

An illustration showing a healthcare professional with long blonde hair, wearing a white lab coat and a stethoscope, taking a patient's blood pressure. The patient is an older man with a mustache, wearing a dark shirt and blue pants, sitting in a hospital bed. The background shows a hospital room with a bed and a wall.

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A word from the Georgia HOSA Foundation

The Georgia HOSA Foundation was designed as a supporting organization for Georgia HOSA, an organization of over 12,000 healthcare science high school and middle school students who are our 'Future Health Professionals.'

Comprised of qualified individuals from different areas of the healthcare and the educational communities, the Georgia HOSA Foundation is continually working to raise awareness about Georgia HOSA and its members. The HOSA Foundation makes use of industry partnerships and relationships to provide support and help create new experiences for the members and advisors of Georgia HOSA. Throughout the year the foundation is directly involved with events, and programs that benefit our members. Our main concern and focus is to help students be able to attend GA HOSA events, especially the national conference. In the 2014-15 school year around 50 scholarships were made available for student/chapter travel scholarships.

Another way the foundation helps raise awareness for Georgia HOSA is through the production of our annual 'Your



Future in Healthcare' magazine. Focusing on medical careers and opportunities, the magazine features interviews and stories from professionals in the healthcare community and is designed to give HOSA members a chance to see what it's really like to work in various professions in the

healthcare field. The magazine also features success stories from current and former HOSA members. Along with providing insight into different medical professions, the magazine has been used as a teaching tool in the classrooms of many of our advisors. This will be the fifth issue of 'Your Future in Healthcare.' Each year's magazine has been very well received and we are excited to continue to be involved with such a successful venture.

As Foundation Director, I would like to give special thanks to those individuals and companies who were involved with the production of this year's magazine. I would also like to thank the board members of the Georgia HOSA Foundation as well as our sister organizations Georgia HOSA, GA Healthcare Science Technology Education Foundation, and GA HSTEA for their continued support.

Sincerely,

Matt Johnson
Georgia HOSA Foundation Director

SUPPORT GEORGIA HOSA STUDENTS

Help Georgia HOSA members reach their goals through a charitable donation to The Georgia HOSA Foundation. The Georgia HOSA Foundation is a 501C3 organization that was created as a support group for the members of Georgia HOSA. Don't miss this great opportunity to contribute to the future healthcare workforce of Georgia

Name _____
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For more information or to find other ways to contribute to Georgia HOSA contact Matt Johnson Georgia HOSA Foundation Director
 706-366-0398
 matt.johnson@georgiahosa.org

Please mail donations to The Georgia HOSA Foundation 1192 Michael Lane, Decatur, GA 30033
 All donations go to directly support Georgia HOSA and the Georgia HOSA Foundation

What YWIB Can Do for Your K-12 Students

by Jennifer Stetler, Young Women in Bio Chair

Young Women In Bio (YWIB) in Atlanta is a special committee of Women In Bio (WIB), a professional organization that promotes and cultivates women working in biology and biology-related fields, that promotes girls K-12 to learn and explore the various science careers in biology. We have interactive demos that teach a basic science principle while exploring a career in science. Some of examples include DNA isolation of strawberries, color chromatography of M&Ms and markers, create your own cell workshop, eye

color epigenetics, and so many more. Recently, at the Atlanta Science Festival Exploration Expo 2015, YWIB honored four great women scientist with interactive demos with DNA Extraction to honor Rosalind Franklin, Color Chromatography to honor Marie Curie, Tulip Dissection to honor Maria Sibylla Merian, and Cell Workshop to honor Elizabeth Blackburn. If interested in YWIB presenting at your school or STEM/STEAM fair then e-mail Atlanta@womeninbio.org. ❖



Jessilyn Dunn helping a young girl dab colors on the coffee filter.



Erica Akhete showing a young girl the stamens of the tulip.

Article and photos submitted by Jennifer Stetler, Graduate Student Biology Department, Cellular Molecular Biology and Physiology (CMBP) Young Women In Bio Chair (YWIB) and Co-Chair Women In Bio (WIB) Programming <http://www.womeninbio.org/ywib>

DISCOVER Our Health Sciences Programs!

Employment growth is HIGH in **healthcare-related fields** and Chattahoochee Technical College offers a wide variety of degree, diploma and certificate programs for those interested in a career in healthcare.

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- Medical Assisting
- Medical Billing/Coding
- Nurse Assistant
- Occupational Therapy Assistant
- Paramedicine
- Physical Therapist Asst.
- Practical Nursing
- Radiography
- Surgical Technology

Detailed descriptions of individual programs can be found at www.ChattahoocheeTech.edu.

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Message from the Georgia Department of Education

Welcome to our fifth issue of Your Future in Healthcare magazine.

This magazine is designed to appeal to Healthcare Science students and teachers across Georgia, as well as Healthcare business and industry professionals. We have over 40,000 students in high school and middle school Healthcare Science programs in our rural and urban counties, where a wide variety of healthcare science courses are offered. Not only are students taking these classes, they are also successful passing national assessments and many are earning industry validated credentials prior to leaving high school.

This past school year, students became certified nursing assistants, patient care technicians, phlebotomy techs, emergency medical responders, medical lab assistants, and medical office assistants.

Over 12,000 healthcare science students are also participating in our career technical student organization called HOSA-Future Health Professionals, where they learn leadership and teamwork skills and participate in healthcare and leadership competitive events (over 50 different ones are available). HOSA is offered through healthcare programs and is a curricular component that compliments the classroom experience.

In this issue we have articles about healthcare industry professionals as well as some great community service activities that are going on around our state, and some fantastic things happening in our healthcare classrooms. The GA HOSA Foundation, GAHSTEF, the Georgia Healthcare Science Technology Education Foundation, and the Georgia Dept. of Education worked together to put this magazine together. We would also like to thank the Healthcare Science Technology Educators Association (HSTEA), the Georgia Healthcare Science Education Foundation (GAHSTEF), the Georgia Department of Education, and GA teachers and HOSA advisors for their support in the development of this magazine. In addition to the content of the magazine, we have a number associations, agencies, educational facilities, and business and industry who have supported this magazine through their advertising. We appreciate their support as well.

Healthcare Science Technology Education programs are designed to provide students the opportunity to explore careers in healthcare. This course of study will provide students with a smooth transition into postsecondary nursing, medical or allied health education or the ability to acquire an entry level medical position in the workforce or the military. Students are exposed to general healthcare knowledge and skills and are then encouraged to pursue a more in depth study in the career area they are interested

in through the appropriate career pathway.

In the program, a strong emphasis is placed on academic integration into the curriculum as well as the necessary foundation skills such as problem solving, teamwork, and critical thinking which are necessary to enter the workforce. Students in the healthcare science programs have possible opportunities for work based learning experiences, earning dual enrollment credit, and taking national certification exams. School systems have a choice of seventeen different healthcare science career pathways to select from to offer their students including: Phlebotomy, Clinical Lab, Non-invasive Diagnostics, Patient Care (also Patient Care Tech), Dental, Sports Medicine, Exercise Physiology, Emergency Medical Responder, Public Safety Communications, Allied Health and Medicine, Pharmacy, Public Health, Health Information Management and Medical Office, Health Information Technology (Health IT), Biotechnology Research and Development, Support Services, and Surgical Technology. This link will take you to do GA Department of Education page for our list of career pathways and the curriculum for each course: www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/cluster-HS.aspx



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/cluster-HS.aspx

Employment in the healthcare industry will provide students with a financially stable and rewarding career of service to others. Having a chance to begin this quest while still in middle or high school is a wonderful way for student to prepare for their future and offers healthcare business and industry a more defined pipeline of students who are interested in healthcare careers.

Here are the links to two documents that provide insight into workforce development in our state:

- Georgia Competitiveness Initiative Report:
http://www.georgiacompetitiveness.org/uploads/GCI_Report.pdf
- Governor's High Demand Career Initiative Report:
<http://www.georgia.org/wp-content/uploads/2014/04/HDCI-Report.pdf>

We hope you enjoy this glimpse of healthcare and healthcare science education in Georgia. For more information, please contact me at pjohnson@doe.k12.ga.us

Phyllis Johnson
Program Specialist - Healthcare, Public Safety, and Personal Care Services,
Georgia Dept. of Education
<http://www.gadoe.org> ❖

The Georgia HOSA Foundation would like to say a special thank you to our supporters.

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- Life South
- Home Care Assistance
- Home Town Health
- All vendor and Silent Auction participants at Winter Conference
- T shirt and photo booth sales and Magazine contributors

Whether it is financial support, in kind donations of time and/or supplies, or support with marketing through this magazine, your help is appreciated. Our supporters are what allow us to be able to support student travel scholarships so HOSA members can participate in events especially the National HOSA Conference where they compete in their contest area with students from all over the country.



Georgia Healthcare Science Technology Education Foundation (GAHSTEF)



The Georgia Healthcare Science Technology Education Foundation (GAHSTEF) provides support and services to the Healthcare Science Technology Education teachers and students of Georgia. GAHSTEF's mission is to attract competent and skilled workers to the healthcare industry. Our goal is to integrate the benefits and opportunities of the healthcare industry with the potential manpower availability in the healthcare science technology education and training programs in Georgia high schools and middle schools. It capitalizes on the existing CTAE resources of the GADOE and coordinates these resources with those of the healthcare industry. Our objective is to establish partnerships between the healthcare business and industry community and Georgia Department of Education Career & Technical program pathways specific to healthcare, and to support activities of Georgia HOSA - Future Health Professionals and the Georgia HOSA Foundation. We work to support teachers by providing quality professional development and resources that can be utilized in the classroom. GAHSTEF is a proud supporter of 'Your Future in Healthcare' magazine, and we hope students, teachers, and industry professionals will enjoy reading this information packed publication.



by Sharon Pye, Past President in collaboration with Lynne Clarke, current President of HSTEA

GA HSTEA would like to welcome you back to the 2015-16 school year! We are an organization composed of and designed for Healthcare Science Teachers in Georgia. We are a diverse group, many of whom are registered nurses; but we also count in our membership paramedics, EMT's, respiratory therapists, radiology technologists, physicians, and chiropractors, to name a few.

