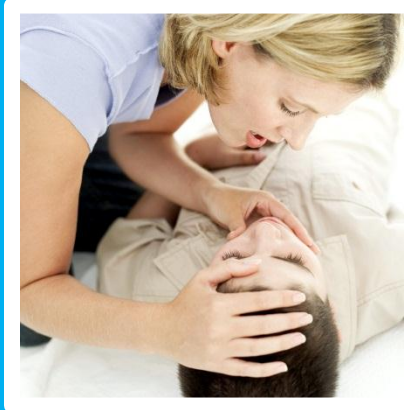


# SITE COORDINATOR GUIDEBOOK





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# BACKGROUND



Scrubs Camps are free, one-day, hands-on health career camps for high school students, which provide an opportunity to explore a variety of healthcare careers through interactive activities. Scrubs Camps came to exist through the South Dakota Healthcare Workforce Initiative in 2007 and as a collaborative effort between the South Dakota Departments of Health and Education.

The Department of Health, Office of Rural Health and the Department of Education, Office of Curriculum, Career and Technical Education implemented the Scrubs Camp Program at the beginning of the 2007-2008 School Year to promote healthcare careers to high school students with the intent of interesting them in pursuing healthcare careers to address the healthcare workforce shortage in South Dakota. The number of camps statewide has grown from five Scrubs Camps in 2007-2008 to fifteen Scrubs Camps in 2013-2014. The following information is designed to be utilized as a guide for coordinating a Scrubs Camp.

# APPLICATION PROCESS



If you are interested in hosting a Scrubs Camp, begin by contacting the Office of Rural Health, SD Department of Health, Office of Rural Health, at 605.773.3361 or [dohhealthcareers@state.sd.us](mailto:dohhealthcareers@state.sd.us) for application details. Upon confirmation that your site has been selected to host a camp, you will be asked to prepare and submit a budget for your camp to the Office of Rural Health, SD Department of Health. Budget allowances are based on anticipated camp size, as outlined below:

Under 50 students:	\$2,200
51-75 students:	\$2,500
76-100 students:	\$3,000
101+ students:	\$3,500

Your facility will then be given a grant to cover the expenses of hosting a camp. You will then need to identify a venue and date for your camp.

While each camp is allowed some degree of autonomy to allow for individual needs, resources, etc., the Office of Rural Health does require the following from each camp:

- Required speakers, as outlined in each year’s grant requirements
- Evaluation component as directed by the Office of Rural Health
- Folder materials (addressed below)
- Usage of registration spreadsheets provided by ORH
- Usage of Survey Monkey evaluation provided by ORH
- Return of all hard copy registrations and evaluation to ORH
- Distribution of shirts to camp participants

- Provision of morning snack or breakfast and lunch

As you plan your camp, the following resources may be beneficial

- The Scrubs Camp website at: [www.scrubscamps.sd.gov](http://www.scrubscamps.sd.gov) is an excellent resource to begin planning for your Scrubs Camp. Various items such as Promotional Posters, Customizable Press Release, Customizable PSA, Customizable Business Card, Newspaper Ads, Sample Agenda, Speaker Q & A, Speaker Information Sheet, etc. which enable you to design and implement your camp may be found on the website.
- Office of Rural Health, Scrubs Camp Program, SD Department of Health, 605.773.3361 or [dohhealthcareers@state.sd.us](mailto:dohhealthcareers@state.sd.us).
- Other Site Coordinators. Their contact information is located on the Scrubs Camps website, "Camp Locator".

## SITE COORDINATOR MEETING



The Department of Health will host a Scrubs Camp Site Coordinator Meeting in Pierre in the spring. Attendance at this meeting is mandatory for all Scrubs Camp Site Coordinators. Information will be shared regarding the previous year's Camps, what was successful, what wasn't as successful, what the expectations are for the next year's Camps, etc.

## DATE/VENUE SELECTION



In order to ensure your Scrubs Camp is successful, select your date and venue early on in the planning process. Be sure to check school calendars, community calendars, South Dakota High School Activities Association calendar, etc. when choosing your date. Consider the following when planning your Camp venue and date:

- Space – determine the number of students you plan to attend and whether you intend to host an exhibitor fair for your participants during your Camp in order to ensure adequate space. Remember that speakers are required to keep their presentations 2/3 hands-on activities, which may require students to be up and moving around.
- Parking – you may need to allow space for school buses if your surrounding schools are busing in students.
- Audio/Visual Needs of Speakers – identify what your presenters needs are prior to your Camp to ensure you have speakers, projectors, etc. on the day of your Camp.
- Handicap Accessibility – keep in mind any special needs your participants or speakers may have when determining your venue, meeting room, and space availability.

- Catering Needs for Lunch – keep in mind any special diets your participants or speakers may have when choosing lunch and snack options.
- Wi-Fi or Internet Capability – If you need access to the internet or Wi-Fi for any camp sessions, make these arrangements prior to the camp. Be sure to allow for slow internet speeds by letting any videos buffer prior to the camp session.
- Noise levels – Be aware of the number of students in each session and remind participants to be respectful towards the speakers and other participants. You may also want to arrange your sessions based on the potential for noisy sessions.

## ARRANGING SPEAKERS/PRESENTERS



Good speakers are crucial to the success of your camp. It's never too early to start reaching out to local healthcare providers to ask if they would be willing to present at your camp. Funding sources for Scrubs Camps may dictate certain required speakers. Remember to refer to your grant specifications to identify any required speakers for the current year's camps. For additional speaker ideas, refer to the Health Science Career Cluster chart located on-line under "Resources" at [www.scrubscamps.sd.gov](http://www.scrubscamps.sd.gov) and also in appendix 1.

Remind your speakers to keep their presentations as hands-on as possible. Grant requirements are that speakers keep their lecture portion of their presentation to 1/3 of their total allotted time, thus allowing 2/3 of the allotted time for hands-on activities relative to their profession.

It is a good idea to keep in close contact with your speakers as they plan their presentation. If your speakers are struggling in identifying activities they may use in your camp, you may refer them to the "Resources" section at [www.scrubscamps.sd.gov](http://www.scrubscamps.sd.gov) or appendix 2 for activity ideas. Be sure to ask your presenters to provide you with a synopsis of their planned presentation. This will help you ensure that you have all necessary materials for their presentation as well as to ascertain whether or not their session may require additional permissions or parental notifications.

