

SPEAKER GUIDEBOOK

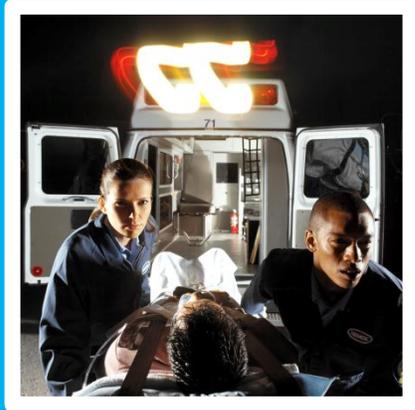


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CONGRATULATIONS



You are about to embark on an exciting and rewarding experience. Thank you for agreeing to be a presenter at “Scrubs Camp”. We hope that you thoroughly enjoy your time with the students. Below is information you may find useful as you prepare to address the Camp. If, at any time in your preparations, you have questions or concerns, please feel free to contact your Camp Site Coordinator.

WHAT IS SCRUBS CAMP?



Scrubs Camps are one-day, hands-on health career exploration opportunities for high school students. Students will learn about the wide variety of health careers that are available to them through lecture, hands-on activities and discussion. Scrubs Camps are offered in various locations across South Dakota throughout the school year.

The Scrubs Camp is a day-long event where students will hear from a variety of healthcare professionals who will discuss what they do and how they got into their professions. Students will also have a chance to experience many hands-on activities throughout the day. Scrubs Camp is aimed at high school students who have an interest in entering the healthcare field.

For more information on the camps, visit www.scrubscamps.sd.gov, contact your local camp Site Coordinator or contact the Office of Rural Health at 605.773.3361.

WHY SCRUBS CAMPS?



South Dakota, like many rural states, is facing a critical shortage of healthcare workers, needing thousands of additional health professionals in the coming years. This shortage will increase as the baby boomer generation ages. The key to building South Dakota’s healthcare workforce is to identify, recruit, train, and retain our own residents.

Scrubs Camps provide an opportunity to raise students’ awareness of the wide variety of health careers available to them: from nurses to radiologic

technologists; from dental hygienists to paramedics..... and everything in between.

WHAT WILL THE DAY BE LIKE?



Each camp varies slightly, however, the general format remains the same from camp to camp. Over the course of the day, students will hear from approximately 5-10 healthcare speakers, perform many hands-on healthcare career-related activities and learn more about educational opportunities in South Dakota. Students will have lunch on site and also be provided with a “Scrubs” shirt. Camps will run approximately 8:30 am - 3:30 pm. For more detailed information on specific camps, visit <http://www.scrubscamps.sd.gov> or contact the site coordinator directly. Site Coordinator’s contact information is also located on the website above.

WHAT DO YOU NEED FROM ME AS A SPEAKER?



Plan to devote approximately one third of your total session time to discussing your career specifically; educational requirements, schooling, rewards, challenges, typical daily activities, etc. The remaining time should be devoted to a hands-on activity that is pertinent to your occupation. For ideas and examples of hands-on activities, see appendix 1 or visit the “Resources” section on the website at <http://www.scrubscamps.sd.gov>. Your local camp Site Coordinator may also have additional activity ideas for you.

Be sure to communicate your activity plans with your local camp Site Coordinator. This will help ensure that all necessary materials for their presentation will be available the day of the camp. In addition, these conversations will also help to ascertain whether or not your session may require additional permissions or parental notifications.

You will also be asked to complete a speaker information sheet. This sheet is located online under the “Resources” section at www.scrubscamps.sd.gov and in appendix 2. This form will aide the Site Coordinator in preparing your bio sheet or introductory comments

HOW DO I BEST ADDRESS TEENAGERS?



Speaking to your patients... no problem. Addressing your colleagues... still not a problem. But speaking to a room full of teenagers? It may have been a while since you fell into this demographic and teenagers can be a tough crowd. If you would like tips on how to effectively reach high school students through your presentation, refer to appendix 3: "*Talking to Teens*", by Patrick Mott. This article was provided by Toastmasters International (www.toastmasters.org) and may prove useful as you prepare your camp materials.

WHAT SHOULD I TALK ABOUT?



Below are suggestions for topics to address during your presentation. Remember to keep this portion of your session to approximately one third of your total presentation.

- What is your job/formal job title?
- Where do you work?
- What made you choose your career?
- Where did you go to school/train and how much schooling was required? (Refer to "SD TRAINING IN HEALTHCARE" located on-line at <http://healthcareers.sd.gov/documents/South%20Dakota%20Training%20in%20Healthcare.pdf> for South Dakota training options.)
- What do you do/what is a typical day like for you?
- What do you like best about your job?
- What classes should students take in high school and in postsecondary programs?
- What type of volunteer experience(s) did you engage in?
- What type of part-time job(s) did you have?
- What is your work environment: alone/group, office/open area, sitting/on feet, etc.?
- What challenges do you face in your job?

