terminology</td>
<td>97%</td>
</tr>
<tr>
<td>Medical Spelling</td>
<td>98%</td>
</tr>
<tr>
<td>Concepts of Health Care</td>
<td>78%</td>
</tr>
<tr>
<td>Pathophysiology</td>
<td>90%</td>
</tr>
<tr>
<td>Dental Terminology</td>
<td>84%</td>
</tr>
<tr>
<td>Medical Math</td>
<td>96%</td>
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<tr>
<td>Nutrition</td>
<td>87%</td>
</tr>
<tr>
<td>Human Growth &amp; Development</td>
<td>90%</td>
</tr>
<tr>
<td>Pharmacology</td>
<td>90%</td>
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In order to compete in Health Science events, you must learn as much as you can possibly learn about the topics outlined in the test plan. The event test plan is found in the event guidelines.

Health Professions Events

Most of the events in the Health Professions category include a written test and skill performance. Competitors who do well in the skills often do well in on the test. It is important to be well prepared for both.

Most event medalists in skill events score very well on the skills, with many earning perfect scores. If you are participating in a skill event, be sure you can perform ALL of the skills to perfection, and in the time allowed. Perfection takes practice, but it can be done.

Emergency Preparedness Events

The strategies for success are similar to the strategies for the Health Professions events. The difference in four events in this category is teamwork – and teamwork requires practice.

Leadership and Teamwork Events

In addition to effort and practice, these events are very specific in their requirements, and competitors must follow the event guidelines.

Do individuals and teams make it to the National Leadership Conference and still lose points for not following the guidelines? YES! In 2008, 16% of individual competitors lost points in Job Seeking Skills and Interviewing Skills because they did not following the guidelines for electronic submission of the cover letter and resume.
In Researched Persuasive Speaking, 59% of competitors did not follow the guidelines for submission of the research paper. Competitors who did not earn the points mostly lost points for using bold face type on the cover page, or included their name and school on the cover page.

In Medical Photography, 8% of the competitors lost points for not following the guidelines. In the Career Health Display event, 72 out of 74 teams followed the size rules for the display, two did not.
In the Public Service Announcement event, two out of 26 teams did not follow the time requirement for the 30-second PSA.

More Numbers from NLC 2008

What event at NLC 2008 had the most competitors?

The Kaiser Permanente Healthcare Issues Exam had the most competitors with 378 competitors. HOSA Bowl and Creative Problem Solving were the next most popular events with 214 and 211 competitors respectively.

The most contested individual event was Medical Photography with 77 competitors.

Most NLC competitors (72%) were competing in their first National Leadership Conference. 20% were at their second, and 6% were at their third NLC.

The biggest number from NLC 2008 was 4194. That’s the record number of registered competitors from across the United States who participated in the 2008 HOSA National Leadership Conference.

And, we’re looking for even bigger numbers at NLC 2009 in Nashville, Tennessee.

We hope to see you there!
I turned right heading to the House of Representative office buildings. After a moment of walking, I found the Longfellow building and walked in. As I was passing through security I realized that this was my chance—my chance to prove that I had the right to be here. To influence a man on a bill that would greatly influence America and the Pipeline to Health Care. The Bill: HR3618.

I was apprehensive. This was no mere voting decision - it was an actual conversation. Adding to my nervous state was some uncertainty. I had heard that the Congressman might not be available and that we would talk with a legislative assistant. At least the task would be completed, but I had a strong desire to prove that I could communicate with others in positions higher than my own and without being thought of as some ne’er do well teen.

We made it to the elevator and rode it up to the 4th floor. We stepped into a maze of marble hallways filled with heavy oak doors. Most of the doors were decorated with various flags, but the one I was looking for, navy blue beholding a golden beehive, seemed lost in the veritable sea of state ensigns. We started down the corridor and turned a corner. There it was. My flag. Underneath was a brass plate with “Jim Matheson,” emblazoned on it. I was one step closer.

We stepped inside. We checked in with the secretary; who then directed us to a table in the back. I could hear debating going on. I looked up to see two TV monitors showing the House Chambers in the Capitol. There were some debates still going on from when I had been there earlier. When I visited the U.S. House of Representatives, it was empty except for two sub committees from two states debating on a National Landmark and for the Speaker of the House and everyone else below her stand. I then realized why the room was so empty. Why go to the Capitol when you can just sit in your office and listen to the exact same thing in your office?

An assistant seemed to appear from a door hidden in a small book case. She invited us in. As I walked through the door, I saw him. U.S. Representative Jim Matheson. All 6’5” of him; standing over me with a wide smile, giving me a firm handshake. His office was not the way I had imagined it to be. There were hundreds of books, cowboy boots, pictures of UTAH, and two facing couches divided by a pleasant coffee table. I was expecting a massive desk with him on one side waiting for me to discuss major business. I preferred what I was actually seeing. This made things a lot more relaxing.