Our organization exists to provide networking and mentoring opportunities and professional development specific to our course content areas as well as classroom management, lesson plan development, sharing unique and innovative teaching strategies and implementation of HOSA into the classroom. Some examples include how to use CTAERN and DOE web sites, extended day information and documentation, advisory committees,

clinical contracts, advice for implementing a NATP (Certified Nursing Assistant) program, curriculum maps, end of pathway testing, grouping strategies, where to buy supplies and equipment, Industry Certification, etc.

We are composed of 7 geographical regions; these regions mirror the HOSA regions making it very easy for Healthcare Science teachers to implement our co-curricular program. Each region has a VP who oversees the mentoring and networking process for his/her region. We meet

twice a year: the Winter Conference in January and the summer GACTE conference in July; however, we communicate with our members via our website at www.hstea.org, email, phone, and 'Remind' message service.

Georgia is a unified state meaning that HSTEA members are automatically members of ACTE and GACTE; ACTE and GACTE are our advocates at the local, state, and federal levels to benefit career, technical, and agricultural education. We also want to recognize our outstanding teachers through annual awards in cooperation with GACTE and ACTE, as well as through Industry Certification which is administered through the Blue Ridge AHEC and Georgia Department of Education.

GACTE Awards:

GA HSTEA Teacher of the Year: Sandra Martin

GA HSTEA New Teacher of the Year: Casey Dudley

GA HSTEA Administrator of the Year: Tim Cochran

Teachers of Industry Certification Programs for 2015 – 2020:

1. Baldwin County High School (Baldwin County), Milledgeville, GA - Angela F. Miles, RN

2. Southeast Bulloch County High School (Bulloch County), Brooklet, GA - Sharon H. Pye, BSN, RN
3. Lakeview-Fort Oglethorpe High School (Catoosa County), Fort Oglethorpe, GA - Denise Walton, BSN, BS.Ed, RN
4. Woodville-Tompkins Technical and Career High School (Chatham County), Savannah, GA – Natasha Harris-Haggan, MSN, BSN and Diann Bennett-Magwood, M.D.
5. Greenbrier High School (Columbia County), Evans, GA - Suzanne Adams, MEd, BSN, RN and Anna Lewis, BSN, RN
6. Franklin County High School (Franklin County), Carnesville, GA – Tammy Melton, BA.Ed, LPN
7. G.W Carver High School, (Muscogee County), Columbus, GA – Cassandra McFolley, BSN, RN



8. A.R. Johnson Health Science & Engineering Magnet School (Richmond County), Augusta, GA - Lynne Clarke, Ed.D., RN, Tomeka Few, BS RDH, Ruth Quiller, BSN, RN, and Greg Johnson-Monroe, MEd, EMT-I
9. Thomas County Central High School (Thomas County), Thomasville, GA – Wendy Luke, BSN, RN and Cindy Griner, BSN, RN

Our Board members are:

Lynne Clarke – President

Sharon Pye – Past President

Jama Kirkland – Secretary

Mark Elsey – Treasurer

Pat Rutherford – First Vice President

Kathy Sheriff – Region I Vice President

Tracy Floyd – Region II Vice President

Casey Dudley – Region III Vice President

June Woods – Region IV Vice President

Marci Johnson – Region V Vice President

Alquitta Dent – Region VI Vice President

Cindy Fritts – Region VII Vice President

We encourage you to become involved in your professional organization! You will find a great deal of support and an opportunity to provide support to new teachers as well. Please check out our website at www.hstea.org and www.gacte.org. We are looking forward to getting to know and working with each and every one of you as well as doing our best to prepare future generations of healthcare professionals. <http://www.hstea.org/> ❖



HOSA – Future Health Professionals is welcoming a new division, Middle School HOSA. This division is for grades 6-8 and will be in addition to our secondary members (grades 9-12) and post-secondary members (college). Jr. HOSA members will be able to participate in local chapter activities, competition, leadership workshops, and conferences at the state and national level.

At the 2015 Georgia HOSA State Leadership Conference, Jr. HOSA members were allowed to participate in specific competitive events as a pilot. We had 107 Jr. HOSA members within 9 Jr. HOSA Chapters across Georgia, compete in 18 different competitive events. From Clinical Nursing to Medical Math, our Jr. HOSA members proved that they are fierce competitors and are ready for more competition. Now that the Middle School division is nationally recognized, we expect to see more Jr. HOSA competitors and are excited to welcome them to more competitive events.

by Christen Shiflet – Georgia HOSA Program Director of Advisor Development

Currently, there are 1,578 Jr. HOSA members across the nation, Georgia HOSA contributes 533 of those members. Thank you to those Jr. HOSA Advisors and members who are leading the way for Middle School HOSA!

Here's what our Jr. HOSA Members had to say about the 2015 State Leadership Conference:

“The best thing about SLC was that I was able to have fun with people who also want to be future health professionals. I got to meet new people and bond with my HOSA group. I can't wait for next year!”
~Chris Efobi, 6th Grade at South Forsyth Middle School

“My favorite part was the opening ceremony with all the excitement and anticipation.”
~Savannah Foreman, 7th Grade at Brantley County Middle School

“My favorite part of the SLC was that during both opening and closing ceremonies I was inspired to go out and become a better leader so that I can be the best HOSA member I can be.”
~Mattie Davis, 7th Grade at Brantley County Middle School

“My favorite part about SLC was the closing ceremony, it really inspired me to go after what I want in life.”
~Mikylee Crews, 7th Grade at Brantley County Middle School

“My favorite part about SLC had to be seeing all the people who are extremely invested in HOSA. These leaders truly make HOSA possible. I also enjoyed seeing the opportunities that I will have in the following years as I move into high school!”
~Callahan Thompson, 8th Grade at South Forsyth Middle School

“My favorite thing about SLC is when I got to go to the dance. At the dance I got to interact and meet more people. Another thing that I liked about the SLC is that it inspired me to continue in HOSA.”
~Mollie Lee, 8th Grade at Brantley County Middle School

“My favorite thing about SLC is how much it inspired me to run for a state office when I get in high school.”
~Sydney Dryden, 8th Grade at Brantley County Middle School

“My overall experience with SLC was great! I enjoyed watching my students interact, compete, achieve, and ultimately grow into more well-rounded individuals, who came back home inspired to LEAD.”
~Tyler Page, Advisor at Brantley County Middle School

“They had a great time and are already so excited about next year. It has been all they have talked about since we got back which is encouraging more students to want to be a part of HOSA next year.”
~Julie Smith, Advisor at South Forsyth Middle School ❖

Biotechnology at Paulding County High School: A Success Story



Students are working together to pipette and load PCR products into a 2% agarose gel for electrophoresis.

Marc Pederson Paulding County High School

Prior to becoming a teacher, I worked in a genetics lab to research the molecular ecology of a neotropical bird species. So when the Paulding County School District decided to start a biotechnology program as part of its new magnet school, I was very excited for the chance to share my knowledge and passion for biotechnology with the students. Although the courses have only been offered for the past two years, the program has already had a profound impact on the students and has even been called a “success story” by the Georgia BioEd Institute. I would like to share these experiences with other school districts and teachers that are currently offering the biotechnology pathway, or considering starting a new program. In addition to the required curriculum, my overall goal was to provide students with an authentic research experience. Thus, it is also my desire to help other teachers implement a research-based component in their biotechnology programs. In this article I would like to describe our research, explain how it has impacted student achievement and career aspirations, and lastly, how other programs can begin to successfully incorporate research into their own curriculum.

Through a very circuitous set of events, my students eventually decided to study the genetics of a marine polychaete worm species (*Linopherus ambigua*), commonly referred to as a bristle worm. During the initial planning stages, I worked to set up a col-

laborative opportunity with a marine biologist at the Georgia Institute of Technology and our original research focus was on an invasive species of coral. The ability to work with post-secondary institutions and professionals is undoubtedly a critical step in creating an authentic learning experience for the students. Many of these professionals are eager to help schools and work with teachers and children. Throughout this article, I will accentuate the importance of working with professionals. After learning how to maintain saltwater aquaria, we began our investigation of the coral species. However, the animals were quite difficult to maintain, and eventually, we decided they would not be a suitable research specimen for a high school biotechnology class. As we know in science and research, it is commonplace to fail and learn from our mistakes. Over the summer, the students were encouraged to explore new ideas for our biotechnology program. It was almost too obvious when we finally realized the ideal specimen had been right in front of us the entire time... the small, but ubiquitous bristle worm. Immediately, the students began to identify and review the literature for information on these small polychaete animals. Bristle worms have the amazing ability to reproduce asexually through multiple fragmentation, or sexually using their gametes. This unique mode of rapid reproduction, coupled with their high abundance in the tanks, made the worms a model organism for use in our biotechnology research program. Again, I would like to mention that this research is an integral component of the

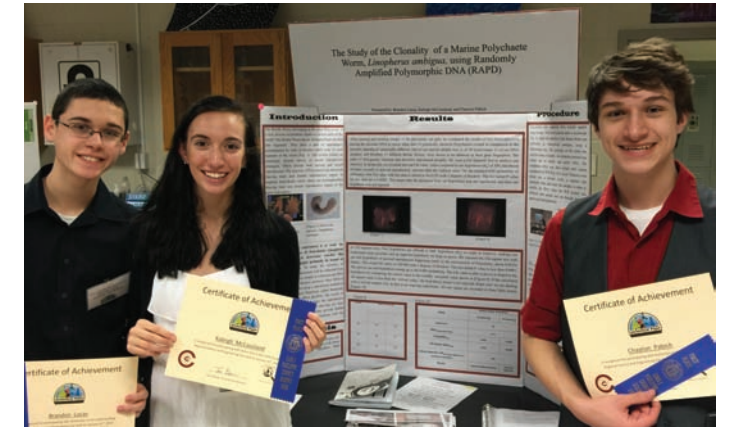
biotechnology program and is conducted concurrently with the required content.

Students in the biotechnology pathway collectively decided to research the clonality of the bristle worms to determine how many of the animals were reproducing asexually versus sexually. The idea was to eventually relate this genetic information to abiotic conditions in the tanks, such as dissolved oxygen, salinity and nitrate levels. I will provide a synopsis of our methodology; however, the full details are beyond the scope and intention of this article. I would also like to preface this section by reiterating that the central focus of our research plan was developed by the students through trial and error. It was not conceived as some great, master plan overnight, but rather through a series of unforeseeable events over a period of time.