A Speaker Guidebook is located online under "Resources" at [www.scrubscamps.sd.gov](http://www.scrubscamps.sd.gov) and in appendix 3. Please provide this guidebook to your potential speakers to assist them in planning their respective sessions. This book may be helpful to your speakers in answering any questions they may have as they prepare their presentations. This information will provide details about Scrubs Camps as well as what will be expected of them as a speaker at the camp.

In addition, a speaker information form is also available under "Resources" at [www.scrubscamps.sd.gov](http://www.scrubscamps.sd.gov) and in appendix 4. Utilize this form to obtain information from your speaker/presenter prior to the camp. This information will also be helpful to you when preparing a bio sheet or speaker introductions.

## AGENDA DEVELOPMENT



Once you have your speakers identified, you will begin work on your Camp agenda. A sample agenda appears in appendix 5. Some things to consider when drafting your agenda are:

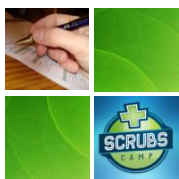
- Allow for tracks of sessions in order to keep the groups of students manageable for the hands-on activities;
- Provide time for a minimum of five hands-on health sessions to include five speakers. Refer to the Health Science Career Cluster form found online under “Resources” at [www.scrubscamps.sd.gov](http://www.scrubscamps.sd.gov) and in appendix 1.
- Schedule time for the required speakers (refer to grant requirements for this year’s required speakers);
- Schedule time for the SDMyLife component;
- Schedule time for registration and welcome;
- Schedule time for snack, restroom, and lunch breaks;
- Allow time for the evaluation component and distribution of Scrubs shirts.

## MARKETING YOUR CAMP



Scrubs Camps are geographically distributed throughout South Dakota providing students across the state an opportunity to attend a Camp near their hometown. However, if students aren’t aware of your Camp you may not receive the participation you expect. Therefore, the key to a successful Scrubs Camp is marketing your Camp to your local schools, parents, students, businesses, etc. There are various resources on the website to utilize when marketing your Camp, including the Marketing Plan. These resources are also located under “Resources” at [www.scrubscamps.sd.gov](http://www.scrubscamps.sd.gov) and in appendix 6. The Marketing Plan outlines various ideas for you as a Site Coordinator to use to get the word out regarding your Camp. The Coverage Map (appendix 7) outlines schools in your catchment area that you may wish to market to. Other resources included online and in the appendix portion of the marketing guidebook include a customizable PSA, customizable PR, Promotional poster and newspaper ad.

## STUDENT REGISTRATION PROCESS

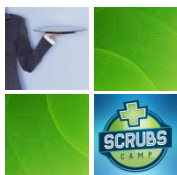


Approximately two months prior to your camp, or at the beginning of the school year, plan to distribute the approved registration forms (found under “Camp Locator” on the Scrubs Camps website; [www.scrubscamps.sd.gov](http://www.scrubscamps.sd.gov)) to your local and surrounding schools. The earlier you can make administrators and school officials aware of your camp, the better for planning purposes as well as to ensure other events don’t take precedence over your camp. Students will be able to print off the form, complete it and mail it in to you. Ideas for distribution are as follows:



- Email your local teachers and students, if possible. Remember that school counselors can be a great resources as well;
- Contact your school administrators and meet with these individuals, if possible, to inform them of Scrubs Camps. Buy-in from local administrators will be invaluable in promoting your camp;
- Mail or deliver printed forms to each school in your area. Be sure to include the web address where registrations forms are located.

## ARRANGING CATERING



A morning snack or breakfast, plus lunch must be provided to your camp participants. This may be done by the venue where the camp is held or by an outside catering company. Be sure to check your venue's policies regarding outside catering. Try to keep the menu as healthy as possible. Remember to keep your camp budget in mind as you make food selections. Also, be mindful of dietary restrictions that attendees may have.

## CAMP MATERIALS/RESOURCES



Students should be provided with the following materials in their folders on the day of the camp (most of these materials are found on-line under "Resources" or "Camp Locator" at [www.scrubscamps.sd.gov](http://www.scrubscamps.sd.gov) .)

- Camp agenda
- Field Experience Application Form (located in appendix 8)
- Chart with Health Science Career Clusters (located in appendix 1)
- South Dakota Training in Healthcare handout (located online under "Resources" at [www.scrubscamps.sd.gov](http://www.scrubscamps.sd.gov) .)
- SDMyLife Magazine (these may be requested through Megan Lahr, [megan.lahr@state.sd.us](mailto:megan.lahr@state.sd.us))
- SD Health Career Brochure (if your supply has dwindled, you may order more under "Workforce Development" at [www.sdaho.org](http://www.sdaho.org) .)

Students should also be provided with a Scrubs shirt prior to leaving for the day. Scrubs shirts will be distributed to the Site Coordinator prior to the date of the camp. It is suggested that these shirts be distributed when the students turn in their completed evaluation forms to ensure that evaluation forms are returned.

## CAMP EVALUATION



The evaluation component of the Scrubs Camp is especially important in ensuring future funding and to continue to provide quality camps year after year.

Therefore, each Site Coordinator is required to administer the provided evaluation

form to all participants of Scrubs Camps. Your specific evaluation form will be customized based on your specific agenda.

Once your agenda has been submitted and your evaluation form has been created, a camp-specific Survey Monkey evaluation tool is developed for your camp. This custom-designed form and Survey Monkey tool will be sent to you prior to your camp. You will print a sufficient number of evaluation forms for inclusion in your students' materials folders. Each student must complete the evaluation form and return it before leaving camp for the day. Once all forms are returned to the Site Coordinator, you will be responsible for entering the evaluations in the Survey Monkey tool. You will have two weeks to enter all evaluations into Survey Monkey.

## FIELD EXPERIENCE OPPORTUNITIES

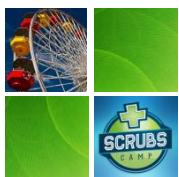


With the increased need for healthcare professionals in South Dakota, it is important to employ the 'grow-your-own' concept within our rural communities. In an effort to interest students in health careers, the Departments of Education and Health feel it is beneficial to provide students with the opportunity to job-shadow a professional in their field of interest.

Any camp participant who is a junior or senior will have the opportunity to apply for a Field Experience by completing the Field Experience Application (provided to the students in their materials folders) and returning it to the Yankton Rural AHEC, 1000 West 4th Street, Suite 5, Yankton, South Dakota 57078. These forms must be returned within 30 days of camps experiences.

It is important that this Field Experience opportunity be effectively communicated to students at each camp. You may wish to take several opportunities to draw students' attention to the form; welcome, lunch, evaluation, wrap-up, etc. Field experience forms may be found on-line under "Resources" at [www.scrubscamps.sd.gov](http://www.scrubscamps.sd.gov) or in appendix 1.