We sat and started getting down to business. I explained the importance of HR3618 which is a competitive grant that would help increase the pipeline to the health professions, so that a situation like the failing banks wouldn’t happen in the medical field. He seemed to be genuinely interested in what I was telling him. I then explained to him more about HOSA and how great HOSA and the chapters in Utah have become. I received a commitment from him to attend our State Leadership Conference if he is available.

Afterwards he was gracious enough to take a picture; and he then had me take another one which will be posted on his website. As we left I realized then that he is just a normal guy trying to help out his community and state in the way he knows best. I walked out of the office with my head a little taller, very happy about the situation. I felt proud that I had completed what few people in this lifetime have an opportunity to do – to meet with elected representatives and discuss issues that are important to me.
Mr. Jim Bogan, Adm.
Ms. Catherine Manderfield
Portage Hospital
Hancock, MI

Mr. Bogan and Ms. Manderfield,

I am John McRae, a former student of Houghton High School; I graduated in June of 2008. I am writing this letter because of the unique experiences and opportunities I have been fortunate enough to experience over the last year, as a member of the CCISD Health Careers class, and consequentially, as a member of Health Occupations Students of America. I am writing this letter for two purposes; as a thank you for the support of the Copper Country Intermediate School District, local sponsors, medical centers, teachers, aides and everyone who helped to support these great programs, and as an explanation and further evidences of why these programs and those who put time and effort into them should be continually supported and invested in.

Of all the classes I took in high school, Health Careers was by far my favorite. Health Careers provided a look into medical professions like no other class or experience could. Students were not only allowed to observe but also to actively participate in real hospital situations. This was done by placing students into small scale internships in local medical centers and hospitals. My particular internship was in the cardiopulmonary department at Portage Health. Through this internship I was able to see the inner workings of a hospital, the different professionals that work there, and how these professionals worked together to provide optimum patient care. Also, by shadowing respiratory therapists and other professionals in the cardiopulmonary department, I was able to learn many skills used in, and knowledge about, their profession. This knowledge and these experiences would be very useful when preparing for Health Occupations Students of America competition.

Health Occupations Students of America or HOSA is a national organization whose mission is to “promote career opportunities in health care and to enhance the delivery of quality health care to all people”. HOSA is woven into the curriculum for the Health Careers class; this association provides an excellent experience and learning opportunity for all students. This is because knowledge learned in class and internship can be directly applied to HOSA competitions allowing the students to demonstrate or display the knowledge they have learned over the year. There are a multitude of competitive events to choose from, this allows students to play to their strengths and choose an event specific to the internship they were taking. Competitors begin in regional competition, winners of regional competitions move on to state competition, winners of state move on to national competition.

I chose a competitive event called Clinical Specialty, for this event I had to choose a health profession and skill performed in that profession. I had to write a portfolio describing myself and the profession, and how I would fit into the profession. Finally, I had to choose a skill performed in that profession and demonstrate on camera the techniques and standards a fully certified professional would have to adhere to. Finally, during competition I was interviewed by medical professionals about my competency, understanding of my profession and the skill I performed, and my future in medicine.
I chose Respiratory Therapy for my profession and an Electrocardiogram as my skill. I spent nearly two weeks creating my portfolio which consisted of 13 total pages written in a professional format, I read and reread this portfolio countless times, revising and re-revising. I also spent a lot of time creating the video; I learned how to perform Electrocardiograms as part of my internship. However, it took a lot of preparation to perfect my technique and the interactions with the patient during the procedure. Finally, I wrote a long list of questions possible in my interviews and practiced, in addition I had friends quiz me with questions so I could answer off the top of my head comfortably. I spent a ton of time preparing for competition, still in the end it was all worth it.

I placed first in the regional competition; this qualified me for state competition. At state competition I placed third, which qualified me for the national competition. Both regional and state competition was fun but neither could compare to the national competition. The National Leadership Conference was held in Dallas, Texas June 18-21, 2008. It was the experience of a lifetime. Over five thousand HOSA students attended the competition from all across the nation. Though a lot of time was spent with fun activities, the majority of the experience was working to prepare for my event or attending HOSA events held during the competition. I had already prepared my portfolio and video, so all I had to worry about was my interview. During state competition my interview had not gone that well or at least that’s the way I perceived it later. However, my interview at nationals was the complete opposite; it couldn’t have gone any better.

There was a full day between my interview and the announcement of the competitive event winners. Waiting was intense, still, the time seemed to fly by and soon I was at the ceremony announcing the winners of the national events. The top ten students from each event were called on stage, and then the top three places were announced. It took a good hour before my event was called on stage. Nine other people were called on stage for my event before I was; I was the last of the ten to go on stage. I didn’t believe it was possible that I could have won first place. There were two Michigan competitors on stage. I remember for third place the announcer said “from Michigan” at which point my hopes had jumped, however, it was the other guy who had won it, next second place was announced. It came to first place; the announcer repeated “from Michigan” followed by my name at which point I experienced the biggest adrenaline rush of my life followed by receiving the gold medal in front of five thousand other competitors. I can safely say this was the best experience I had all throughout high school; it was worth every bit of effort.