In my opinion, the events I am about to describe truly epitomize the process of scientific inquiry. Although I facilitated students as they worked through each challenge, I give them full credit for their discoveries and successes. The students engineered traps to capture the bristle worms in order to collect small tissue samples for DNA analysis. We extracted high quality genomic DNA using silica-based chromatography spin columns. The students chose to use Randomly Amplified Polymorphic DNA (RAPD) to assess the clonality of the bristle worms. In order to accomplish this, they had to design oligonucleotide primers for Polymerase Chain Reaction (PCR) and visualize the DNA on agarose gels using electrophoresis. After designing nine decamer primers, the students were faced with the seeming insurmountable task of amplifying the DNA. Common PCR kits and prescribed labs supplied by major vendors are fairly straight forward and provide detailed protocols, but imagine determining all of the concentrations, variables and thermal conditions for PCR on your own! The students relentlessly used the scientific method and their growing knowledge of PCR, to finally obtain the exact conditions needed to amplify the bristle worm DNA. What a momentous occasion for my students! As I recall seeing those bright, beautiful bands of amplified DNA and the students’ celebration that followed, it was undoubtedly a highlight in my teaching career. It was a scientific struggle that exemplified inquiry-based learning.

Currently, my biotechnology students are collaborating with Georgia Highlands College to use inferential statistics to analyze over 70 DNA samples to determine the clonality of our population. We have every intention to submit our findings to a peer-reviewed journal for publication, and in reality, our research has only just begun. Our findings have led to even more questions about the genetics of these fascinating animals. As we move forward into the 2015-2016 school year, we have plans to sequence the entire genome of these organisms and to submit our results to web-based bioinformatics sites like GenBank, BOLD and BLAST. We would also like to begin exploring the use of plasmids to transform the bristle worm genome. To our knowledge, this organism is unstudied, and thus, our research on this species has endless potential.

Ostensibly, this level of research may seem unrealistic for many schools starting a biotechnology program. However, this is not the



Students were awarded first place at the Cobb-Paulding Regional Science Fair and third place at the Georgia Science and Engineering Fair.

case; in fact, any program with some basic start-up equipment can utilize many of these techniques. There are many resources available for teachers and schools interested in offering the biotechnology pathway. The Georgia BioEd Institute has a program that can supply trained teachers with biotechnology equipment through their Georgia Bio Equipment Depot. There are also many grants available for teachers. Most of the consumable materials, such as the DNA extraction kits, were funded through the Gale Samuels Award by the Georgia Teachers of the Year Association. We are excited to be collaborating with the Georgia Institute of Technology, Georgia Highlands College and the University of Georgia. We have also received logistical support and training through the Georgia BioEd Institute, which is an incredible organization dedicated to STEAM, biotechnology and medtech education in Georgia schools. Any teacher can collaborate with professional organizations, colleges and universities.

At Paulding County High School, we simply reached out to these institutions and found professors interested in collaborating with high school students. Teachers interested in the biotechnology pathway need to contact colleges and universities in their local areas and ask for advice and support. You would be amazed how easy it can be to form partnerships, which will make learning so much more authentic and relevant for your students. I am also very willing to share my own experiences and resources with other teachers (see contact information). Lastly, I would like to restate that our bristle worm project was not contrived overnight. After nearly a year of unproductive coral research, we eventually discovered these obscure worms, which led to this great research opportunity. Over the past year, students from all three courses in the Biotechnology Pathway contributed to our bristle worm research. It has become an integral component of Paulding County High School’s magnet program and garnered some wonderful recognition from the school district, professional organizations, post-secondary institutions and the local media. Students are now choosing careers in biotechnology and entering internship programs with universities. The pathway has become the most popular choice among magnet students at Paulding County High School. We are very proud of our biotechnology program, which has become a true ‘success story’ for our students. ❖



Silvia Quevedo, M.S.CCC/SLP,
Associate Director, Academic Affairs
and Research Education, ASHA

Are you contemplating a rewarding career that gives you opportunities to help people? A career as an audiologist or speech-language pathologist (SLP) may be just the thing. These allied health professions are growing in demand. Speech-language pathologists are experts that provide a full scope of services including prevention, assessment and management of speech, language, voice and swallowing disorders across the lifespan. They engage in collaborative practice in a variety of settings; hospitals, nursing homes, outpatient clinics, private practices, schools and home health to name a few. Audiologists are experts in providing person centered care in the prevention, identification, diagnosis, and evidence-based treatment of hearing, balance and other auditory disorders for people of all ages. Audiologists provide professional and personalized services to minimize the negative impact of these disorders, leading to improved outcomes and quality of life. They work in healthcare settings, private practices, community health clinics and schools. Both professions require a graduate degree. A master's degree is the entry level degree for SLPs and a clinical doctorate is needed to become an audiologist. To learn more about these exciting professions and the educational requirements go to <http://www.asha.org/careers/> or contact academ-

icaffairs@asha.org.

Two Georgia based professionals share their stories about working in communication sciences and disorders careers:

How and why I became an audiologist

By Akilah Heggs, M.A., CCC-A, Past-President, Georgia Speech Language Hearing Association

The story of how I became an audiologist is not a typical one. I had never heard of the profession when I was in high school or upon entering college. When I think back, however, there were several events that occurred along the way that led me down this path. I attended a high school in the suburbs of Atlanta, GA that was right next door to the School for the Deaf and actually had several classes with students who were hearing impaired. I didn't know it then, but my fascination with their hearing instruments, sign language and their ability to participate fully in all of the same activities as I did, is what would drive my passion for the profession.

In college at the University of Georgia, I wasn't sure what I wanted to major in at first but knew that I enjoyed biology, education and working with kids. I began looking into majors that would incorporate all of those interests and I was directed toward Communication Sciences and Disorders, which is the undergraduate major for speech-language pathology and audiology. So, that was really the beginning of my journey. At that time, my focus was on becoming a speech-language pathologist, however, as I started taking classes and learning about how the ear and hearing is so important for speech and language development, my interests starting turning toward being an audiologist. From there, I went to graduate school at the University of Massachusetts and earned a degree in Audiology.

My career as an audiologist has been exciting and my passion for the profession continues to grow. I have spent most of my career working with the pediatric population testing infants and children for hearing loss and providing them with amplification devices. I have worked in a children's hospital in Atlanta, an ENT doctor's office and at a university Speech and Hearing Clinic. In all of these settings, I have tested the hearing of newborn babies up to my oldest patient who was 98 years old! I most enjoy all of the fun equipment that we get to use in audiology and working with hearing aids which are now like mini computers. I have fit toddlers and young children with cochlear implants and have had the joy of seeing a child's eyes light up when they hear sound for the first time

My most rewarding accomplishment was serving as the state coordinator for the Universal Newborn Hearing Screening program in Georgia. In that role, I worked with hospitals, public health departments, pediatricians and families to make sure every baby has a hearing test at birth and identify hearing loss as early as possible to any child could have the opportunity to develop speech and lan-

guage and reach their full potential.

There are so many things you can do as an audiologist. The profession is always evolving and the best part is that you get to be a part of helping people fully participate in life through the gift of sound.

A Day in the Life of a Medical Speech-Language Pathologist
By Maryanne Weatherill M.S., CCC-SLP

Speech-Language Pathologists (SLP) can work with people of all ages in a variety of settings including schools, hospitals, clinics, home health, and skilled nursing facilities. During my career as an SLP, I have worked in most of those settings. Currently, I work in the hospital setting with adults who have a variety of communication, thinking/cognitive, and swallowing issues. Having so many choices of work setting is one of the benefits of the profession. It doesn't matter if you like working with younger people or older people; there is a place for you.

A typical day starts in the morning when I set up my work list. Overnight people come into the hospital and their doctors decide if they might need an evaluation by an SLP. These people might have had a stroke, brain injury, sudden illness, or many other conditions. The person may be demonstrating difficulty speaking, understanding words, thinking, remembering, or choking when eating, which are some reasons why they would receive an 'order' to see an SLP. Even after 23 years in the profession, I still learn something and see new things every day. Sometimes I help solve the 'mystery' of why the patient might be having a problem. This is very mentally stimulating and rewarding.

I take the list of names, look up their information in the computer so I get to know something about them, and go to see them for their evaluations. When I get to the medical unit I might talk to the doctor or nurse taking care of the person I am going to see. There are many other professionals that are involved in the care of each patient and I might need to speak with one of them, too. The entire medical team is also there to support me as a professional.

When I go into the room I greet the patient and any family members that may be present. I introduce myself and explain why I am there. I ask the patient to perform a variety of tasks that give me a better idea of what types of problems they are having and what I can do to help them. The person may have slurred speech or difficulty finding the right words to use after having a stroke. A person with a brain injury may have difficulty with their memory or solving problems. Someone with Parkinson's disease may not speak loud or clear enough. A person who has had a stroke, brain in-

jury, or neurological disease may have problems eating and swallowing. I make my recommendations and we discuss the goals for treatment.

I might also provide the patient and family members with information about their condition or the problems they are having as they relate to my evaluation and planned treatment. Many of the patients and families will say they feel better after talking to me and are less afraid. After the evaluation, I might speak to the doctor or nurse again. Then I will do my paperwork that describes what issues the patient is having, what I determined in my evaluation, and what the plan of care will be. Now that they have received the evaluation, I will put the patient on my list to see the next day for treatment.

One of the rewards of being an SLP is that I meet so many wonderful and interesting people and that I have the opportunity to help them. I think that everyone has a story to tell, regardless of who they are and where they come from. They are not just patients, they are people. I do my best for them. I am glad to touch their lives and they touch mine. I feel like I make a difference and that's why I am happy being a Speech-Language Pathologist. ❖



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by Suzanne Adams

The Healthcare Science Program of Columbia County High Schools serves as an exemplary medical program in a high school setting when it comes to developing partnerships with local medical facilities. Common goals of excellence, commitment, and innovation are essential elements required by the five Columbia County Healthcare Science Program's Clinical Educators (Mrs. Tami Gordon BSN, RN, MAT Evans High School, Mrs. Suzanne Adams BSN, RN, MED & Mrs. Anna Lewis BSN, RN Greenbrier High School, Miss Lashon Bennett RN Grovetown High School, Mrs. Elizabeth Thibodeau BSN RN MAT Harlem High School, Mrs. Pamela Gosney BSN, RN, MAT & Mrs. Lisa Olson RN, Lakeside High School). Doctors Hospital of Augusta has assisted with establishing and promoting these goals with assistance of the Manager of Volunteer and Student Services, Mr. Bart Grey, for the last 15 years.