WHERE AND WHEN ARE OTHER CAMPS HELD?



There are several camps held in South Dakota throughout the school year. For a complete listing of where and when the camps are scheduled, visit www.scrubscamps.sd.gov. Refer to appendix 4 to see a map depicting coverage areas for all camps being held throughout the state.



HOW MANY STUDENTS DO I PLAN FOR?



Each camp varies in size. To best ascertain numbers in your specific camp, contact your local camp Site Coordinator. Typically, each session has approximately 15-20 students in attendance.



HOW MANY TIMES WILL I DO MY PRESENTATION?



Each camp agenda varies by community. To determine if you will need to repeat your presentation, contact your local camp Site Coordinator. Most camps are designed to provide multiple tracks throughout the day.



MAY I BRING OTHERS WITH ME?



Please feel free to bring colleagues, associates, assistants, etc. if you feel they will enhance your presentation.



HOW SHOULD I DRESS?



Dress code is either business professional or in your typical day-to-day uniform.



WHAT SHOULD I BRING WITH ME?



Feel free to bring props, equipment, tools, aides, etc. that will assist in your presentation. If you have a question as to the applicability of a certain item, contact your local camp Site Coordinator.



MAY I SEND ITEMS HOME WITH THE STUDENTS?



You may send items home with the students after clearing the item(s) with the local camp Site Coordinator.



APPENDIX 1: HANDS ON ACTIVITIES

Activity	Career*	Contact
TB Testing on hot dogs	Physician, Nurse	Rachel
Making wounds out of fruit roll-ups/honey/etc.	EMT, Paramedic, Physician, Nurse	Rachel
Smoothie making	Dietitian	Rachel
Suturing chicken breasts/pig's feet	Physician, PA, CNP	Chrystal, Katie
Intubating	Paramedic, Physician	Bart
Ultrasounding pregnant woman	Ultrasound Tech	Katie
Blood typing	Med Lab Scientist	Katie
Blood typing (colored water)	Med Lab Scientist	Halley
Otoscope, stethoscope, etc. usage	Physian, PA, CNP	Chrystal
Therapy balls/bands/etc.	PT, OT, Rehab	Chrystal
Filling prescriptions	Pharmacist, Pharmacy Tech	Halley
Deciphering illegible prescriptions	Pharmacist, Pharmacy Tech	Halley
Wrapping ankles	Athletic Trainer	Halley
Making soap/chap stick/hand lotions	Pharmacist	Audrey, Gloria
Cauterizing meat	Bio-med, Surgeon	Chrystal
Gerontology exercises (vaseline on glasses, popcorn in gloves, etc.)	PT, OT	Halley
Rescue diving	EMT/Paramedic	Bart
Mock accidents	Variety	Londa
Dental fillings	Dentist	Londa
Glo Gel	Nurse, Med Lab	Lesson Plan
Back boards, cervical collars, stabilizers, etc.	EMT, Paramedic	Gloria
Delta Dental	Oral Health	Link
Pathology	Pathologist	Chrystal
Taking vital statistics	Nurse, Physician	Halley
Calculating medicinal doses	Pharmacist	Halley
Reading x-rays	Rad Tech, Radiologist	Halley
CPR	EMT, Paramedic, Nurse, Physician	Halley
OR tool tour	Surgical Tech, Surgeon	Halley
Casting	Physician, PA, CNP	Halley
Starting IVs	Physician, CRNA, Nurse, PA, CNP	Halley
AED Usage	EMT, Paramedic, Physician, Nurse	Halley
<i>* Career listing not all-inclusive</i>		



SPEAKER INFORMATION SHEET



SPEAKER INFORMATION:

Name: _____

Employer: _____

Email: _____

Phone: _____

Address: _____

Place of training/degrees: _____

Session Topic: _____

SPEAKER REQUESTS:

A/V Equipment: _____

Travel Expense: _____

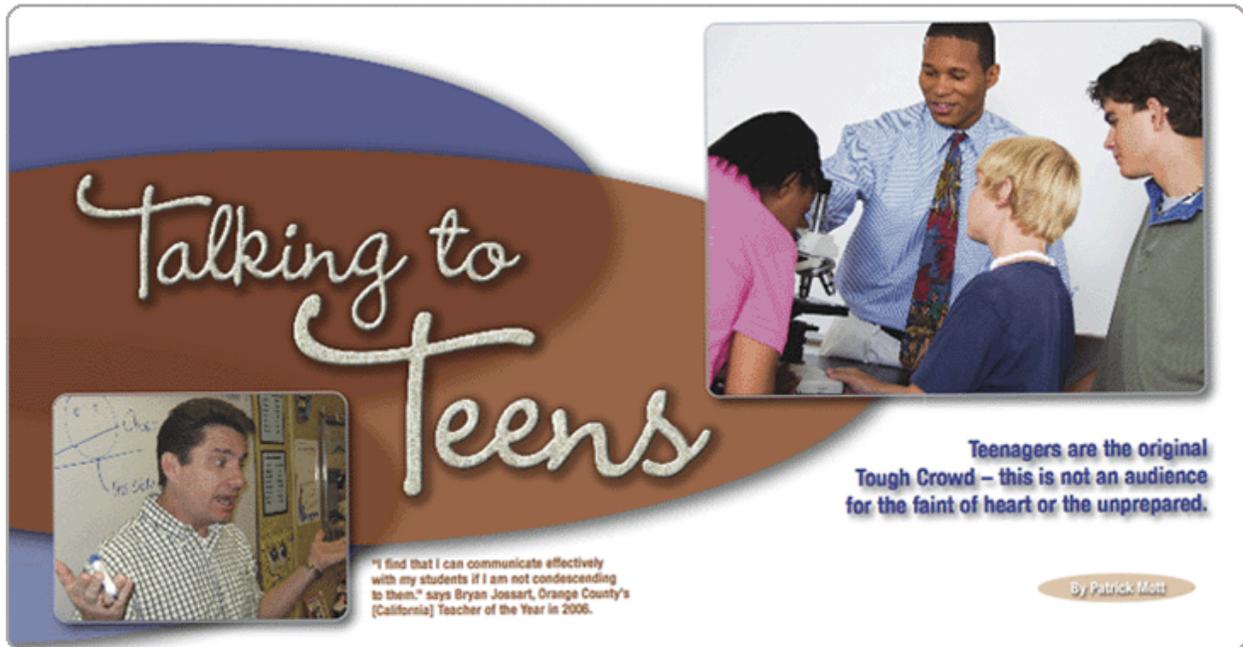
Additional Needs: _____

PLEASE DESCRIBE YOUR EXPERTISE IN YOUR FIELD:

PLEASE WRITE A BRIEF STATEMENT TO INTRODUCE YOUR PRESENTATION:

LOCATION PRESENTING AT:

APPENDIX 3: TEEN AUDIENCE



Talking to Teens

"I find that I can communicate effectively with my students if I am not condescending to them," says Bryan Jossart, Orange County's [California] Teacher of the Year in 2006.

Teenagers are the original Tough Crowd – this is not an audience for the faint of heart or the unprepared.

By Patrick Mott

You've just been asked to speak at a Rotary luncheon. You accept with pleasure. You get a request to address a group of Army veterans. No problem. You're scheduled to participate in an informal Q-and-A session with the local chamber of commerce. Piece of cake.

You've just been asked to speak at a Rotary luncheon. You accept with pleasure. You get a request to address a group of Army veterans. No problem. You're scheduled to participate in an informal Q-and-A session with the local chamber of commerce. Piece of cake.

The neighborhood middle school principal wants you to talk to an auditorium full of 12- to 14-year-olds. You immediately book the next flight to anywhere.

Teenagers are the original Tough Crowd. Demanding, disinclined to tolerate anything they perceive as artificial, easily distracted, conditioned to absorb – or ignore – blizzards of information from the mass media, excruciatingly self-absorbed and self-conscious, chafing against authority, possibly distrustful or suspicious of the motives of adults, possessing an alarmingly low boredom threshold – this is not an audience for the faint of heart or the unprepared.

Now the good news: Teenagers are not a bizarre and combative subspecies. Think of them as trainee adults who have the same needs and desires as their older counterparts: respect, understanding, trust and a little entertainment. Fill those needs and you've got yourself a receptive and even enthusiastic audience.

"What's essential? An authentic message and a sense of humor." – Bryan Jossart

Bryan Jossart successfully faces such an audience every day – five times a day – as a math teacher at Serrano Intermediate School in Orange County, California. A high school and junior high school teacher for nearly 17 years, the former engineer has been so successful at communicating with his charges that he was named the Orange County Teacher of the Year for 2006.

What's essential? An authentic message, says Jossart, and a sense of humor.