Thanks to this entire experience, my time in Health Careers, at Portage Health, preparing for HOSA, all of it culminated in me making the decision not only to pursue a career in medicine, but to dive as deeply as possible into the profession and become a medical doctor. I am now a freshman at Michigan State University; I am in an advanced premedical program and currently have a 4.0 GPA. I hope to go to medical school at Case Western University in Cleveland, Ohio and to eventually become an oncologist. I can honestly say that it wasn’t for health careers I wouldn’t have chosen this profession. My experiences throughout this year cemented medicine as the only career field I can see myself in, and it’s thanks to Health Careers, HOSA, and all the people that support it, that I was able to make this decision and commitment. I urge all of you to keep up this support because I am sure that there are others just like me who will appreciate and learn from this program as much as I did.

John McRae

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Three Questions Improve Health Literacy

By Barbara Kois

Health literacy — the ability to read, understand, and effectively use basic medical instructions and information — is the strongest predictor of a person’s health, according to The Partnership for Clear Health Communication (PCHC).

But the average American reads at the eighth- or ninth-grade level, considerably below the reading level of most medical instructions and patient information. PCHC estimates 90 million people in the U.S. have difficulty understanding and acting on health information, putting their health at risk.

PCHC, of the National Patient Safety Foundation, launched the Ask Me 3 program to help improve health literacy through clear communication between patients and healthcare providers. Advocate Lutheran General Hospital in Park Ridge, Ill., the sixth largest hospital in the Chicago metropolitan area, successfully tested the program and is about to expand its use hospital-wide. Advocate Illinois Masonic Hospital in Chicago also is considering using the program.

THREE SIMPLE QUESTIONS

Ask Me 3 is based on three questions patients need to ask their healthcare providers. The questions originally were intended for outpatients to use in physicians’ offices, but they work well in any healthcare setting.

1. What is my main problem?
2. What do I need to do?
3. Why is it important for me to do this?

Jean Mau, RN, APN, conducted two research studies at Lutheran General using the Ask Me 3 program. The first month-long study was conducted with patients in the cardiovascular unit. Mau reported a marked increase in patients’ understanding of instructions and a decrease in instances of heart failure during the pilot.

A second study using the Ask Me 3 program focused on enhancing nurse-patient communication and helping nurses gain confidence in providing patient education. Throughout the three-month study, patient interactions were formatted using the questions on two different units. For example, explaining that a diabetic patient needs to test her blood sugar daily answers question No. 2, “What does she need to do?” If she doesn’t, she needs to understand she may go into a coma, which answers question No. 3, “Why is it important for her to do this?”

Mau says the results of the three-month study included a statistically significant increase in patients’ understanding of the education, an increase in the confidence the nurses felt in providing education, and a decrease in the re-admission rate. Once the program goes hospital-wide, all caretakers will need to know the three questions and use them as the main method of communicating with patients.

BUILDING COMMUNICATION

Lorraine Hanson, RN, MSN, is the care manager of the neurological unit that piloted Ask Me 3. “Often we use the lingo we are familiar with and we forget that the patient might not be familiar with the terms we use,” she says. “We emphasize there is no such thing as a stupid question, and these questions really help a patient think about what the issue is, what the provider can do about it, and what the patient can do to make it better.”

“It is the best tool to equip patients to ask the questions they need to ask, whether they have a sore throat or a more serious medical condition,” Hanson adds. “It helps the patient focus his or her thoughts better and allows the healthcare provider to focus on what the patient is really asking. It is an empowering tool that equips the patient to better take care of himself or herself.”

Initially, Mau says there was concern the three simple questions would insult patients, but results have shown the opposite. “We have not had anyone who said this was below his or her education level,” she says. “They are happy because it makes medical information so much easier to understand, and that’s our goal.”

Rev. Lee Joesten, MDiv, BCC, is a board-certified chaplain at Lutheran General and heads the hospital’s interdisciplinary Health Literacy Task Force. When he learned of the American Medical Association’s program to promote health literacy four years ago, he realized the negative impact of low health literacy and helped launch the task force composed of nurses, physicians, and pharmacists. The Ask Me 3 program is part of the task force’s health literacy initiative.

“The Ask Me 3 program is promising because it shares the responsibility with patients to improve communication,” Joesten says. “Patients can be hesitant to ask questions, but keeping it simple encourages them to ask. I see communication as a bridge that can be built from both directions. On the healthcare side, we can be clearer in our explanations, but we also can help patients ask the questions that will help them understand so they can build their side of the bridge.”
HOSA's Outstanding HOSA Chapter event is designed to recognize those chapters who go above and beyond in providing opportunities for chapter members and service to the community. At the HOSA National Leadership Conference (NLC) in 2008, 54 chapters were rewarded for their outstanding achievements.

Are you an Outstanding HOSA Chapter?

The Outstanding HOSA Chapter event serves as a template for chapter achievement. It encourages participation in state and national leadership conferences, encourages community service, promotes participation in professional meetings, and asks chapters to share their knowledge and skills with others.