Developing and sustaining an effective partnership between a medical facility and a healthcare program is challenging. Add in the mandate that the opportune students are still in high school and a further uniqueness appears. Medical and educational standards must be met for each student to master the vital knowledge and crucial skills for direct patient care within a medical facility. Commitment, guidance, and rigor are obligatory and must remain at the forefront between the partnership parties.

The medical partnership between this Healthcare Science Pro-

gram and Doctors Hospital has flourished because of the persistence and progression of involved parties. Healthcare jobs are rewarding and prosperous. The need for jobs in the healthcare industry continues to increase. These jobs are demanding and require dedicated and trustworthy individuals. Healthcare personnel are mandated to provide optimal care to all patients. Exposure of various medical fields while obtaining a marketable certification is a remarkable opportunity for any student. The partnership between the Educators of Columbia County's Healthcare Science Program and Doctors Hospital led by the Manager of Volunteer and Student Services, Mr. Bart Grey, allows the accomplishment of this opportunity for our students.

Optimal partnerships should endorse opportunities for participants. The partnership between this healthcare science program and medical facility meets this parameter. The students get to participate in direct patient care after mastering the required knowledge and skills. The medical facility assists in developing future healthcare professionals for the community by providing needed direct patient care hours for the students and hiring many of them after obtaining the Georgia Nursing Assistant Certification (CNA). Obtaining a job as a Medical Service Technician at Doctors Hospital requires this certification. Other local hospitals in the community also hire many of the graduated students as Patient Care Technicians (PCTs), or Patient Care Assistants (PCAs). Both require the healthcare professional certification of CNA.

Doctors Hospital has supported the Columbia County Healthcare Science students by contracting with the Patient Care Fundamentals Program at Evans High School, Greenbrier High School, and Lakeside High School allowing direct patient care for students in this program. This medical facility also allows a job shadowing experience for the Allied Health and Sports Medicine Programs from Grovetown High, Harlem High, and Lakeside High respectively.

This partnership displays other support and recognition as well. For the last 6 years, Mr. Bart Grey from Doctors Hospital has assisted in organizing and funding a Healthcare Science Pinning Ceremony for the students who receive a recognized medical certification allowing medical job employment such as CNA, PCT, MST, PCA, MOA, etc. Due to this surmounting progression and dedication, Mr. Grey and Doctors Hospital won the ACT College and Career Readiness Award for the facilities investment in the youth of the community offering pathways for college and career opportunities, after being encouraged to enter by Mrs. Phyllis Johnson at the Georgia State Department of Education.

An interview with Mr. Bart Grey illustrates the following:

Q: What is your role as Manager of Student Services at Doctors Hospital? My role as Manager of Volunteer and Student Services is to be involved promoting our service lines in the community while investing in our youth providing career opportunities for future healthcare workers. I work with area colleges and high schools providing opportunities for students to experience what Doctors Hospital has to offer, helping them to make career decisions. We do this through Job Shadows, Senior Projects, and our investment in the Healthcare Science Technology program with the Columbia County School System.

Q: What is the most important program requirement to allow students into your medical facility? I am interested in students who are already involved with a healthcare related field or students who have a strong interest in healthcare. Most college level students are already registered in a particular field and they want to enhance their knowledge base by shadowing or volunteering and our high school students are required to work toward their CNA, PCT, or PCA.

Q: What types of stipulations are mandated by the contract between the high schools and Doctors Hospital? Our High School students are required to adhere to the same requirements as a full time staff member. Before entering our facility, students must complete an Application, Interview Process, Background Check, Urine Drug Screen, TB Skin Test, Complete Medical Clearance, and Life Safety/HIPAA/Customer Service Orientation. Our students are also required to abide by a strict Dress Code Policy. Students who violate any of the rules stated in the contract are not allowed to participate in the program.

Q: What benefits do you feel that Doctors Hospital receives by

partnering with this program? First and foremost is the benefit of investing in the youth in our community. Believing in them and offering opportunities for them to experience a work environment that will assist them in making wise career choices. As a result of the HSTE program, most of our students have continued on into healthcare and many have been hired by Doctors Hospital to fill positions from MST's, RNs, CRNAs, Pas, etc. Our students have also found employment in other area medical facilities and several are seeking EMT training. We definitely want to create an interest in healthcare, but it is equally important to us to invest in our youth to show them that we care about them and their future as viable citizens of our communities.

Q: How has the program evolved to meet the healthcare profession demands within the local community? We are experiencing a nursing shortage nationwide so our investment is vital for future healthcare professionals. The investment that Doctors Hospital is making is ever evolving. Our leaders continue to create new opportunities for our students such as providing special classes and seminars for the students, keeping them abreast of current and changing technology--all with the goal of providing a better experience for our community's current and future patients. ❖





by John Andrews, LifeSouth Georgia District Community Development Coordinator

When LifeSouth Community Blood Centers' big bloodmobile rolls up to a high school in Georgia, it offers not just an opportunity to save lives, but a chance to learn.

"At many of the high schools we visit, the HOSA students not only donate blood, but they encourage their classmates to participate, visit with us and see the many jobs we do," said LifeSouth Georgia District Community Development Coordinator John Andrews. "Some of the schools allow the students to take blood pressure readings while their classmates are donating, so they're getting real-world experience, too."

Jama Cochrane and co-teacher Christina Branch welcome

LifeSouth to the blood drives at Centennial High School in Roswell, Ga. and so do her 150 HOSA members.

"My students who volunteer beg to do it again," she said.

Cochrane has taught at Centennial since 1998. She takes her entire class to the gym during the blood drives. She says for 16-year-olds, donating blood for the first time can be a little scary.

"By having their friends there, they're able to get through the experience and find out it's not so bad," Cochrane said.

She says the students shadow the LifeSouth staff and are frequently surprised by their efficiency and how calm they are doing their jobs. In addition to seeing professionals in action, the visit offers an important life-lesson.

"I think the biggest benefit for the HOSA members and the non-HOSA members is learning to donate blood at an early age, because they're more likely to become lifetime donors," Cochrane said.

Denise Maragh is a mobile team supervisor for LifeSouth. She says she enjoys working with the HOSA students on the blood drives. She says the students observe, while walking their classmates step-by-step through the donation process, from pre-registration through hydration. She says the HOSA students come in with a background on medical issues and aren't shy about asking questions.

"They sometimes ask questions that I'll have to think about before answering them," Maragh said.

LifeSouth, through its Five Points of Life Foundation, even offers classroom lessons for kindergarten through high school that teach the science behind donation, and stress the importance and



the impact of giving.

"It's geared to grade level, so for second graders we may teach the components of blood using water for plasma, sugar-free punch for red cells, Tic Tacs for white cells and gummy worms for platelets," Andrews explained. "For high school students we're getting into antigens and blood types."

The blood drives at high schools are important for LifeSouth and other blood centers because the students are young and healthy and are eager to help. High school donations are vital, and the annual drop in donations every summer is directly connected to the time of the year when school is out. Andrews said the lessons from a blood drive are distinctive.

"Student interaction with our techs is different. They aren't medical professionals there for a career day presentation, they're doing their everyday jobs, and the students can get that real-life exposure right on campus, so that's unique." ❖

Health Care with a Heart

Steven Miracle, CEO Georgia Mountains Health Services Inc.

You may have heard people talk about 'safety net' providers of health care services. Ever wonder what was meant by that? Who are the so called safety net providers? What do they do? How do they help those who do not have access to health care?

A health care provider, as you know, can be a hospital, or a doctor, or a nurse practitioner, or a medical clinic or others offering medical services. A safety net provider is simply a health care provider whose mission it is to take care of people who have no insurance, who are poor, or who have Medicaid.

Community Health Centers (CHCs), are a special type of safety net provider delivering quality health care throughout the State of Georgia and across the nation. Georgia Mountains Health Services, Inc. is one such safety net provider with offices in the northern part of the state. All CHCs are similar in that they are doctors' offices with the primary mission to take care of people regardless of the patient's ability to pay.

Georgia Mountains Health is an independent non-profit corporation chartered by the State of Georgia. Our organization has been delivering medical care for over 30 years beginning with the first office in Morganton, Georgia. We now have medical offices in 5 Counties and a dental office in Blue Ridge, Georgia. The provider staff includes 14 full time primary care doctors and nurse practitioners, two dental providers and two Licensed Clinical Social Workers (LCSWs).

As with many CHCs our focus is twofold: (1) delivering quality care at an

affordable cost; and, (2) delivering preventive health services to our community. We take both very seriously.

We make extensive use of our Electronic Medical Records System to track the quality of care we deliver. Our medical staff has identified specific measures of performance that are indicators of quality. Some of these are tracking the percentage of patients with hypertension who have controlled blood pressure, the number of smokers who are counseled about the hazards of smoking, and the percentage of patients for whom their diabetes are under control. I am proud to say that we are one of the few organizations recognized as a Patient Centered Medical Home by a national accrediting agency.

We all know that early identification of chronic health conditions is a key to improving and maintain good health. Last year we provided over 250 discounted lab tests and over 1,000 free health screenings to people in our communities. These efforts take place at health fairs we sponsor, or participate in, through partnerships with the faith based community, school systems or local businesses. These health fairs always identify previously undiagnosed health conditions needing attention.

This past year, Georgia Mountains Health provided quality affordable health care to over 10,000 patients, most of whom either had no insurance or who were covered under the Medicaid program. Georgia Mountains Health...the doctors' office with a heart. ❖

Laws Of Life

Breanna Fowler, SCHS Junior

The first time I saw this quote from Ghandi* was when my healthcare classmate and I were looking for a saying to go on our shirts that would best represent what we do and strive to do every day. Since I have been in healthcare class and club I have had many experiences where I have helped and cared for others and been rewarded for it in the end. The rewards were not prizes or awards, it was the feeling I got after that left an impact on me. The first time I realized this was when I was doing my clinicals for my Certified Nursing Assistant class at the nursing home. Waking up at 5 AM and bearing the cold was not exactly any teenager's idea of a good weekend, especially when we knew that we would be taking residents to the bathroom, bathing them, and feeding them. It was not until I had been there for a couple of hours that I realized how selfish I had been griping about having to get up early when I saw the residents there who had no family and were all alone. It broke my heart. Even simple things such as complimenting a resident's outfit choice or helping them put on their makeup, made their day. I never realized how much helping someone else could make you reflect on your own life and see how much you have taken for granted. For example, you don't think about waking up and brushing your teeth, you just do it, but there are residents and patients who don't get that simple pleasure of getting their self ready. When you're young you don't know just quite who you are yet, or the impact you can make on someone. After my long weekend of clinicals, even though I was tired and ready to take a nap, I had a woman thank me and beg me to come back and visit her when I could. I felt accomplished and joyful that someone who had known me for so little time was thanking me and appreciated me. It may seem like a little gesture, but to me that is what it is all about, helping someone else even if it is just putting on their favorite red lipstick for them or sitting with them and having a conversation. I knew after my week at clinicals that there are so many people hurting and needing someone to help them, that there was no way I could not go into the healthcare field.