## VENDOR/EXHIBIT FAIR



The vendor/exhibit fair is not mandatory; however, if you have the space, you are encouraged to host a fair. You may ask vendors/exhibitors to set up booths in a particular area during a specific portion of your camp or you may choose to have it be a more formal session where vendors/exhibitors may speak for a period of time on their health career fields or opportunities. Another option is to include post-secondary school information in the students' materials folders for students to examine after the camp.

Vendors/exhibitors can be a great opportunity to expand the content of your camp. They act as mini-presenters by providing short presentations to the students

as they circulate through the fair. If you choose to have a fair, encourage vendors/exhibitors to have a hands-on display or activity that would be relevant to a high school student interested in pursuing a health career. If a fair is being held, adequate booth space should be provided, including a table, chair and electricity, if applicable. Consider having the fair during the lunch time or making it part of an interactive activity. It is strongly suggested to hold the fair any time other than the last session of the day, as students may see this as an opportunity to leave the camp early.



# APPENDIX 1: Health Science Career Clusters



Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

## PATHWAYS - SAMPLE CAREER SPECIALTIES/OCCUPATIONS

### THERAPEUTIC SERVICES

Acupuncturist  
Anesthesiologist Assistant  
Art/Music/Dance Therapist(s)  
Athletic Trainer  
Audiologist  
Certified Nursing Assistant  
Chiropractor  
Dental Assistant  
Dental Hygienist  
Dental Lab Technician  
Dentist  
Dietician/Nutritionist  
Dietetic Technician  
Dosimetrist  
EMT  
Exercise Physiologist  
Home Health Aide  
Kinesiotherapist  
Licensed Practical Nurse  
Massage Therapist  
Medical Assistant  
Mortician  
Occupational Therapist  
Occupational Therapy Asst.  
Ophthalmic Medical Personnel  
Optometrist  
Orthotist/Prosthetist  
Orthotic Technician  
Paramedic  
Pedorthist  
Perfusionist  
Pharmacist  
Pharmacy Technician  
Physical Therapist  
Physical Therapy Assistant  
Physician (MD/DO)  
Physician Assistant  
Podiatrist  
Psychologist  
Radiation Therapist  
Recreation Therapist  
Registered Nurse  
Respiratory Therapist  
Social Worker  
Speech Language Pathologist  
Surgical Technician  
Veterinarian  
Veterinarian Technician  
Wellness Coach

### DIAGNOSTIC SERVICES

Audiologist  
Cardiovascular Technologist  
Clinical Lab Technician  
Computer Tomography (CT) Technologist  
Cytogenetic Technologist  
Cytotechnologist  
Diagnostic Medical Sonographer  
Electrocardiographic (ECG) Technician  
Electronic Diagnostic (EEG) Technologist  
Exercise Physiologist  
Geneticist  
Histotechnician  
Histotechnologist  
Magnetic Resonance (MR) Technologist  
Mammographer  
Medical Technologist/Clinical Laboratory Scientist  
Nuclear Medicine Technologist  
Nutritionist/Dietician  
Occupational Therapist  
Ophthalmic Medical Personnel  
Optometrist  
Pathologist  
Pathology Assistant  
Phlebotomist  
Physical Therapist  
Position Emission Tomography (PET) Technologist  
Radiologic Technologist/Radiographer  
Radiologist  
Speech Language Pathologist

### HEALTH INFORMATICS

Admitting Clerk  
Applied Researcher  
Certified Compliance Technician  
Clinical Account Manager  
Clinical Account Technician  
Clinical Coder  
Clinical Data Miner  
Clinical Data Specialist  
Community Services Specialist  
Data Quality Manager  
Decision Support Analyst  
Epidemiologist  
Ethicist  
Health Educator  
Health Information Management Administrator/Technician  
Health Information Services  
Healthcare Access Associate/Manager  
Healthcare Administrator  
Healthcare Finance Professional  
Informatician  
Information Privacy/Security Officer  
Managed Care Contract Analyst  
Medical Assistant  
Medical Biller/Patient Financial Services  
Medical Information Technologist  
Medical Librarian  
Patient Account Manager/Technician  
PACS Specialist (Picture Archiving and Communication Specialist)  
Patient Advocates  
Patient Information Coordinator  
Pharmacy Manager  
Project Manager  
Public Health Educator  
Quality Management Specialist  
Quality Data Analyst  
Research and Decision Support Specialist  
Reimbursement Specialist  
Risk Management  
Social Worker  
Transcriptionist  
Unit Coordinator  
Utilization Manager  
Utilization Review Manager

### BIOTECHNOLOGY RESEARCH AND DEVELOPMENT

Biochemist  
Bioinformatics Associate  
Bioinformatics Scientist  
Bioinformatics Specialist  
Biomedical Chemist  
Biomedical/Clinical Engineer  
Biomedical/Clinical Technician  
Biostatistician  
Cell Biologist  
Clinical Data Management Associate/Consultant  
Clinical Data Management Specialist  
Clinical Pharmacologist  
Clinical Trials Monitor  
Clinical Trials Research Associate  
Clinical Trails Research Coordinator  
Geneticist  
Lab Assistant-Genetics  
Lab Technician  
Manufacturing Technician  
Medical Editor/Writer  
Microbiologist  
Molecular Biologist  
Packaging Technician  
Patent Lawyer  
Pharmaceutical/Clinical Project Mgr  
Pharmaceutical Sales Representative  
Pharmaceutical Scientist  
Pharmacokineticist  
Pharmacologist  
Product Safety Associate/Scientist  
Process Development Associate/Scientist  
Processing Technician  
Quality Assurance Technician  
Quality Control Technician  
Regulatory Affairs Specialist  
Research Assistant  
Research Associate  
Research Scientist  
Toxicologist

### SUPPORT SERVICES

Biomedical/Clinical Engineer  
Biomedical/Clinical Technician  
Clinical Stimulator Technician  
Central Services  
Central Service Manager/Tech  
Dietary Manager  
Environmental Health and Safety  
Environmental Services  
Facilities Manager  
Food Service  
Healthcare Administration  
Hospital Maintenance Engineer  
Industrial Hygienist  
Interpreter  
Materials Management  
Transport Technician