Why should a chapter participate in this event?

There are many good reasons for chapter participation in the Outstanding HOSA Chapter event. Chapter members can use the rating sheet to create an outline for chapter activities. Careful planning helps chapters focus their efforts and provides a well-balanced program of work for the year.

The Outstanding HOSA Chapter event should be a team effort. Because the reward is for the actions of the chapter, it makes sense to have a team of chapter members collect evidence of chapter activities, and put the scrapbook together.

Chapters who participate in this event every year find that it leaves a legacy for future HOSA members. The scrapbook remains on display in the health science classroom, and serves as a permanent reminder of the achievements of HOSA members. The scrapbook is a source of pride for alumni members when they come back to the HOSA chapter to tell their stories to current members and promote career opportunities in health care.

How do chapters succeed in the Outstanding HOSA Chapter event?

There are two keys to success in the Outstanding HOSA Chapter event. One is to develop a program of work that addresses all of the requirements outlined in the event rating sheet. The other is to follow the guidelines for the composition of the scrapbook.

The Outstanding HOSA Chapter guidelines clearly outline requirements for the scrapbook so that there is judging consistency among judges at the state and national levels. Many of the requirements in the guidelines are designed to make sure that judges do not miss anything in the scrapbook that should be awarded points.

THE BIGGEST MISTAKE that HOSA chapters make in this event is failure to follow the guidelines. For example, one of the requirements is that the pages are numbered. Chapters who fail to number the pages are not following the guidelines. Another mistake is failure to include a description of pictures. This is a clear and specific requirement in the event guidelines.

What can chapters do to get it right?

Practice judging. Ask a parent, guidance counselor, school staff member, or fellow HOSA chapter member to read the event guidelines and use the rating sheet to score the scrapbook. If you do this a few times, you will find any concerns that judges might have, and improve the likelihood that your efforts will be counted and your chapter will be recognized as one of HOSA’s Outstanding HOSA Chapters.
Focus on Your Goals

HOSA chapters have important work to do, and as a student-led organization, the responsibility for achieving chapter goals is in the hands of the chapter members.

The diagram below represents your chapter goals, and the distractions that can prevent you from achieving your goals. Can you draw three straight lines through the box to separate the goals from the distractions? Each area you create must contain only goals or distractions.

HOSA chapters can make a positive impact in the lives of chapter members and other students. HOSA chapters also have the opportunity to provide important services to their communities. Good things happen when HOSA chapters think about their goals, and then focus on achieving those goals.

HOSA’s two-fold mission is to promote career opportunities in the health care industry and to enhance the delivery of quality health care to all people. Does your chapter accomplish those two goals?

Consider the activities your chapter has planned for the next two months. Are your activities on target to achieve your chapter goals? If not, what can you do to spend more time “on target” and less time on distractions?

How did you do? To check your results, open the link on the HOSA website to the Focus on Your Goals Key.

Chapter Evaluation Activity

At your next chapter meeting, draw a big target on a poster board or flip chart paper. Write your chapter’s goals on the bull’s-eye. Next, write proposed chapter activities on post-it notes, and place the activities on the target in relation to how close they come to achieving your chapter’s goals. Are your chapter activities on target, or are you straying off the mark?
Focus on Your Goals - KEY
PAR T N E R S H I P S

If you are planning to compete in Parliamentary Procedure in 2008-09, the following tips are offered to help guide you in your preparation.

A frequent judge of student competition and a Professional Registered Parliamentarian, Mrs. Rachel Mudge Veitch shares the following suggestions for success in Parliamentary Procedure competition.

- Do not say “All in favor signify by saying Aye.” Wrong! The correct wording is “All in favor say Aye.” (I mark off points every time “signify” is used.)

- Always say “All opposed say no.” (Don’t say “All opposed…” and leave it in the air as to what to say next. Wrong!)

- Always state the “next business in order.” You are talking about business, not orders.

- Remember there is Unfinished Business, never “Old” business.

- There is nothing that will get the attention of the judges quicker than a member calling out “Question.” Wrong! The member must rise and address the chair, receive recognition, and state “I call for the Previous Question.” There must be a second.

- When the motion Lay on the Table is used it MUST be taken from the table by a member by rising and stating “I move to take the motion from the table that we ____ at the last meeting.” It must be seconded and stated by the chair who takes the vote. The motion is now on the floor just as it left. It is now amendable and debatable. Motions that are “Laid on the table” do not appear on the chair’s agenda. A better motion is to “Postpone” consideration of the motion until the next meeting. That way it will be on the chair’s agenda.

- Using the gavel. In Robert’s Rules of Order, Newly Revised, it states “there is no such thing as gaveling through a motion.” Parliamentarians teach that you open the meeting with one tap of the gavel and close the meeting with one tap of the gavel.

- Adjournment. The preferred wording is “If there is no further business and no objection, the meeting will adjourn. There being no objection, the meeting stands adjourned.”