"I live on [a sense of humor]," he says. "And I think it's appreciated because I never take myself seriously. I take my subject seriously, but there's a certain entertainment value there, and it's important when you try to communicate with

a group to keep it light and not be heavy-handed. It's so important to have a sense of humor about yourself. I won't poke fun at their idiosyncrasies, but I'll poke fun at idiosyncrasies of mine.

"A lot of times my students say, 'You should have done stand-up.' I tell them I *am* doing stand-up. I do five shows a day."

Like it or not, a speaker facing an audience of teenagers is competing with a formidable adversary that isn't even in the room: mass media entertainment. According to the American Academy of Pediatrics, by age 18 the average teenager will have watched approximately 25,000 hours of television. That's a lot of sound bites, quick takes and marketing hustle.

"Teenagers have been conditioned to expect a certain amount of entertainment and will disengage if they don't connect," writes motivational speaker Josh Shipp in an Internet "manifesto" titled *"Entertain. Inspire. Empower. (How To Speak a Teen's Language Even if You're Not One)."*

"Plugged into music, the Internet, television, movies and video games, the world of entertainment is the language they are accustomed to...[It] can be tough to earn their attention and trust. We have to break through the barrier and show teenagers that we care."

How? By treating teenagers authentically, neither talking down to them nor elevating them to the status of adults.

"I find that I can communicate effectively with my students if I am not condescending to them," says Jossart. "You can't treat them like children. Every now and then you'll run across someone with that kindergarten tone – 'Now, boys and girls...'

"You can't treat them as adults either, but I try to treat them as somewhat older than they are. It makes them feel a little more grown up. I use what I would think of as high school humor with my junior high students. I don't downgrade my vocabulary, but if I say something that I know they won't understand, I'll define the word right away, without actually saying I'm defining it: 'I was pondering something the other day, thinking about it...'"

As with any presentation to a group, doing a bit of advance research on your audience is always handy. According to the Pathways to College Network, a national alliance of organizations dedicated to helping underserved students attend college, today's teens:

- Believe their futures are bright. A total of 71 percent of them agree with the statement "I'll always be successful."
- Care about education. A total of 82 percent of teens expect to go to college.
- Tune out messages that aren't clear and straightforward.
- Like being made to laugh.
- Don't need you to be cool in order to listen to you.

That last one can be fatal to a speaker.

"If I tried to become one of my kids and talk like they do, they'd recognize that as totally phony," Jossart says. "It would not work. It would be like a 50-year-old man deciding to dress like he was 20. It makes people roll their eyes and say, 'He's not pulling it off.'"

A good talk is more than words, and with an audience of teenagers facing you, it's often much more. Communication, says Shipp, is two-way.

"Pay attention," he says. "Sometimes responses are nonverbal. Are they on the same page with you? Are they getting it? Check in with their nonverbal and verbal cues. Half your audience is blind and half is deaf. You may have to use more than your words. Visual aids, body language and eye contact can all support what you are saying. If the volume was turned off, would they still get your point? Are you understanding one another? Listen to their responses with your eyes and ears. Be a teacher and a student at the same time."

Jossart has seen those glazed looks before. His antidote? He makes fun of the situation.

"If I'm looking at a crowd and I'm not connecting, I'll start making fun of myself and maybe talk in a terribly monotone voice about how terribly boring I am," he says. "I might lie on the ground and say, 'Oh, I am sooooo bored.' It changes the pace, gives them something totally unexpected that's not part of the program. They'll say, 'What did he do? What did he do?' Now they want to pay attention because something might happen that they don't want to miss."

"Teenagers are not a bizarre and combative subspecies."

Think of them as trainee adults."

And he gets kinetic. "I mingle, I go into the audience," he says. "I move around a lot and try to interact with them as personally as I can. I can make eye contact with a specific person. Then it doesn't feel like I'm on stage and they're an audience and I'm just talking to air and they're not part of the process."

Yes, it's tough. But, it's worth it, says Shipp, particularly when you've managed to earn the trust of an audience of teens. Then comes the fun part.

"You have teenagers' attention and trust; now where are you going to lead them?" Shipp asks. "Remember, everything you do should have the intention of changing the world for the better. Why else should you open your mouth? If you are going to say something, let it be words of inspiration. If your intentions are for improving teenagers' lives, inspire them. Tell them why they are needed and important. Express your concerns honestly and if you approach them with respect, they will respect you in turn."

There's no magic bullet in speaking to soon-to-be adults, says Jossart. The key is, simply, common sense. Keep it light, keep it real and keep it respectful. Most of all, keep it fun.

Which beats a flight to anywhere any day.

Patrick Mott is a freelance writer from Fullerton, California.

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APPENDIX 4: COVERAGE MAP