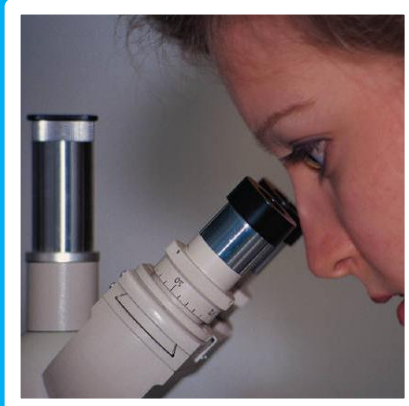
## APPENDIX 2: Activity Ideas

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

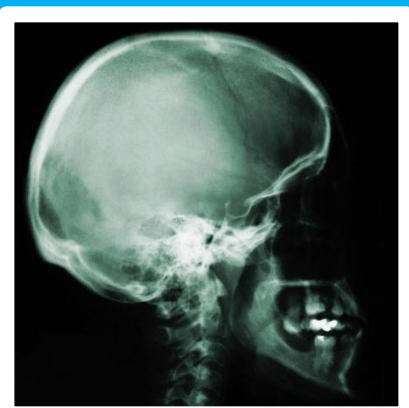


# APPENDIX 3: Speaker Guidebook





# 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](http://www.scrubscamps.sd.gov), contact your local camp Site Coordinator or contact the Office of Rural Health at 605.773.3361.

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## 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.

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## 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.

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## 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](http://www.scrubscamps.sd.gov) and in appendix 2. This form will aide the Site Coordinator in preparing your bio sheet or introductory comments

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## 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](http://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](http://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.

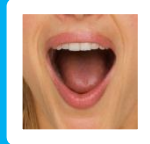


# APPENDIX 1: HANDS ON ACTIVITIES

Activity	Career*	Contact
TB Testing on hot dogs	Physician, Nurse	<a href="#">Rachel</a>
Making wounds out of fruit roll-ups/honey/etc.	EMT, Paramedic, Physician, Nurse	<a href="#">Rachel</a>
Smoothie making	Dietitian	<a href="#">Rachel</a>
Suturing chicken breasts/pig's feet	Physician, PA, CNP	<a href="#">Chrystal</a> , <a href="#">Katie</a>
Intubating	Paramedic, Physician	<a href="#">Bart</a>
Ultrasounding pregnant woman	Ultrasound Tech	<a href="#">Katie</a>
Blood typing	Med Lab Scientist	<a href="#">Katie</a>
Blood typing (colored water)	Med Lab Scientist	<a href="#">Halley</a>
Otoscope, stethoscope, etc. usage	Physian, PA, CNP	<a href="#">Chrystal</a>
Therapy balls/bands/etc.	PT, OT, Rehab	<a href="#">Chrystal</a>
Filling prescriptions	Pharmacist, Pharmacy Tech	<a href="#">Halley</a>
Deciphering illegible prescriptions	Pharmacist, Pharmacy Tech	<a href="#">Halley</a>
Wrapping ankles	Athletic Trainer	<a href="#">Halley</a>
Making soap/chap stick/hand lotions	Pharmacist	<a href="#">Audrey</a> , <a href="#">Gloria</a>
Cauterizing meat	Bio-med, Surgeon	<a href="#">Chrystal</a>
Gerontology exercises (vaseline on glasses, popcorn in gloves, etc.)	PT, OT	<a href="#">Halley</a>
Rescue diving	EMT/Paramedic	<a href="#">Bart</a>
Mock accidents	Variety	<a href="#">Londa</a>
Dental fillings	Dentist	<a href="#">Londa</a>
Glo Gel	Nurse, Med Lab	<a href="#">Lesson Plan</a>
Back boards, cervicel collars, stabilizers, etc.	EMT, Paramedic	<a href="#">Gloria</a>
Delta Dental	Oral Health	<a href="#">Link</a>
Pathology	Pathologist	<a href="#">Chrystal</a>
Taking vital statistics	Nurse, Physician	<a href="#">Halley</a>
Calculating medicinal doses	Pharmacist	<a href="#">Halley</a>
Reading x-rays	Rad Tech, Radiologist	<a href="#">Halley</a>
CPR	EMT, Paramedic, Nurse, Physician	<a href="#">Halley</a>
OR tool tour	Surgical Tech, Surgeon	<a href="#">Halley</a>
Casting	Physician, PA, CNP	<a href="#">Halley</a>
Starting IVs	Physician, CRNA, Nurse, PA, CNP	<a href="#">Halley</a>
AED Usage	EMT, Paramedic, Physician, Nurse	<a href="#">Halley</a>
<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:

\_\_\_\_\_  
\_\_\_\_\_

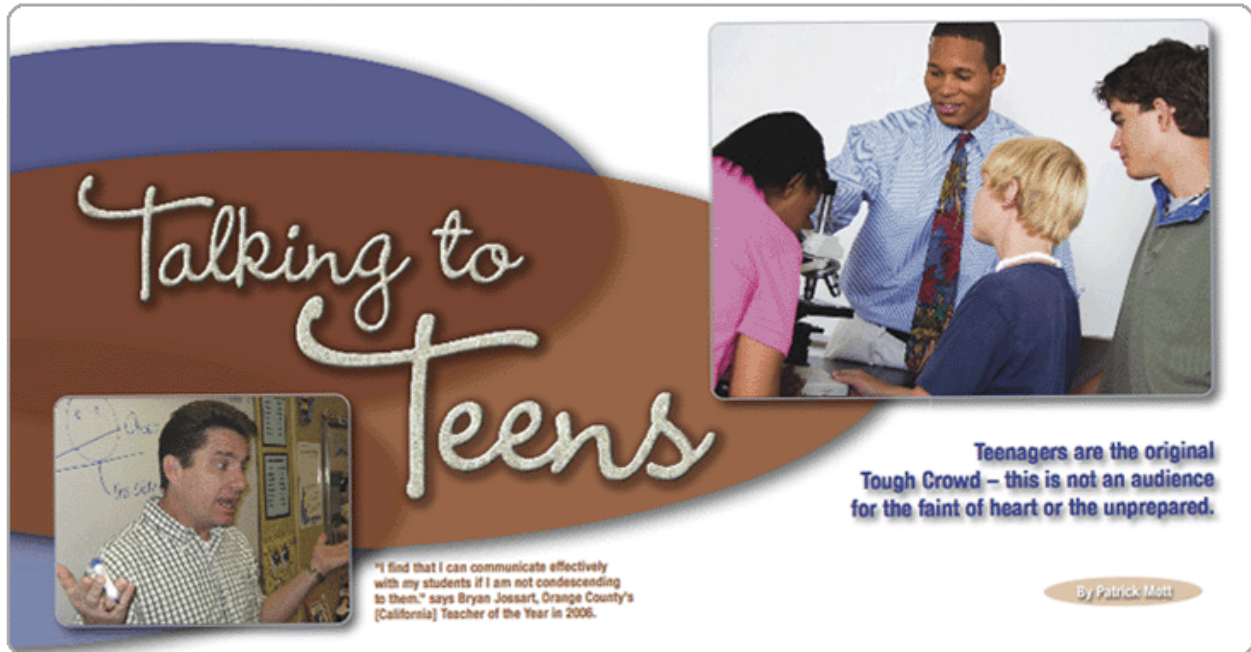
## PLEASE WRITE A BRIEF STATEMENT TO INTRODUCE YOUR PRESENTATION:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 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.