Judges frequently include comments on event rating sheets at the HOSA National Leadership Conference. Here are some judge comments from NLC 2008.

1. Do not ask for Unfinished Business.
2. Why would you move to refer the Treasurer’s Report?
3. Presiding officer should always stand.
4. Do not vote on the minutes. Minutes are approved as read.
5. A person is not out of order – the “motion” is out of order.
6. Should always determine a quorum.
7. Team members should NOT be chewing gum.

The top five teams scored very well on A. Proper Order of Business, B. Motions and D. Minutes. There were small point deductions in many areas of C. General Parliamentary Procedure, but overall the scores from all top five teams were high. The three lowest scoring teams averaged below 50 points.
Let’s Fight Flu TOGETHER

Of the 68 influenza-related pediatric deaths* last season, 58 were children who had not been vaccinated against influenza according to CDC recommendations.

HOSA is pleased to have been selected to partner with National PTA as a “supporting organization” along with Flu Busters and Novartis on a campaign called “Let’s Fight Flu Together.” HOSA members can use their leadership skills, utilize their chapter networks, and, at the same time, improve the health of millions of American’s by organizing flu vaccinations. This partnership provides significant opportunities for visibility and local chapter fund development.

This health based service opportunity lends to great public relations, good fundraising opportunities and service outreach for local, state, and national HOSA. The aim is to join PTA’s partnership with Flu Busters and Novartis to reach the 30 million children, parents, and family members across the nation that annually go without a flu vaccination.

As a service learning project, HOSA can create awareness in the school or community by sharing the following critical information.

Your Participation Can Make a Difference!

Influenza and its complications remain a critical public health issue. Every year:

- More than 200,000 people are hospitalized,
- 20,000 of whom are children
- Approximately 36,000 United States residents die
- An estimated 38 million school days are missed by students
- Parents miss over 10 million work days caring for these sick youngsters.
- The single best way to prevent influenza is to get an influenza vaccination each year.

HOSA chapters can sponsor a Flu Vaccination Clinic. The cost of a flu shot is $30. For each Flu Vaccination Clinic that is scheduled by a HOSA chapter, PTA will donate $2 per shot to the local chapter. If the clinic has 300 or more participants, PTA will donate $3 per shot to the local chapter. If the local chapter advisor is a registered nurse who wants to administer the vaccinations, the chapter (or registered nurse) will receive $25 an hour.

What better way to increase visibility for HOSA than a Flu Vaccination Clinic. HOSA chapters can promote, recruit, and organize local Flu Buster events at the actual high school as well as reaching out to middle and elementary schools. Clinics can be held in conjunction with a football game, fall festival, or wherever there is a community gathering who are eligible for the flu shot.

Flu Busters will provide the operational support (facilitating the scheduling, actual administration of vaccines, etc.). HOSA would do the promotion, recruitment and organization of the event.

How do you get started? Go to the web site at http://pta.flubusters.net/ and click on the information that says, “Request a Clinic.” Be sure they know you are with HOSA. If you need additional information, please contact HOSA’s representative: Ann Huynh, Development /Sponsorship Manager, at 800.307.4PTA (4782) or 312.670.6782, ext. 395 or ahuynh@pta.org.
This is a story of the dream of a young lady, who wanted to become her high school homecoming queen and the profound difference that dream made in one South Carolina high school. Janaiy Heyward is an autistic young lady that I met last year as a student in the health science program. This year, I heard from other students that Janaiy wanted to run for homecoming queen. One day before spirit week, I asked Janaiy about her dream. She replied, “Oh, Mrs. Newman that is all I want…..to be the ‘queen.’ I have been waiting all summer for this chance!” I said, “HOSA will help you if that is what you want!” At that response, she smiled from ear to ear. I called her mother for permission to allow HOSA to help with this project. Her mother was on board and gave her support. Remember this was all her daughter talked about over the summer. I spoke to all my classes about our new project to support Janaiy and become her campaign managers. The majority of the students were very open to the idea.

I had reviewed Autism Speaks™ material over the summer trying to find a way to incorporate a project to promote student involvement. Supporting Janaiy’s dream felt like the right thing to do. I wanted to create an opportunity that was more than just raising money. We need money to find a cure for autism. But first we needed to establish common ground to educate the student body about autism before we could entertain the idea of a fundraiser.