This quote is not only significant to me now, but will also be motivational to me

when I go to nursing school. Nurses don't always get the most luxurious tasks, they do not always get the kindest patients, or the nicest pay check, but they are there for the patients and residents when they have no one else. I believe that in the society we live in today, we are so wrapped up in what we want, what people can do for us, what people can get for us, that we forget about the other millions of people on the earth who are dying of disease and sickness. I want to live my life knowing that because I went the extra mile with a patient and showed them compassion that their life was a little easier. When nursing school gets tough or my work environment isn't exactly what I would hope, I will remember my weekend at the nursing home and remember why I do what I do. ❖

* "The best way to find yourself is to lose yourself in the service of others." - Ghandi



by **Patty Petrey Dees, Distance Learning Program Director, & Center for Puppetry Arts | www.puppet.org**

Puppeteer Jeffrey Zwartjes with hand puppet "Mr. Kolache"
Photos taken by Patty Petrey Dees, Center for Puppetry Arts



The Center for Puppetry Arts, the largest U.S. non-profit devoted to the art of puppetry, has an interactive approach to learning about health and wellness that is accessible to ANY school with internet access and a computer. The Distance Learning Program, established in 1998, allows schools to connect to the Center through virtual field trips—right from your classroom! Students interact with a puppeteer throughout a live puppet show to learn about MyFoodPlate, portion control, physical activity, and more. These performances are part of the Center's ongoing Healthy Children Initiative to encourage and enable children and families to make healthy choices about food and exercise and to adopt a positive self-image regardless of body type

These highly interactive performances are delivered LIVE by a single puppeteer and incorporate video and animation elements. "Mr. Kolache's Long List" was developed in 2013, supported by a grant from the Coca-Cola Foundation. Mr. Kolache lives at a grocery store bakery counter with his energetic dog, Baklava. Mr. Kolache faces an overwhelming to-do list, but finds that healthy eating and a walk outside give him the energy and focus he needs to accomplish his work. Throughout the performance, he shops for groceries and chooses foods for breakfast and lunch, seeking input from the audience along the way. 'Camp Whachyawan-nado,' piloted in the fall of 2014. In this production, Doodle Noodle learns about a wide variety of ways to be physically active, including organized sports, recreational activities such as hiking or swimming, exercise programs such as yoga, artistic endeavors such as dance, and simply playing outdoors. Doodle learns that everyone's approach to physical activity can be different, based on what best suits their body and mind.

Both performances are complemented by an Educator Resource Guide and '10 Minute Recess,' a recorded-video segment featuring Little Noodle. The guides and video are for use in classrooms as pre and/or post performance activities and are available for free from the Center's website and on the Center's Vimeo channel.

By using the Center's cloud-based videoconferencing option, the schools or libraries do not need any special equipment to connect—only a high-speed internet connection, computer with microphone, projector, and projection screen. In addition, Georgia Partnership for TeleHealth granted a virtual room and access to their restricted telemedicine network. The Center can now connect with any school, hospital, or community center with a telemedicine cart that is a member of the GPT network!

Thanks to the Georgia Health Foundation, twenty scholarships were granted to schools across Georgia to receive these performances for free. Working with the Georgia Department of Education through CTAE, the Center was able to deliver content to ECE Pathway students at Gordon Central High School and Brunswick High School. They had a great time interacting with puppeteer, Mr. Jeffrey! In addition, students from Montgomery, Carroll, Fulton, Rockdale, Ware, Tattall, and Coffee counties were all program recipients. The Center is currently seeking funding to provide more scholarships for 2015-2016. To find out more information about programming, visit: http://www.puppet.org/edu/dis_programs-videoconferencing.shtml or call 404-881-5117. ❖

Rural hospitals in Georgia face significant challenges when compared to their urban counterparts. With the number one challenge being workforce, the second follows closely behind: extreme financial pressure as reimbursements decline and become increasingly complicated. One organization has been dedicated to helping rural hospitals survive in the state for the last fifteen years, and is now partnering with various state educators to find new solutions to address the workforce problem.

HomeTown Health, a rural hospital network of over 60 critical access or small rural hospitals in Georgia and Florida, points to the eight hospitals that have closed in the state in the last eight years to learn how to prevent future hospital closures. When a rural hospital closes, it not only affects access to care but has a negative impact on the entire community. As one of the largest employers in a community, a rural hospital serves as a local economic engine and often is one of the few employers able to offer highly-skilled jobs. A rural hospital is more than an emergency room; it can also be the sole provider of home health, long term care, and primary care in the community. Without the hospital, the local economy dies, and it is extremely difficult to attract other industry to an area without healthcare.

by **Jennie Price, Director Business Development | Hometown Health LLC**

Financial challenges within many rural hospitals hinder their ability to offer all of the services as in the past, including standard services such as Obstetrics. In Georgia, most rural hospitals are no longer delivering babies. Without doctors delivering babies, many young couples and families move away from rural towns. This out-migration of the younger generation can mean that rural hospitals' patient mix is made up of a greater population of the aging. There becomes a greater need for care providers in rural communities, where traditionally, rural Americans are on average older and tend to have more chronic conditions. Without young healthcare workers, many facilities will continue to face gaps when finding employees to take the place of an aging workforce.

The future forecast for hospitals is dim due to the negative impact expected from shortages of physicians, mid-levels and nurses; and in a rural setting, it can be even more difficult to recruit care providers and other needed staff. In addition, the future brings many unknowns in forecasting staffing needs, including changes that may arise due to the Affordable Care Act, new models of care, and new technology.

Even among these challenges, there lies great opportunity. HomeTown Health is encouraging their member hospitals to create new partnerships with educators and students in their communities to prepare for these changes down the road.

A discussion on this topic was held in April, 2015 at the HomeTown Health Annual Spring Conference, where Phyllis Johnson, Program Specialist for Healthcare for the Georgia Department of Education, and Dr. Barbara Prosser, CEO at Effingham College & Career Academy, spoke on a panel with HomeTown Health's Director of Business Development, Jennie Price to over 200 rural hospital leaders. The primary message of the panel was that both the student and the rural hospital can benefit from partnering together now.

Phyllis Johnson, the Program Specialist for the Department of Education noted that "although some students might be moving away from the rural areas in our state, many of them really want to remain in their home town if they see career opportunities there that can lead to a promising future. If they already have a relationship with their local providers, I believe many of them will stay."

Jennie Price, HomeTown Health's Director of Business De-

Partner with Rural Healthcare Providers to Address Workforce Shortages in the Future

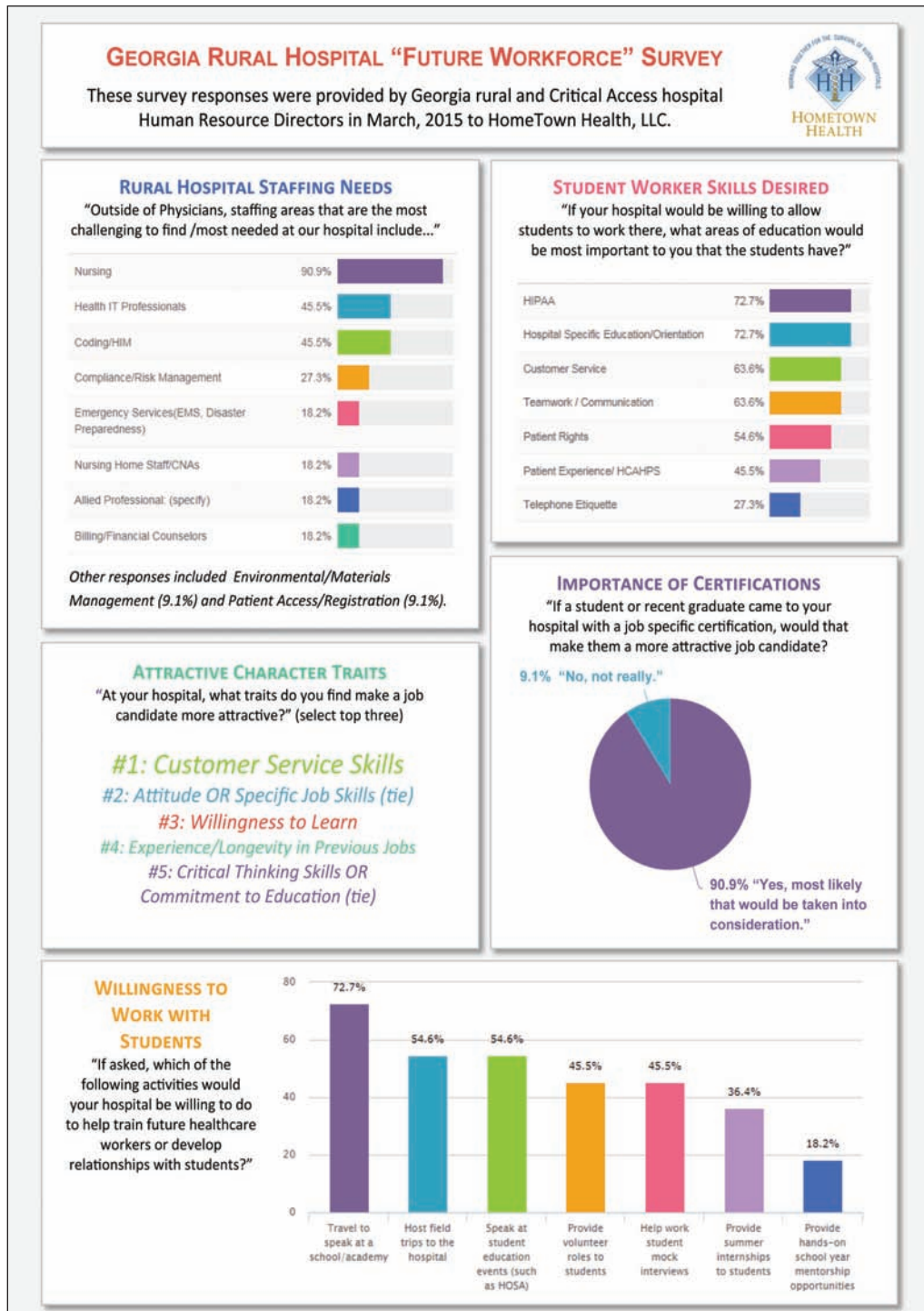
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velopment, was able to hear first-hand from Health Science educators during the HSTEA Conference held in Macon in January, 2015. "Many of the teachers from across the state that shared their experiences with me echoed similar challenges. They have students who want and need hands-on experience in local hospitals and physician practices, but they aren't able to find willing providers to work with them. They asked HomeTown Health to help educate our rural hospitals on the areas of need for the students, and offer some creative ideas to help them understand their need." HomeTown Health hopes to overcome some of these challenges to enable more students the opportunity to experience valuable hands-on training within facilities and for hospitals to begin to build relationships with them.