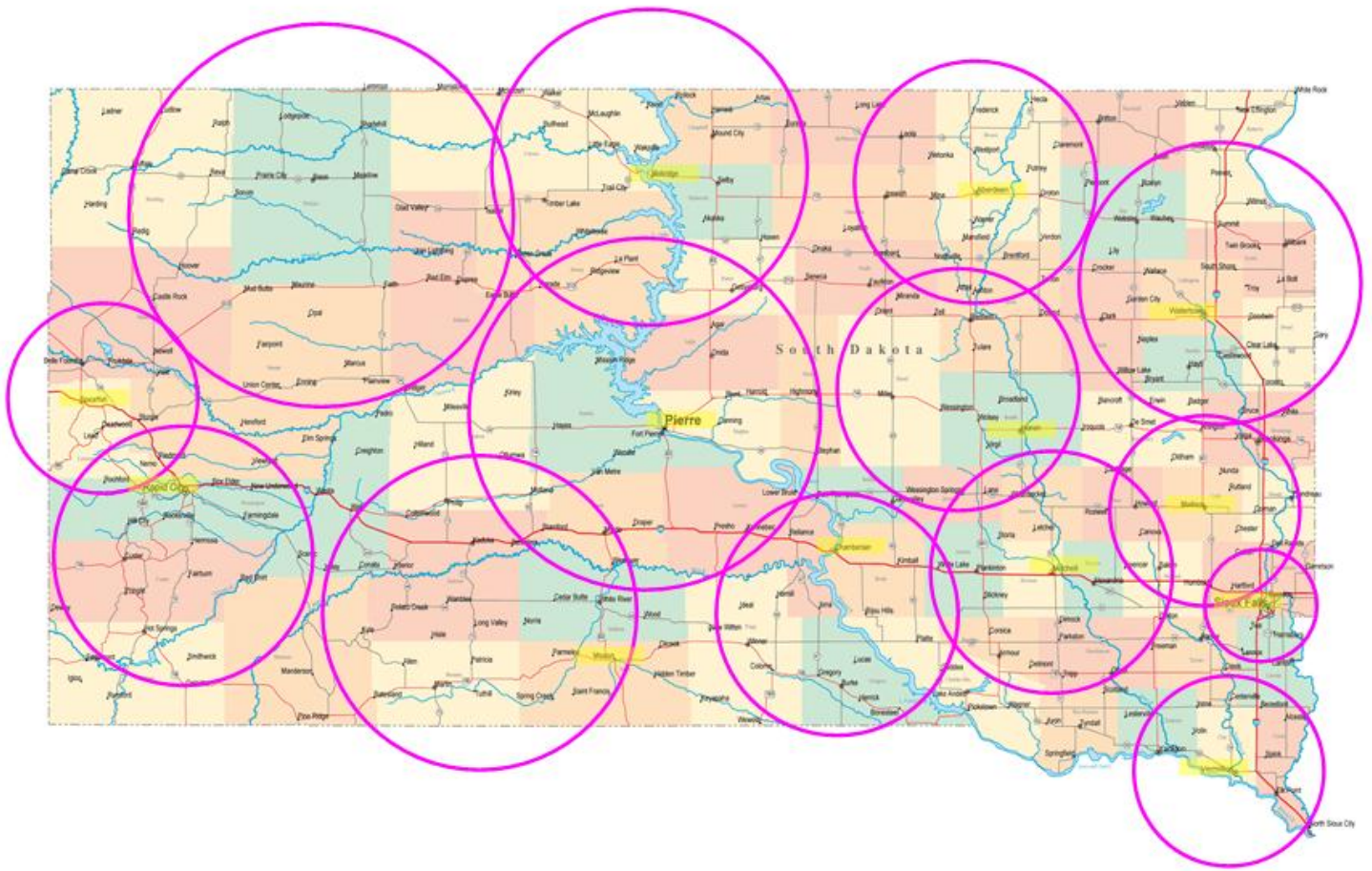
Which beats a flight to anywhere any day.

**Patrick Mott** is a freelance writer from Fullerton, California.

*(Reprinted with permission from Toastmasters International: [www.Toastmasters.org](http://www.Toastmasters.org))*