It started……

A few days before spirit week, a very exciting time for the students, the Andrews High School HOSA chapter began work on the campaign details. Spirit Week involved a daily theme, students dress up, and at the end of the week, the student body votes for the king and queen. The king is revealed at the pep rally on Friday; the queen is announced at the halftime of the football game that night. During the week prior to spirit week, the health science students’ lessons were planned to allow extra minutes each day for brief planning meetings. HOSA chapter officers assumed the leadership roles of planning and coordinating the project. Another student (HOSA member) not currently in this class would attend the 2nd block class when she was serving as a teacher assistant, just to be a part of the planning. By the Friday before spirit week, every detail had been worked out. There was a football player to sponsor her, candy with quotes taped to them for her to give out during the week, and a basket for the candy. One student even had necklaces made out of beads and had little yellow jackets (our school mascot) added that read, “Have a nice day, vote for Janaiy!” It seemed like the whole class came together for the greater good; it felt rewarding to be a part of it. The class had purchased over fifty dollars worth of candy to distribute for her and one student made Rice Krispy Treats® to give out the day morning that everyone voted. HOSA made over fifty posters for Janaiy that were displayed all over the school — just like all the other competitors. The posters were hung by students in my 4th block class the Friday before spirit week, so that on Monday they would be visible for all to see! Everyone was getting a good education on the definition of autism and people were starting to ask questions. The campaign project was positive and the school atmosphere was even more positive. As the health science teacher and HOSA advisor, this was a life-changing experience — to be able to educate the school about autism and assist in making one young lady’s dream of campaigning to be the school’s homecoming queen come true. It was no longer about just winning, but now it was about Autism Speaks™. The reward was witnessing the school learning about the complex disease.

Some students still did not understand what autism really was, but they were totally on board with the purpose of helping Janaiy. I wrote a poem in terms I thought the students would be able to understand to help explain autism:
“Autism Speaks”
Autism is like a pyramid.
There are many sides to it
That makes it unique.
No one else understands and most of all
It is difficult to SPEAK!
The waves of emotion are like
The tides of the oceans
They can be wild with rage
One minute and calm as a summer
Tide the next.
So, come join HOSA, as we speak for
“Janaiy”
That the words will convey the
Message of all our hearts
that “autism speaks”. This
Was not her choice by design but
One given to her by the Devine,
SO, you can help by making it
Your choice to be her voice!

The poem seemed to help the students understand a little better. When they made the posters, they used this poem on them for the entire school to read. It made sense to me, if my students understood about autism; then maybe they could help others to understand also. We created a puzzle piece border around our class and HOSA message board. We even had a bulletin board called “Autism Speaks,” which included a yellow background with a huge blue puzzle piece in the middle that read “school spirit” and the word “autism” spelled out in small puzzle pieces on top and on the bottom the word “speaks” spelled out. Janaiy readily brought pictures of herself and her friends to put up on our board. During this time, Andrews High School held an open house. I got to meet Janaiy’s mother. She was “beyond excited” about all the HOSA activities in support of Janaiy’s campaign. We exchanged contact information and the very next day she sent Janaiy to school with more pictures to hang on our bulletin board.

Each day Janaiy stopped by our classroom to chat and to see if anything was different. She would to get her candy to pass out like the other homecoming hopefuls. It is difficult to express in words the feeling that was beginning to spread around the school about Janaiy. The fact that she had autism appeared not to matter; during this week, she was no different than anyone else in the school. Through this project, we managed to educate an entire student body about autism and work on the dream of one homecoming hopeful.

There was rumor of one negative comment made by a student about our Janaiy. It was amazing how many people got upset about the comment and they were at Janaiy’s defense. We tried to keep this negative comment from Janaiy. As a teacher, I do not know if she heard about it or not. If she did, it did not break her spirit at all. Even the special needs students were in an uproar about the negative comments. They were all given a mini-lecture about “the good out weighs the bad and in the end the better person wins.”

Friday night, the big football game and the culminating event, we had all been waiting for this week, had finally arrived. The team was winning and after the 2nd quarter ended, I left my post at the front gate to go watch the halftime show. I took my colleagues’ children along with me, in exchange for them watching my post. I HAD to see the halftime show. I was nervous and excited. I was not positioned where I could see Janaiy’s mother’s reaction, but I later learned about it from my husband who witnessed her reaction firsthand. She had tears running down her face in suspense. After they called the runner-up’s name, it was time to announce the winner…..Janaiy Heyward’s name was called out. Her mother danced in her seat and her excitement was uncontrollable. The entire student body was cheering loudly and tears were being shed; not for sadness but out of joy! This student’s dream had an extremely happy ending. It was beautiful and overwhelming to experience this little piece of history being made in small town, Andrews, South Carolina. You see….with a little bit of education and a whole lot of dedication, the HOSA chapter made a profound impact on the students at Andrews High School; they learned that “Autism” really does “Speak”.

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Juniata College Sigma Theta Alpha HOSA Chapter

Annual Report 2007-2008

Juniata College is an independent, co-educational liberal arts college set in the Allegheny Mountains of central Pennsylvania, and home to one of HOSA's proudest collegiate chapters. HOSA appreciates the opportunity to share Juniata HOSA's annual report with other postsecondary and collegiate chapters. For more information, visit their website at http://clubs.juniata.edu/hosa/

Officers for 2007-2008
President- Timothy Gill- pre-medicine
Vice President- Jennifer Bair - pre-nursing
Secretary- Ashli Gamber - pre-medicine
Treasurer- Kelly McLin - pre-medicine

Officers elected for 2008-2009
President- Travis Hull – pre-medicine
Vice President- Lindsey Draper – pre-medicine
Secretary- Kayla Thompson - pre-medicine
Treasurer- Kelly McLin - pre-medicine