Other challenges shared by Health Science educators involved finding timely, relevant education outside of the traditional model, especially where there was limited space available for students to work in a facility or doctor's office. They also expressed a need to find education resources for students who were interested in exploring other health science areas outside of the pathways that were supported by their own school. HomeTown Health provides one solution through online education for a number of career paths like Healthcare Technology.

This feedback from teachers, combined with a Rural Hospital Human Resource Survey HomeTown Health sent to its member hospitals, provides great information to help each side understand how to better partner together. Hospitals were able to share not only their top staffing needs, but also provided feedback on the desirable skills and areas of education for current and future job applicants.

This is just the beginning of the meaningful partnership between healthcare educators and rural healthcare. HomeTown Health exists to help rural hospitals survive, and that means helping to ensure they have a future workforce in the areas needed. The organization is also working on a number of projects to benefit both Health Science



Educators and hospitals, such as:

- Shared education efforts: HomeTown Health formed an online university, called HomeTown Health University (HTHU), over ten years ago to meet the need to train and educate a variety of health care workers right where they work, rather than spending time and money on travel. Two years ago, www.hthu.net began working with Health Science students to offer them this accredited education. For hospitals, this means helping to fill some of the skills gaps present. For educators, online education can supplement their curriculum with relevant and state-specific education on topics that hospitals and providers need today, from compliance, to health information technology, to online job-specific certifications. HTHU is now working with several schools to customize online programs of study. The online education also meets a second need: it is accepted by the Georgia Board of Nursing for continuing education credit for teaching nurses within the school system.
- Development of risk management resources: One area HomeTown Health heard loud and clear from both teachers and hospitals were concerns regarding risk involved when allowing a minor student into the healthcare facility. HomeTown Health is working with risk management and legal partners to develop education to help hospitals manage this risk as an organization. For students, HTHU will be offering an online student version of their "Certified Healthcare Hospitality Specialist" program, focused on areas of high risk such as HIPAA, Patient Rights, and HCAHPS. It also includes areas of "soft skills" such as teamwork, communication, and customer service.
- Tools to encourage school/hospital partnerships. Because the need for students to find hands-on and work-based experience opportunities is so great, the organization is currently working with the Department of Education to create a joint online directory. The goal is to provide schools with contacts at nearby healthcare providers, as well as resources they are willing to provide, such as speakers, fieldtrips, and internships. The directory will offer hospitals a listing of schools and the Pathways currently offered to the students. The organization hopes the hospitals and other providers within the communities will become more aware of all of the opportunities to work with students in their region, hopefully encouraging greater communication in each community. Also coming in 2015, there will be an internship and job posting board provided, and online videos from current healthcare leaders and hospital staff for students to learn more about various careers in healthcare.

Hometown Health is also seeking creative funding and grant opportunities to support rural education collaborations, while continuing to reach out to schools within the state and encourage the development of relationships with their member hospitals. In turn, the organization will continue to encourage hospitals and other providers within the network to build relationships with students NOW to help ensure they have quality candidates to choose from in the future. Students can use the resources available to build a foundation of knowledge and experience in the various areas of rewarding health care career options. We invite educators and health science teachers to continue to provide feedback that will in turn help hospitals to attract the next generation of staff.

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Health Sciences & STEM

CCPS Superintendent, Luvenia Jackson; Deputy Superintendent, Jacquelyn Hubbert; Former Principal of RMMS, Camille Murner; Area Superintendent, Dr. Machalle Matthews; State CTAE Director, Dr. Barbara Wall; GaDOE CTAE Program Specialist, Phyllis Johnson, and other CCPS faculty and staff members



Strategic field trips, supported by industry related guest speakers and class projects prepare middle school students to become critical thinkers. Students create their own health plan by studying the components of healthy eating, disease and prevention, emergency situations and first aid. The health plan research combined with exposure to related career options help students prepare for college and life.

Healthy Eating: Health Sciences was a significant component this year in Rex Mill Middle School's STEM Academy Magnet Program certification in Clayton County Public Schools. During the course of the year, health sciences students in the 8th grade completed a portfolio including various projects on human growth and development, health delivery systems and cultural

diversity. Roberta Axson, Health Science Instructor believes "critical thinking in CTAE/STEM is key" and facilitated the learning for students to create a personal health plan, she stated "the personal health plan allows students to become conscious of the nutritional value of their food choices and the consequences of those choices". STEM students visited the Whole Foods Market on Ponce de Leon Avenue in Atlanta for a guided tour with a health educator. Students reflected about the visit and stated that they would never look at food the production, consumption and in-take of how they consume foods the same way again. They are now more conscious and reflective of their food choices.

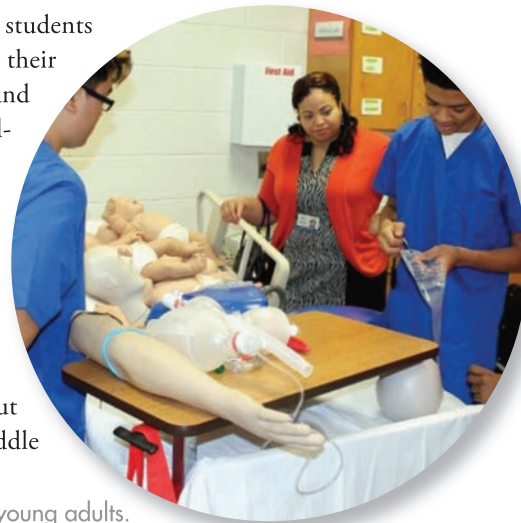
Disease and Prevention: Students also learned about diseases and how they spread. Many of our students traveled to the Centers for Disease Control and Prevention to learn more about health agencies' roles in public healthcare. They researched various genetic diseases, natural disaster emergencies, and infectious diseases and presented the information to their peers.

Emergency Management & First Aid: STEM Academy health science students learned about monitoring vital signs (pulse and respirations). Students are currently learning how to provide first aid to victims of accidents or disasters. The 6th grade students learned proper aseptic techniques and how to provide safety triage in emergency situations. The 8th grade students will complete a CPR course to become certified before leaving the program. Finally, as an extension of their STEM projects, 6th grade STEM Academy students created 72-hour emergency preparedness kits, including first aid items, for their homes.

In the natural extension of the learning in health science and other CTAE classes, all students involved learned about various careers through research and then presented information to their peers. Business and Computer Science, Career Awareness and Health Science instructors and classes collaborated on various projects throughout the school year. The CTAE programs welcomed various career guest speakers throughout the year. Speakers were solicited and activities were offered to enrich students' perceptions of access into STEM-related fields as appropriate to the curriculum in which we engaged. The Health Science students conducted two blood drives (via the American Red Cross and Life South Community Blood Bank), and invited a speaker from the Atlanta FEMA office to conduct a simultaneous workshop related to our disaster relief unit. Health science students assisted with signing in donors and monitoring environment for safety continuation.

These experiences allow students to think critically every day to make predictions about the world around them and to solve problems of our ever-changing world. Rex Mill Middle School is the 2nd middle school in the state of Georgia to be STEM certified. ❖

8th grade Health Science STEM students preparing for CPR on babies and young adults.



Dental Students Visit Columbus Technical College Health Science Programs

A group of thirteen students from the Dental Sciences program at A. R Johnson Health Science and Engineering Magnet High School in Augusta, Georgia traveled 4 hours by bus to visit Columbus Technical College Health Sciences Center on Friday May 8, 2015.

The students were accompanied by their dental science instructor, Tomeka Few, RDH, BS and their CTAE assistant principal, Melisa Clark. Their instructor had been given the opportunity to visit our facility earlier in the year after participating in a Healthcare Science teacher conference that was held at Columbus Tech (HSTEA winter conference) and really wanted her students to have that experience. The student toured the facility and due to their focus in dental sciences, they spent

by Columbus Technical College with assistance from Tomeka Few, Health Science teacher A.R. Johnson Health Science and Engineering Magnet High School



a great deal of time in the dental department going through various stations and getting hands on experience. Students had to mount full mouth series of radiographs, identify instrument for different dental procedures, practice using indirect vision, practice suctioning and proper HVE positioning,

they placed bands on orthodontic typodonts, and took alginate impressions on each other and left there with a mold of their mouth. They also assisted in the delivery of a newborn in the Simulation lab with our birthing manikin.

After meeting with Valerie Richardson from a Columbus Tech and hearing about what the college has to offer, they were treated to a pizza lunch before returning to Augusta.

Eight students from the dental assisting program came in (on their semester break) to assist and make



the students feel welcome. Phyllis Johnson, Program Specialist for Healthcare Science with the Department of Education, stopped in to greet our visitors as well.

The students, who were all seniors, raved about how great the trip and the experience was, how each of them enjoyed all the hands on activities, and they were impressed with the information given to them in reference to technical college(s). It was a great day!