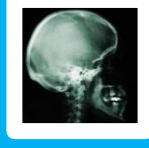
# APPENDIX 4: COVERAGE MAP



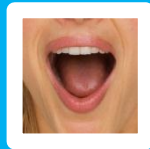


## APPENDIX 4: Speaker Information Form





## 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 5: Sample Agenda





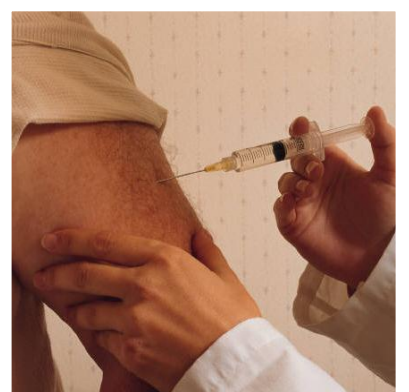
## Pierre Scrubs Camp Agenda

7:45 a.m. – 8:00 a.m.	Student Registration		
8:00 a.m. – 8:10 a.m.	Welcome – Sandi Durick & First Lady (Auditorium)		
	<b>Track 1</b>	<b>Track 2</b>	<b>Track 3</b>
8:15 a.m. – 9:00 a.m.	Shane Clarambeau, RPh Pharmacy (Rm. 111M)	Dr. Murray Thompson Dentistry (Rm. 103M)	Becky Gruba, Massage Therapist (Rm. 109M)
9:00 a.m. – 9:45 a.m.	Becky Gruba, Massage Therapist (Rm. 109M)	Shane Clarambeau, RPh Pharmacy (Rm. 111M)	Dr. Murray Thompson Dentistry (Rm. 103M)
9:45 a.m. – 10:00 a.m.	Break		
10:00 a.m. – 10:45 a.m.	Dr. Murray Thompson Dentistry (Rm. 103M)	Becky Gruba, Massage Therapist (Rm. 109M)	Shane Clarambeau, RPh Pharmacy (Rm. 111M)
10:45 a.m. – 11:30 p.m.	SIM-SD (Rm. 111M)	Michael Colleran, MA, CCC Clinical Audiologist (Rm. 103M)	Dr. David Lonbakken Surgeon (Rm. 109M)
11:30 a.m. – 12:00 p.m.	Lunch		
12:00 p.m. – 12:45 p.m.	Dr. David Lonbakken Surgeon (Rm. 109M)	SIM-SD (Rm. 111M)	Michael Colleran, MA, CCC Clinical Audiologist (Rm. 103M)
12:45 p.m. – 1:30 p.m.	Michael Colleran, MA, CCC Clinical Audiologist (Rm. 103M)	Dr. David Lonbakken Surgeon (Rm. 109M)	SIM-SD (Rm. 111M)
1:30 p.m. – 2:15 p.m.	YouTube Party – Karen Cudmore, ORH (Auditorium)		
2:15 p.m. – 3:00 p.m.	SD MyLife – Bobbi Brown, School Counselor (Auditorium)		
3:00 p.m.	Wrap-up/Evaluations		



# APPENDIX 6: Marketing Plan





# MARKETING PLAN



# SITE COORDINATORS



The key to making each Scrubs Camp a success is having students participate. Getting the word out about the camps and getting kids excited to attend is accomplished through effective marketing. Consider the following marketing efforts:

- **Direct Contact with Schools**

Direct contact with your participants' schools is imperative in the success of your camp. The more 'real' you can make your event, the more likely schools will be to allow students to attend. Personal visits, direct mailings, direct emails, etc. will help this effort. Remember to consider contact with principals, superintendents, counselors, teachers, etc. See below, "Emails", for links to contact information.

- **Counselors**

Your local school counselors can be a strong advocate as you market your camp. Solicit their input and assistance in reaching students. Provide them with posters, web addresses, morning announcement verbiage, etc. The more involved you can get with them, the more marketing efforts you can implement. See below, "Emails", for links to contact information.

- **ALL teachers, not just science, health, etc.**

Remember to get the word out to ALL teachers, not just science and health. For example, an English teacher may have students that he/she knows is interested in pursuing health careers. Your schools' websites should provide you access to teachers' emails. See below, "Emails", for links to contact information.

- **Emails**

Consider sending direct emails to guidance counselors and teachers (not just science teachers) in your catchment area. The press release or PSA that is located on the Scrubs Camps website under "Resources" is a good start. Customize these items for your camp and send to your potential participants' counselors and teachers. Specific school administration contacts may be found at <http://www.doe.sd.gov/ofm/edudir.aspx>. In addition, if you Google the schools you would like to reach, you should be able to find direct email contacts for teachers within each respective school. This link, <http://www.k12.sd.us/web/schoolwebs.htm>, will also direct you to



specific school websites. For those of you on the state email system, you may also find teacher emails in the global address book in your email.

- **PSAs/Press Releases**

A public service announcement and press release that can be crafted as camp-specific is located on the Scrubs Camps website under “Resources”. (Examples found on pages 8 and 9.) Customize this PSA and Press Release with your camp-specific information such as contact, date, time, agenda, etc. Deliver the press release to local newspapers. Be sure to include your catchment area as well as your own community publications. The PSA should be distributed to any local or nearby radio stations.

In addition, you may wish to provide the press release or PSA to the following:

- TV stations
- Local Cable Access Channels
- Radio and their websites
- South Dakota Public Radio
- School Newsletters
- School Announcements

- **Cable Television**

Many communities have a channel in their local cable line-up that will gladly post public service announcements. It may be called a Public Education & Government (PEG) channel, a Public Access channel, a Cable Access channel or a Classified Ad channel. If you are not aware of your local channel, check with your cable provider. Your provider will help you determine if your service area has a channel and what their posting requirements may be. In addition, many of these channels also have a corresponding website that may be willing to post your camp’s information.

- **Save-the-Date Cards**

Customize the save-the-date card and send at the end of the current school year as well as immediately after school starts in the fall. Consider sending to principals, counselors, teachers, etc. If you have the ability to send directly to students, feel free to do so. The save-the-date card is located on the Scrubs website under “Resources”. (Example found on page 10.) This card is designed for the “Avery 3263” template.

- **Hang Posters**

Posters in various sizes will be available on line on the Scrubs website under “Resources” as well as mailed to each site coordinator. Place posters where students gather. (Examples found on pages 11 and 12.)

- Theaters
- Libraries
- Lunch rooms
- Gyms
- Locker rooms
- School restrooms
- Community bulletin boards
- School offices

- **Social Marketing**

If your facility currently has Facebook or Twitter marketing campaigns, you may wish to incorporate your customized press release and other camp details.

If you do not currently have these capabilities, you may want to explore developing them. Each facility will have its own protocol to follow, but DOH can serve as a consultant if you choose to move forward in this area.

You may also want to consider involving others’ social marketing campaigns. For example, local schools, Sanford Research, local healthcare facilities, etc. They can promote your camp through their own individual social marketing efforts.

- **Business Cards with Website**

Consider creating a simple business card with the Scrubs Camps website and your camp information on it. A template that you may use is located on the Scrubs Camps website under “Resources”. (Example found on page 13.) Customize this document in Word and print on pre-packaged blank business cards. Distribute these cards to teachers, students, counselors, etc.

- **Chambers of Commerce**

Visit with your local Chamber of Commerce (as well as those in your catchment area). Many times they will have regular publications that you

could use to promote your camp. They may also be willing to post your information on their website.

- **Sporting Events**

Consider an ad in your local high school team's program or an ad on their electronic scoreboard, if one is available.

- **HS Computer Student/AV Team**

Never underestimate the capabilities of your high school computer students or AV team! Solicit their help/input in promoting your camp. Often times, the instructor will incorporate your request into their lesson plans and allow students to do this type of work as a class assignment.

- **School Announcements**

Provide the customized press release or, better yet, a shortened version, to the school and request that it be read during the morning announcements. The PSA could also be used for this application.

- **School Websites**

Ask schools to put a link to your camp on their website.

- **School Emails**

Ask schools to directly email students with camp information.

- **School Reach**

Ask if a notification of your camp can go out on "School Reach", a telephone notification system for parents. Each school may have differing protocol regarding the usage of this tool, but it never hurts to ask!