Finances
Beginning Balance= $973.81; Ending Balance = $349.64
Allocation from Student Government for 2007-2008 = $1100.00

Fundraisers
- 5th Annual HOSA Wing Off- to benefit St. Jude Children’s Hospital and Janet Weis Geisinger Children’s Hospital in honor of a Juniata student with cancer = $179.00 for each charity
- T-shirt Sale-to benefit our chapter = $410.00
- Pancake Breakfast- to benefit our chapter’s Relay for Life team = $70.00

EVENTS FOR FALL 2007:
Held bi-weekly club meetings and weekly officer meetings
JC Blair Memorial Hospital volunteering
Huntingdon Manor Nursing Home - weekly Saturday participation in bingo and occasional visits with faculty pets through the Betty McIlroy Pet Therapy Program
Lobster Fest – September 2nd – participated in introductions to Juniata Clubs and Organizations; activity was the “Operation” board game
Temple Medical School representatives met with students about a new Early Assurance Program with Temple University School of Medicine and Geisinger Medical Center- September 5th
Health Professions Affinity Brunch- September 22nd - current students and alumni of the health professions were invited to attend. The topic for discussion was “Health Care System Politics: Challenges and Opportunities”
Healthy Harvest- October 20th- participated in a festival sponsored by the Huntingdon Health and Wellness Association in downtown Huntingdon; HOSA members staffed a booth with information on the Children’s Health Insurance Program
Healthy Halloween Party- October 31st- a campus party for local children during trick-or-treat hours. Healthy foods and games were provided.
Memorial Tribute to Dr. Duane Stroman - November 28th – HOSA students joined with Social Work students to remember Dr. Stroman, Professor of Sociology and member of the Health Professions Committee for over 30 years, who died this fall.

5th Annual HOSA Wing-off – December 1st - held in honor of a Juniata College student with cancer to raise money for St. Jude’s Hospital and the Janet Weis Geisinger Children’s Hospital; Local restaurants donated the food and supplies.

Christmas caroling- December 11th- at the Huntingdon Manor Nursing Home with refreshments and songs afterward at Dr. Kirchhof-Glazier’s home

SPEAKERS

Mr. Aaron Berger- September 18th – admission representative from the Ohio College of Podiatric Medicine

Dr. Thomas Terndrup– September 21st – Director of Emergency Medicine at Hershey Medical Center

Student presentations on summer research at Harvard Medical School, Vanderbilt, and other programs - September 20th

Student presentation on study abroad – October 4th

Ms. Colleen Baillie- October 23rd - Representative from the Pennsylvania College of Optometry

Ms. Deborah Benvenger- October 24th - Director of Admissions from the Philadelphia College of Osteopathic Medicine

Dr. Gordon Handte – October 24th – Pathologist who spoke about general and forensic pathology

Mr. Joseph Noel- November 13th - Medical technologist speaking on the Med Tech Program at Altoona Regional Health System

Ms. Kim McCrea – November 14th – Representative from New York Chiropractic College

EVENTS FOR SPRING 2008:

Held bi-weekly club meetings and weekly officer meetings

JC Blair Memorial Hospital volunteering

Huntingdon Manor Nursing Home- monthly Betty McIlroy Pet Therapy visits with faculty pets

HOSA Inductions- January 23rd- formal induction of new members and refreshments

HOSA movie showing “Way of the Peaceful Warrior”- January25th - Students viewed the movie, had refreshments and a discussion afterwards

Pre-Registration Advising and Networking Meeting hosted by student HOSA officers – March 26th – Timothy Gill, Jenny Bair, Ashli Gamber, and Kelly McLin

Pancake Breakfast – March 29th – This fundraiser was held up to raise money for the HOSA Relay for Life team. Each breakfast was $2.00, and all money raised benefited the American Cancer Society.

Kids’ Carnival- April 6th – HOSA students participated with healthy snacks and a fishing game

Springfest - April 12th- HOSA students staffed table and talked about the organization with other students.
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Senior Citizen Prom at Huntingdon Manor - April 19th - HOSA students organized a prom at the local nursing home (Huntingdon Nursing and Rehabilitations Center) at JC Blair with decorations, music, refreshments, portraits, and presentation of a Prom King and Queen.

HOSA Awards Ceremony and Party- April 23rd - Members were recognized for their achievements; J.C. Blair Memorial Hospital catered the event. Representatives from the hospital spoke about the importance of the health professions and returning to Huntingdon.

SPEAKERS

Mr. Eric Bridenbaugh – February 6th – Alumnus (2006) who spoke about his experiences in physician assistant school at St. Francis.