Article information and photos submitted by Columbus Technical College with assistance from Tomeka Few, Health Science teacher A.R. Johnson Health Science and Engineering Magnet High School



from DROPOUT to DREAM JOB



Having started my working life as a high school dropout, my options were limited. A short time was spent manning the back of a garbage truck, then years as a machine operator in manufacturing, or as a laborer in construction. A keen sense for all things mechanical provided me opportunities to work as an industrial mechanic; repairing all sorts of industrial equipment. The moderate pay scale of industry and the seasonality of construction work lead to the realization that some changes were in order.

by Roy Wampole

My wife and I began exploring career options to make those changes. It was my wife, Diane that suggested nursing, to my vehement protest. After all there were very few men in the field at the time, I was in my early thirties, and let's not forget I was a high school dropout. After some hard fought battles Diane finally won, I would pursue a nursing career. That meant a GED, remedial courses in college, and an academic path I had doubts I was capable of. In the end, it was me who won, with a new career and a promising future, thanks to the persistence of my wife. Once I had finished, Diane followed and became a nurse with a promising career of her own.

Throughout nursing school, I was drawn to anatomy and physiology and particularly cardiac anatomy and physiology and envisioned myself involved in some sort of surgery or cardiac care. As a new nurse, surgical and cardiac specialties were difficult to enter, and available opportunities were at a considerable distance. I did find opportunities in long term care and spent several years providing care for this vulnerable population; followed by four more years as a dialysis nurse, caring for renal failure patients. Then once again Diane, coming to my rescue, found an ad for a surgical internship program at Athens Regional Medical Center, where I am currently employed. This was the opportunity I had needed to align with interests discovered in nursing school. The internship lasted almost a year and covered all the surgical specialties except cardiac surgery. Nearing completion of my internship the open heart team was having serious staffing issues and agreed to take me under their wing and train me to be a cardiac nurse. The rest, as they say, is history.

The rigors of nursing are real, long hours, stressful conditions, and heavy call demands can lead to burnout conditions. To combat burnout conditions nurses should concentrate their practice to areas they truly enjoy and negotiate a work schedule that is sustainable.

Since becoming a nurse and being an anomaly in the early stages of my career, I am pleased to report a much higher influx of males into the field than ever before. I am no longer an anomaly, and would encourage more men to enter the nursing profession, as the rewards are many and the opportunities boundless. Being in the surgical field I see many nurses continuing their education to become a registered nurse first assistant (RNFA). In cardiac surgery, an RNFA can be trained to harvest the saphenous vein from the patient's leg

to be used as grafts on the heart; this is one of the few areas in which nurses can perform surgery. I also see many nurses pursuing anesthesia careers; Athens Regional being a training facility for these students, means I work with them on a daily basis. I also see some of the nurses becoming nurse practitioners, and a few that have obtained a nursing Ph.D. I personally am in the final stages of a master's degree in nursing education, so I can do my part to pass on a career that has been very good to me.

In the surgical specialties, a great trend has been and is continuing to be, minimally invasive surgery. One of the most impressive minimally invasive procedures in cardiac surgery is the transcatheter aortic valve replacement (TAVR), in which the patient's aortic valve is replaced via an arterial access in the patient's groin; this would have been impossible a few years ago. Another advancement that has been mandated in healthcare is the use of electronic medical records (EMR). The integration of the EMR has been embraced by most nurses, with some reservation. The EMR programs I am familiar with can be highly complex, and the available information can at times be difficult to access while charting fields can be cumbersome. Some report these issues to be along generational lines, with young nurses, having grown up in the computer age, being faster to adapt to the transition.

To those choosing the nursing field, use your time in nursing school to discover your passions. Once discovered, pursue your passions, but don't be afraid to take detours. Nursing is a dynamic profession with many doors of opportunity that can be a fantastic adventure once the right door opens. ❖

Home Care is not for the WEAK MINDED!

There is an expression, 'the only thing that is constant is change.' It could not be any more true in the Eldercare business where our potential clients are changing and getting older at a very fast pace! Home Care Companies employ caregivers to help their clients stay independent.

Caregivers can be invaluable to people who want and need help to live independently. That, in plain English translates into helping with the Activities of Daily Living that older people used to do for themselves. Home Care companies employ many caregivers to keep clients safe, healthy or free from dangers they may not even understand or see. The business is growing and, looking at the statistics of our aging population, there is not wonder why! People are living longer.

People of today on average live many years more than their parents did! And, if you are born today, you have a very real chance of making it to 100 years old or older! This is partly due to better understanding of our bodies and how they work, the safer environment in which we live and also our better dissemination of information due to technology. A term has been coined to describe this shift and growth of the older generations. It is the Silver Tsunami. And it is like a huge wave that is hitting our country. Many of these older people need help! There is more focus placed today on how we, as a nation are going to care for our aging population. There are more places to live that cater to older people as well as many more assisted living facilities being built. Even with all that, most people stay right where they are as they age.

Many older people who want to stay in their homes need extra help to accomplish this. What does this mean to a young person who wants to work as a caregiver? For one thing, it will mean you will be in a career that will probably always be growing and need you. And if you take great pride and attention to be one of the best in your field, you can plan on great experiences working on the best cases and making a huge difference for not only the person you care for, but also for their families and the ones that love them.

Statistics show most people would prefer to stay in their homes as they age. They do not want to move from their current environment. This means Home Care companies supply many caregivers who work for one client in that client's home.

This is different from working in a facility where you just call down the hall for a supervisor or head nurse if you have a question or need backup. Being able to be in a home, taking care of one or maybe two clients is a big, important job! You have to be able to function independently and make judgment calls as to when you need back up and support from a supervisor who may be far away.

A home health aide an invaluable link in the successful aging as well as the health and well being of the client. There are so many times when family cannot be with a loved one, yet if a caregiver is present, there is safety, comfort and resources for the client and there



is peace of mind for the loved ones who cannot be there.

Providing this kind of care is specialized because, to be at its best, the care must conform to the client's needs as well as the client's home environment and lifestyle. This means a caregiver must have a heightened awareness of his or her surroundings and the home environment. In addition to making sure the client is clean, dry, and safe, an effective caregiver also needs to help the client live effectively in their own life. This may mean understanding how a household runs and what preferences a family have. Does the client live extremely neatly, or is the house filled with old magazines and papers? Does the client cook his or her own food, or is it brought in? Does the client dress well, or just in 'any old thing'? These are all questions that a good caregiver will be able to answer and help a client achieve. He or she should also be able to assist the client in living in a way that they have chosen to live without judgment or attitude. This takes training and understanding our American culture as well as sensitivity to the particular protocol of a family unit. Is it a career for every caregiver? Absolutely not! Truly extra training and experience is necessary to make a caregiver most effective in taking care of a client in the client's home. It is a major task to care for aging older adults, and today's caregivers will have to be alert, well trained, adaptive, agile and NOT WEAK MINDED! ❖

Winners Announced for the 2014 Health IT Student Innovation Award

by Rebecca Green
TAG Education Collaborative

TAG Education Collaborative (TAG-Ed), the Georgia Department of Education (GaDoE), and the Georgia Department of Public Health (DPH) announced Pine Grove Middle School and Coffee County FBLA as the 2014 Student Innovation Award Winners.

Sponsored by the Verizon Foundation, this competition challenged student teams from Georgia middle and high schools to develop a mobile app or mobile optimized website that connects young people with opportunity, information and resources on the prevention and cessation of tobacco usage.

Four high school and three middle school teams were chosen as finalists and invited to market their applications to healthcare and industry representatives attending the Health IT Leadership Summit on November 20, 2014, at the Renaissance Waverly Hotel in Atlanta, Georgia. Summit attendees selected the team with the most compelling solution through a text voting system.

"Middle and high school students using their skills and imagination to develop concepts is always exciting to see and the energy and enthusiasm they bring the Health IT Summit every year is incredible," said Michael Robertson, Executive Director of TAG Education Collaborative.

Dr. Brenda Fitzgerald, Commissioner of the Georgia Department of Public Health (DPH) and State Health Officer, presented the awards at the summit. Cash prizes were awarded to the school or program of each finalist team, and the grand-prize winners received an additional cash prize.

"You will help us to connect with Georgia's young people in an environment they're very familiar with—a digital environment," said Dr. Fitzgerald at the Summit. "Your work has the potential to help Georgia reverse its course and reduce the awful burden of tobacco use among young people. Thank you to all of you."



The Health IT student innovation finalist Team from Southeast Bulloch High School is pictured with their advisor, Sharon Pye, and HOSA Foundation director, Matt Johnson. This team along with three other high school teams demonstrated their project and their use of technology and the Health IT Summit for business and industry.

The team was selected at the Health IT Summit for business and industry.

To demo the winning high school project, visit <http://rfarnam.wix.com/drug-addiction>.

To view the winning middle school project, visit <https://itunes.apple.com/us/app/clean-mouth/id926984956?mt=8> or <https://play.google.com/store/apps/details?id=com.buildfire.app1666695>.

The other high school finalists included: Meadowcreek High School, Southeast Bulloch High School and the Steampunk Robotics Technology Club. Middle school finalists included: Tucker Middle School and the Steampunk Robotics Technology Club. Three of the seven finalists were from outside the metro-Atlanta area.

About TAG Education Collaborative

TAG Education Collaborative is dedicated to developing science, technology, engineering and math initiatives in Georgia. Through partnerships with statewide STEM programs, TAG-Ed fosters student interest in STEM in order to increase appreciation for the opportunities available through technology careers. TAG-Ed hosts an internship program for high school students, two web-based team challenges for students interested in Health IT and web design, and the Vine Event, an annual fundraiser benefiting STEM education. For additional information, visit TAG Education Collaborative or contact Michael Robertson at (404) 920-2038 or mrobertson@tagonline.org.

About The Verizon Foundation

The Verizon Foundation helps people to live healthy, safe and independent lives by addressing disparities in education, health care and sustainability. Since 2000, the Verizon Foundation has invested more than half a billion dollars to improve the communities where Verizon employees work and live. Verizon's employees are generous with their donations and their time, having logged more than 6.2 million hours of service to make a positive difference in their communities. For more information, visit www.verizonfoundation.org.

About the Georgia Department of Public Health

The Georgia Department of Public Health (DPH) is the lead agency in preventing disease, injury and disability; promoting health and wellbeing; and preparing for and responding to disasters from a health perspective. In 2011, the General Assembly restored DPH to its own state agency after more than 30 years of consolidation with other departments. At the state level, DPH functions through numerous divisions, sections, programs and offices. Locally, DPH funds and collaborates with Georgia's 159 county health departments and 18 public health districts. Through the changes, the mission has remained constant—to protect the lives of all Georgians. Today, DPH's main functions include: Health Promotion and Disease Prevention, Maternal and Child Health, Infectious Disease and Immunization, Environmental Health, Epidemiology, Emergency Preparedness and Response, Emergency Medical Services, Pharmacy, Nursing, Volunteer Health Care, the Office of Health Equity, Vital Records, and the State Public Health Laboratory. For more information about DPH, visit www.dph.ga.gov.