- **SMyLife**

Megan Lahr with the Department of Education has the capability of 'blasting' your camp information to students through SMyLife. You can reach Megan via email at [megan.lahr@state.sd.us](mailto:megan.lahr@state.sd.us)

- **Parent/Teacher Conferences**

Work with the schools to provide your camp information via handouts at the fall parent/teacher conferences. You may want to consider the 8 ½ x 11 poster as your handout or the save-the-date card.

- **Community Calendars**

Most of the major television networks offer community calendars that will display your camp's information. They may also place the event on their associated website.

- **Science Center Newsletters**

Check with local science centers to determine if they provide a publication that you may advertise in. Use the press release or the newspaper ad to promote your specific camp.

## PROGRAM OFFICE



The Department of Health will coordinate marketing efforts from a global standpoint. Camps in general will be promoted through these efforts listed below. Specific camp marketing will be the responsibility of each local site coordinator.

- **Websites**

Information and links will be placed on the following websites.

- Department of Health (DOH)
- Department of Education (DOE)
- South Dakota Association of Healthcare Organizations (SDAHO)
- Area Health Education Center (AHEC)

- **PSAs/Press Releases (overall)**

A public service announcement will be provided and available online. DOH and DOE will use these tools to promote the camps in general. Please refer to page 3 of this document to determine how to most effectively utilize PSAs/Press Releases to promote your specific camp.

- **Conferences/Meetings**

DOH and DOE will continually promote Scrubs Camps in general at any opportunity that may present itself. Keep in mind that this effort addresses camps in general. Feel free to attend local opportunities to promote your camp specifically.

- **Newsletters**

Information and links will be incorporated into various state newsletters to include those prepared and distributed by the following:

- Department of Health
  - Department of Education
  - South Dakota Association of Healthcare Organizations (SDAHO)
  - Area Health Education Center (AHEC)
- **Emails**  
DOH and DOE will send statewide emails to appropriate contacts.
  - **Listserves**  
DOH and DOE will send general Scrubs information on any appropriate listserv currently maintained by both agencies.
  - **Associations**  
DOH and DOE will promote Scrubs Camps in general to appropriate associations. Two examples are:
    - SDEA
    - Associated School Boards

For more information, contact the Department of Health at 605.773.3361.



## PSA

Area high school students will have an opportunity to explore a variety of health career options during Scrubs Camp sponsored by *(insert hosting facility)* on *(insert date)* at *(insert location)*. Scrubs Camps are one-day learning experiences conducted at ten locations throughout the state. Campers will hear from healthcare professionals who will discuss their career. They will also be able to participate in exciting hands-on activities and receive personalized career guidance.

Scrubs Camps are designed for 9<sup>th</sup> through 12<sup>th</sup> grade high school students with an interest in the healthcare field. There is no charge to attend, lunch is provided at the camp and students will also receive a free scrubs shirt. Parents are also welcome to attend the camp with their participating student. Pre-registration for the camp is necessary. To register for the camp, visit [www.scrubscamps.sd.gov](http://www.scrubscamps.sd.gov).

For more information contact *(insert local contact name and phone number)*.



## News Release

Contact:           (Insert local contact name, phone number and email address)

### FOR IMMEDIATE RELEASE

          (Insert host name) to host Scrubs Camp on           (Insert date)

**(insert community), SD (insert date)** — Area high school students will have an opportunity to explore a variety of health career options during Scrubs Camp. Scrubs Camps are one-day learning experiences conducted at ten locations throughout the state. Campers will hear from healthcare professionals who will discuss what they do and how they got into their chosen career field. They will also be able to participate in exciting hands-on activities and receive personalized career guidance plans.

Scrubs Camps are designed for 9<sup>th</sup> through 12<sup>th</sup> grade high school students with an interest in the healthcare field. There is no charge to attend, lunch is provided at the camp and students will also receive a free scrub shirt. Parents are also welcome to attend the camp with their participating student. Scrubs Camp will be held on *(insert date)* at *(insert location)*. Pre-registration for the camp is necessary. To register for the camp, visit the link below.

One of the most pressing issues facing the healthcare industry today is the critical need for healthcare providers. This is especially true for South Dakota. In the coming years, thousands of additional healthcare workers will be needed in South Dakota. Scrubs Camps were designed to encourage students in South Dakota to consider pursuing a career in healthcare.

The Scrubs Camps are made possible through the collaborative effort of the South Dakota Department of Education Office of Curriculum, Career and Technical Education and South Dakota Department of Health Office of Rural Health. For more information visit [www.scrubscamps.sd.gov](http://www.scrubscamps.sd.gov) or contact the Department of Health at 605.773.3361.



**HEALTH  
CAREER  
EXPLORATION  
FOR  
HIGH  
SCHOOLERS**

## SAVE THE DATE

Camp Date:

Start Time:

Location

Contact:

Visit [www.scrubscamps.sd.gov](http://www.scrubscamps.sd.gov)  
to register for a camp near you!





HEALTH CAREER EXPLORATION FOR HIGH SCHOOLERS



VISIT [WWW.SCRUBSCAMPS.SD.GOV](http://WWW.SCRUBSCAMPS.SD.GOV) FOR A LINK TO REGISTER



WHERE:

WHEN:

FOR MORE INFORMATION, CONTACT \_\_\_\_\_ AT \_\_\_\_\_ OF: \_\_\_\_\_



**HEALTH  
CAREER  
EXPLORATION  
FOR  
HIGH  
SCHOOLERS**



VISIT [WWW.SCRUBSCAMPS.SD.GOV](http://WWW.SCRUBSCAMPS.SD.GOV) FOR A LINK TO REGISTER

WHERE:

WHEN:

FOR MORE INFORMATION, CONTACT:

AT:

OR:



DATE:

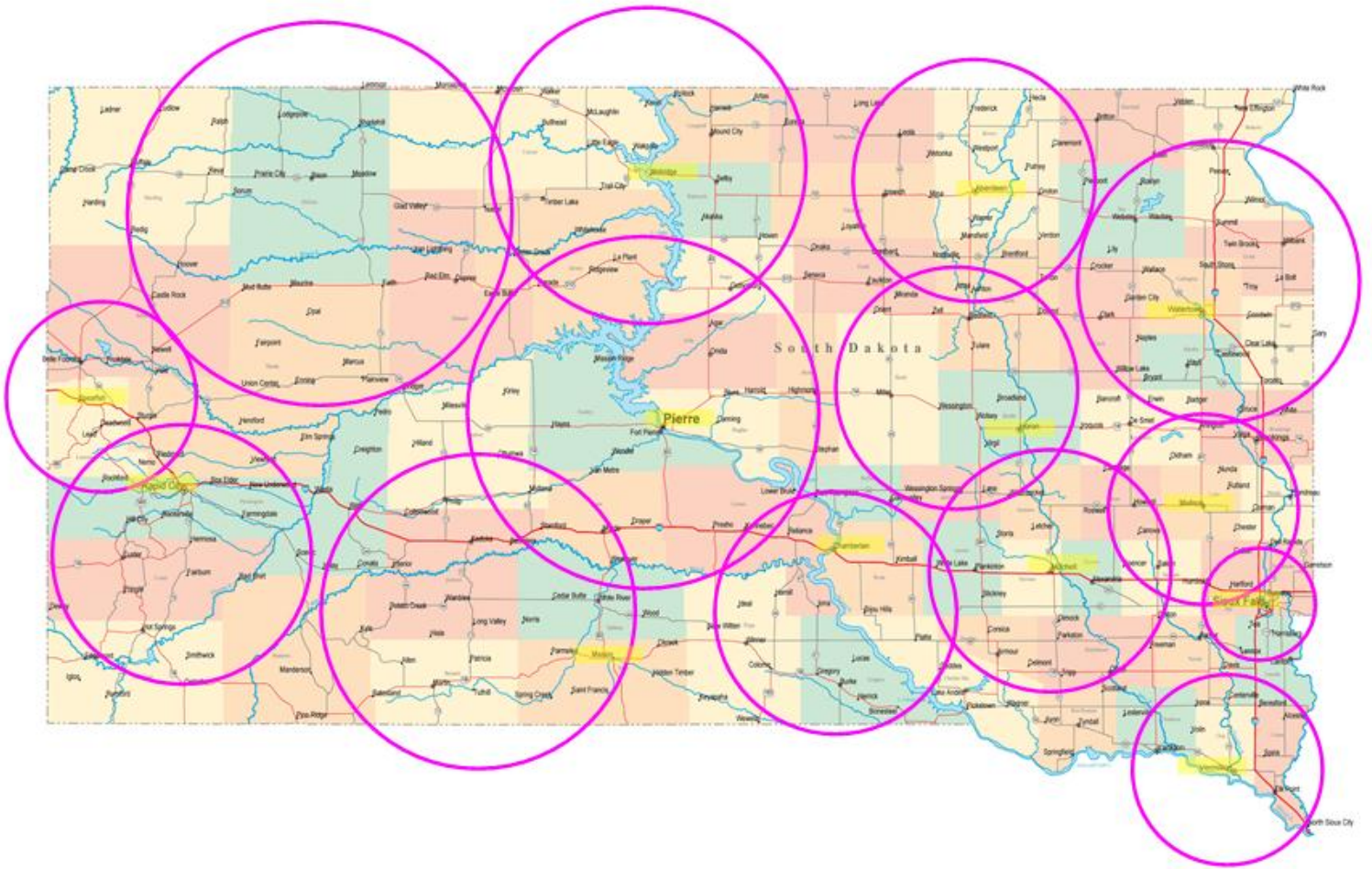
TIME:

LOCATION:

CONTACT:

[www.scrubscamps.sd.gov](http://www.scrubscamps.sd.gov)

# APPENDIX 7: Coverage Map



# APPENDIX 8: Field Experience Form





Preference will be given to juniors and seniors.

Student Name: \_\_\_\_\_

Home Address: \_\_\_\_\_

Street: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

School: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Gender: Male  Female

Ethnicity:  African American  Asian  Caucasian/White  
 Hispanic/Latino  Native American Other: \_\_\_\_\_

Scrubs Camp Attended: \_\_\_\_\_

Date of Camp: \_\_\_\_\_

Career Area of Interest (Please check one) Log into SDMyLife to see career descriptions and related careers:

- Physician  Mid-Level\*  Nurse
- Pharmacy  Lab  Dentistry
- Optometry  Rehab (OT/PT/RT)  X-Ray
- Other \_\_\_\_\_

\* (Mid-Level includes Physician Assistant, Nurse Practitioner and Certified Nurse Midwife)

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Address (Include City): \_\_\_\_\_

Parent/Guardian Phone: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

In 100 words or less, please state why you should be selected for this field experience: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*To be completed by school counselor, teacher or administrator.*  
**Why do you recommend this student to be accepted into the field experience?**  
(please note student's relevant work/volunteer experience, GPA, area of interest, etc.) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Signature:** \_\_\_\_\_ **Position:** \_\_\_\_\_

Please keep in mind that this Field Experience process is competitive. Not all students who apply will be accepted automatically into the Field Experience and not all career requests can be fulfilled. Priority will be given to Juniors and Seniors.

Mail the completed form within **30 days** after attending the Scrubs Camp to:  
Scrubs Camp Field Experience  
Office of Rural Health  
600 East Capitol  
Pierre, SD 57501



### What Should I Expect to Learn?

1. How to be a member of a health care team.
2. How to follow procedures in health care.
3. Critical thinking skills.
4. Decision making skills.
5. Communication skills.
6. Infection precautions.
7. Accountability and dependability.

### Dress Code for Field Experience

1. All clothing must be clean, pressed and neat in appearance.
2. Shirts
  - Collared shirts
  - Must be tucked into pants
  - May not be "low cut" or tank tops of any sort
3. Pants
  - Plain colored dress pants
  - No cargo pants
  - Must be worn up around the waist with a belt
  - Legs must not drag on floor
  - No sweat pants
  - No denim pants/jeans
4. Socks must be worn.
5. Shoes
  - No high heels or UGG boots
  - No sandals or open-toed shoes or platform shoes
  - Shoes should be comfortable with a no-slip sole
6. Jewelry
  - Limited to watch and one ring
  - Earrings must be small and tasteful
  - Facial piercings and tongue rings must be removed. All tattoos must be covered.
  - No bracelets
7. Skirts/dresses
  - Not preferred
  - May not be denim
  - Must be knee length
8. Hair must be clean, neat and tied back if length requires. Hair should not cover the eyes or be in your face.
9. No perfume/cologne/after shave may be worn.

### Behavior Expectations for Field Experience

1. No cell phones allowed onsite. Leave your phone in your car or in locker.
2. Use appropriate language at all times.
3. Always practice confidentiality.
4. Always be on time or early!
5. Do not touch or handle anything at your site unless your supervisor approves.
6. Always follow the instruction of your supervisor.
7. Work only in the area to which you are assigned.
8. Be dependable and honest.
9. Be professional.