Presentations on winter break experiences- February 6th - HOSA students shared their experiences over winter break with medical missions and shadowing health professionals

Ms. Brianna Tolli – February 7th – Representative from American University of Antigua College of Medicine

Dr. Nicholas Bower – February 20th – Alumnus (2000) and recipient of the Health Professions Heroes Award and Young Alumni Award at Juniata. Spoke with students about osteopathic medical school and his experiences as founder of Physicians for Humanity

HOSA States Team; Lindsey Draper, Travis Hull, Aggie Kwon, and Lindsay Norton - March 12th- Presented their Diabetes Community Awareness project to the membership

Ms. Maggie Crosswhite – March 19th – Representative from LECOM Schools of Medicine and Pharmacy

Upperclassmen Panel March 26th – Junior and senior HOSA students shared strategies for success with underclassmen

Dr. Sara Davis Bowen- March 26th - alumna (2001) pediatrician; shared insights on medical school and residency with HOSA students

Ms. Susan Bair, teacher, and parents of autistic children for an Autism Panel Discussion– April 2nd – Students learned about autism, the difficulties of raising a child with autism, and special teaching methods for educating affected children. This was held in conjunction with the Autism Speaks project sponsored by National HOSA.

Mr. Jacob Sherk, pharmacist – April 9th- alumnus (1981); discussed professional life as a successful pharmacist

AWARDS

HOSA Certificate of Appreciation 2007-2008- Kristin Beiswenger, Sara Berkey, Danielle Brenizer, Daniel Bukowski, Devin Conaway, Alicia Dahl, Danielle Fulmer, Larissa Hatch, Alex Ji, Tierney Miller, Hannah Monroe, Rachel Naar, Kirsten Olson, Sarah Peloquin, Brittany Ruczyk, Anne Staudenmaier, Matthew Sullivan, Brian Sykes, Allison Welch


Outstanding HOSA member 2007-2008- Aggie Kwon, Brian Sykes, and Kayla Thompson; as voted by peers

Outstanding Collegiate Advisor- State Conference - Debra Kirchhof-Glazier

1st Place HOSA States Presentation in Community Awareness for Diabetes project; Lindsey Draper, Travis Hull, Aggie Kwon, and Lindsay Norton
The next time you are involved in any health career research, take a look at this new and comprehensive website: http://www.explorehealthcareers.org

ExploreHEALTHCareers.org is packed with important career information that just might help you in your pursuit of success in the health professions.

If you are not 100% sure of your career goals, download the Health Career Planning Kit. The Health Career Planning Kit includes fact sheets, information and helpful career-planning tools for both students and advisors. It also includes 7 Steps to a Successful Health Career. This kit will help you learn which health careers have the best job prospects, and find out how to start preparing for a health career today.

Do you need to research a specific health career? This site has extensive, well-presented information on a large number of health professions.

Are you interested in learning more about specific issues that impact the delivery of health care? This website has an issues section that includes information and a number of links to more information on the following issues:

- Diversity Matters
- Humanism in Healthcare
- Health Policy Topics
- News & Articles

This website contains all of the above and so much more. Take a minute to check it out and continue to set your sights on the pursuit of a career in health care.

www.explorehealthcareers.org
By Stephanie Philip, Texas State President

My brother, a sophomore in medical school, envies my ability to gain experiences in HOSA, a chance he was never introduced to in his high school or college career. The benefits and possibilities of being a member of HOSA are endless. Whether participating in amazing club organizational activities, fulfilling leadership roles in your school and community, or gaining scholarships to accelerate your future, HOSA is an experience to remember.

The lessons learned in HOSA are rivaled by no other organization. Competitive events allow for academic achievement and knowledge that go beyond the classroom. Moreover, individuals are able to train in any specialty to which they aspire. Whether working in an emergency field using CPR/First Aid, or in a clinic learning veterinary assisting, each and every individual is able to find their niche in HOSA. The expertise learned in these fields may then be demonstrated in the competitive events activities. How rewarding it is to successfully display those newly learned skills through competition against the best in the field! In an organization like HOSA those possibilities become real.

Leadership is key in a student-led organization. HOSA strives to ensure every HOSA member gains leadership ability and training. Whether representing your local area at your conference, or representing your state at the Washington Leadership Academy, every HOSA member can be a leader to someone around them. The opportunities to lead in HOSA as well as your schools and communities abound. Anyone and everyone is able to step up to the plate and take charge of what they believe in. It could be introducing a community service project that is important to you, or spearheading a campaign. Whatever it may be, every HOSA member is a leader in the healthcare field. To start in HOSA is to ultimately end in the healthcare field. To get there, HOSA provides opportunities to pave the road all the way there.

The amount of scholarships provided by HOSA is tremendous. Hundreds upon thousands of dollars provided by various organizations is distributed by HOSA to create benefits for members to fully access their futures. Every member has some opportunity to gain money for college, medical school, or their future careers all provided through HOSA or HOSA partners. HOSA gives the means to supply the best healthcare workers with the best healthcare education. This is key in creating the most effective healthcare team for our future; a goal that HOSA always strives for.

The benefits HOSA membership provides allows members to fully achieve the goals they plan to set for their future careers. All members should strive to take advantage of every opportunity available to them. This will allow individuals to solidify every amount of passion they have for a health career. Through this we can truly make one person’s passion another person’s hero.