About the Georgia Department of Education (GaDoE)

The Georgia Department of Education (GaDOE) oversees public education throughout the state. The Career, Technical and Agricultural Education (CTAE) Division of the GADOE is responsible for the career and leadership development of students in middle and high schools. The department works with the nine Career Technical Student Organizations (CTOs) to enrich the curriculum in the CTAE Pathways. Many of these CTOs are state chapters of national organizations. Future Business Leaders of America (FBLA) provides opportunities for students to develop vocational and career-supportive skills. Health Occupations Students of America (HOSA) enhances the delivery of compassionate, quality health care by providing opportunities for knowledge, skill and leadership development of all health occupations students. For more information, visit <http://www.doe.k12.ga.us/>. ❖



CTE Students Now Train for the Profession in High School

If you filled a prescription recently, it was probably done by a pharmacy technician. The pharmacist has evolved into a supervisor and manager but still must verify accuracy of prescriptions filled by pharmacy technicians before being dispensed to patients. Pharmacy technicians beside dispensing prescribed medications to patients, also perform compounding of medications, provide advice for non-prescribed medications, use computer applications, take verbal prescriptions, conduct inventories, track medications and supplies, and perform other administrative tasks. State regulations define the duties and responsibilities of pharmacy technicians. Pharmacy technicians are accountable to the supervising pharmacist who is legally responsible through state licensure for the care and safety of patients.

How did this new health profession come about? In the 1940s, the armed forces developed training program for pharmacy employees who were called "pharmacy aides". The federal Department of Health, Education, and Welfare recommended formal training for "pharmacy aides" during the early years of the profession. During the 1950s, the American Society of Hospital Pharmacists (ASHP) pushed for what would be called pharmacy technicians to assist hospital pharmacies. A national druggist group took issue with this idea delaying the creation of the pharmacy technician profession for several years.

In 1968 hospitals pharmacies affiliated with ASHP began training programs for pharmacy technicians. Through the '70s and '80s, the concept of pharmacy technicians grew through training programs in pharmacies and community colleges. Then in 1995, the Pharmacy Technician Certification Board (PTCB) was created to test students for national pharmacy technician certification credentials. Since 1995, the PTCB has administered over 600,000 exams with a pass rate of 75%.

As the pharmacy technician profession began gaining formal status, State Boards of Pharmacy across the nation began developing laws, rules and regulations through their legislatures. There was little coordination among states in the development of regulations, thus each state has different requirements for certifying, qualifying, registering, and accounting for pharmacy technicians. The only common thread in state pharmacy boards' pharmacy technician regulations is partial acceptance of the certification examination of the PTCB. A

second pharmacy technician national certification examination has been offered in recent years by the National Healthcareer Association as a competitor to the PTCB. All states currently do not recognize both exams but efforts by each certifying agency are underway with state boards of pharmacy to gain recognition.

Beside gaining the opportunity for national certification credentials and entering a pharmacy technician career, students who have aspirations of higher level medical careers can benefit from a high school pharmacy technician program. Recently, a valedictorian from a large high school completed an-online pharmacology program as a senior. His goal was to become a medical doctor. This young man saw an opportunity to gain valuable knowledge on medications and pharmacy operations while still in high school. Other health professionals such as registered nurses, physician assistants, medical technicians, and especially pharmacists all deal with medications and a working knowledge of medications, drugs and pharmacy procedures prior to advanced schooling would be beneficial.

The state of Georgia now has a pharmacy pathway. The on-line curriculum can be also used in the allied health and medicine course. ❖

Registration? Travel? Hotel? **Oh My!!**

by Sandra Martin, RDH, EdS,
Locust Grove High School
HOSA Advisor & HSTEA
Member

Do your students struggle coming up with enough funds to compete in another state? Do they fret over the decision to even attempt to go to Nationals? Do you cringe when the finalists are called at the State HOSA Leadership Conference, worried about how your students will afford the expenses? There is great news for you and your students! As you read this article, a fabulous team of HSTEA and HOSA Foundation leaders are already at work raising money for this cause.

Countless hours go into this fundraising event for your students. Several stakeholders in the community give funding, along with photo booths, t-shirt sales, raffles and drawings we do at our own HOSA and HSTEA conferences. It is so important that we support this service. I have had students for 4 years in a row benefit from scholarships that they were awarded from this committee. It made the difference in whether or not my kids could go and compete. Kudos to the GA HOSA Foundation and their team of leaders and community stakeholders that care enough to work year round in donating their time, money, and efforts to such a great cause! It turns the frown upside down in preparing for Nationals! Don't miss out on this great opportunity as we prepare for Nationals again next year! ❖

Student Hospital Volunteer Programs Provide Students Exposure to Healthcare Careers

by Charla Summers, COA/V
Conference co-Chairperson

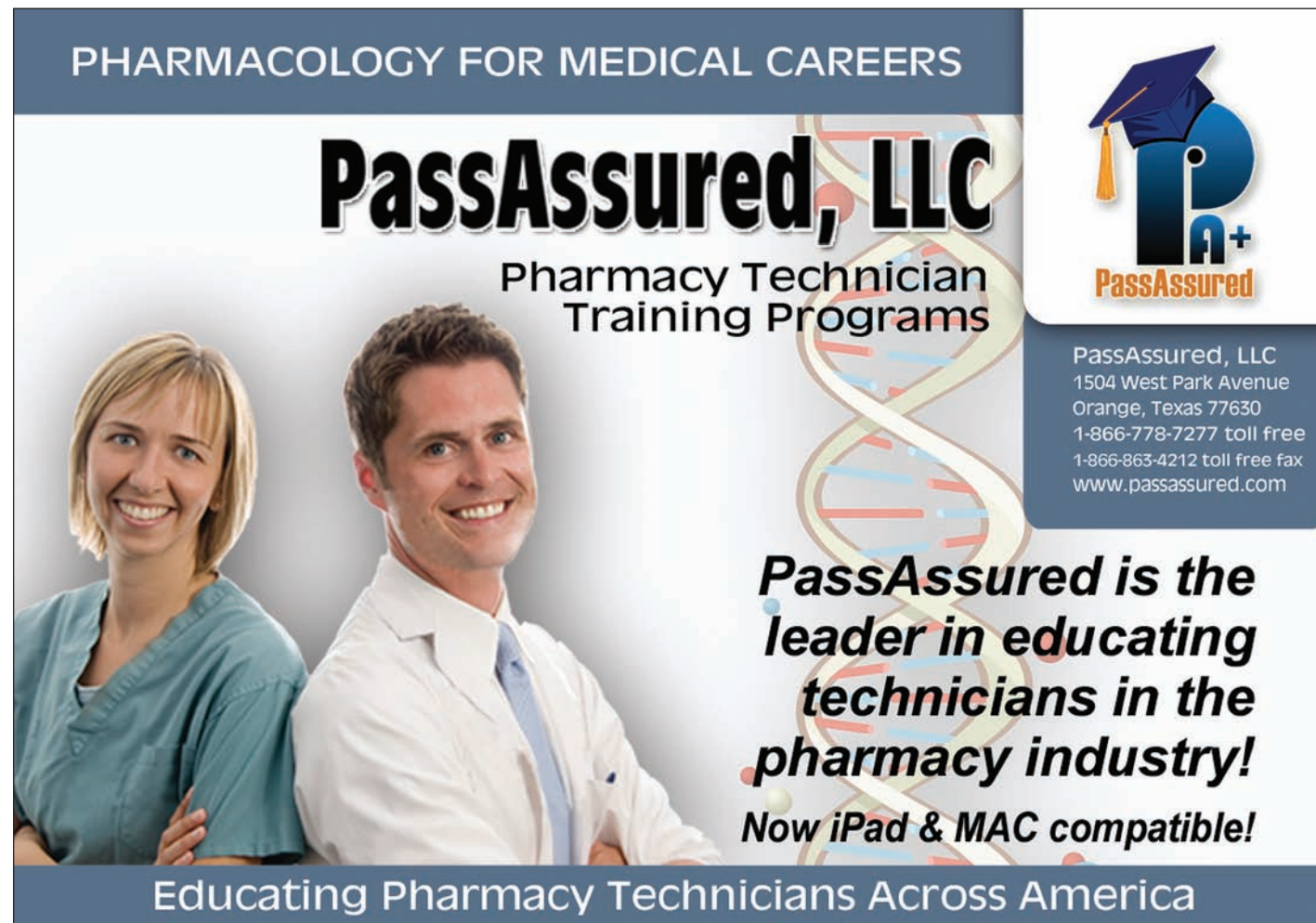
The Council on Auxiliaries/Volunteers of the Georgia Hospital Association (COA/V of GHA) has as its mission to support Council members in their service to their health care facilities, provide opportunities for education in health care volunteerism, and support the Georgia Hospital Association. One of the

major programs that the COA/V supports is the Youth Volunteers and their summer youth camp. Forty-seven auxiliaries in the State of Georgia sponsor the Youth/Volunteer Programs. Teenagers, who are ages 13-18, are invited to participate. Upon completion of their hospital orientation and training, the students are assigned positions in the hospital, depending on the needs of the hospital. Each year, several high school students who are volunteers in their health care facilities have the opportunity to attend the Youth Camp held at Pine Eden Retreat in Hamilton, Georgia. The purpose of the camp is to blend fun with learning about various facets of the health care profession.

The Youth Camp is held every summer. There are many activities provided that not only build a team spirit, but also teach the teens about the medical field. Speakers are provided to inform the teens about topics, such as the long term physical and emotional effects of bullying, what it takes to be an EMT, and the various facets of working in the field of Sports Medicine.

On the lighter side, the students participate in a camp fire, scavenger hunt, dance therapy and an ice cream social. It is through all experiences of the Youth Camp that the teen participants learn, share and make lasting friends!

Please tell your friends about volunteering in a healthcare environment and about the youth conference. For more information, go to: <https://coav.gha.org/YouthProgram.aspx>. ❖



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