



Activity Guide for Youth Ministry Leaders

Introduction

You'll find three major activities to offer your youth members, as part of the "Wear a Scrub...Get a Career" kit. These activities can be held during one event over a three-hour period or on three separate occasions upon which they would wear their scrub at each session. If you hold a special event, you could also invite speakers or host a health occupations job fair asking health care providers and post-secondary local schools to set up booths to share information about each career and programs of study. We'd also suggest asking a high school guidance counselor to be available to inform students on what they need to do in high school to pursue a health care career.

Six health occupations that pay very well and are projected by the Pennsylvania and U.S. Department of Labor and Industry to be in high demand are presented – Occupational Therapist, Respiratory Therapist, Physical Therapist, Nurse, Paramedic and Medical Lab Technologist. You can familiarize yourself on these occupations by looking over the student's guide included in the kit. For more information and study materials go to: www.wearascrub.org.

The "Wear a Scrub...Get A Career Kit" contains an awareness bracelet promoting health careers, a scrub that features one health occupation with the basic facts on that career displayed on the back of the scrub and a "Health Career Explorer's Guide" for each youth explaining all six health occupations, tips on how to prepare for a health career and web resources. It also includes all the materials for each activity.

Each career is represented by a different colored scrub and three sizes are offered of Extra Large, Large and Medium. This information is marked on the outside of the box. Unless a youth specifically requests a certain occupation, it may be easier to distribute the scrubs based on size. If students discover they like an occupation following the activities, allow them to trade scrubs.

Finally, we need feedback to continually improve our project. Evaluation forms are included in the kit for each youth to complete and one is included for you. Please collect them from the students and enclose them along with yours in the self addressed stamped envelope to Mercyhurst University, Hirtzel Institute on Health Education & Aging. And please send photos! The *Wear a Scrub...Get a Career Kit*© was created by the Institute's Director, Linda M. Rhodes, Ed.D. You can reach her at lrhodes@mercyhurst.edu or 814-725-6310.

I. The Healing Ministry of Health Care Careers

Activity One: Bible Passages.

The mission of healing and tending to the sick has a respected and long tradition portrayed in passages from the Bible. Four passages have been selected to share with your youth asking them to interpret their meaning and identify how the message applies to health care today. The passages include questions to generate discussion and are included in each kit. This activity can be done with the entire group addressing all four passages (about 10 minutes each). Or assign smaller groups to take one passage, discuss it, and present their observations to the entire group. Allow 20 minutes for small group discussion and 30 minutes for presentations.

1. When his disciples asked, "Lord, who sinned, this man or his parents, for him to be born blind?" Jesus replied, "Neither he nor his parents sinned." (John 9:2).

A few questions for discussion: What would you tell someone who believes that when a person has a tragic illness that they "brought it on themselves" or are being punished by God? What does this passage tell us about treating people with HIV/AIDS? If someone is sick and believes they are being punished, how will this affect their ability to get well?

2. "While Jesus was having dinner at Matthew's house, many tax collectors and 'sinners' came and ate with him and his disciples. When the Pharisees saw this, they asked his disciples, "Why does your teacher eat with tax collectors and 'sinners'?" On hearing this, Jesus said, "It is not the healthy who need a doctor, but the sick. (Matthew 9:13)

A few questions for discussion: What does this passage tell us about giving people health care when they can not afford to pay? How does poverty affect an individual's health? How does the parable of the Good Samaritan (Luke 10:30-37) apply to this passage?

3. "Keep thy heart with all diligence; for out of it are the issues of life." Proverbs 4:23 (Diligence [pronounce dill ah gents] means to reach a goal by believing in its worth and by being dedicated and disciplined to complete each task to get there -- no matter how hard.)

A few questions for discussion: What does this proverb tell us about preparing ourselves in our studies, athletics and future careers? What does it tell us about being passionate and believing in what you do? What does it mean to "follow your heart and lead with your mind?"

4. "Pleasant words are as a honeycomb, sweet to the soul and health to the bones." Proverbs 16:24

A few questions for discussion: Do health care professionals just tend to a person's physical needs e.g. change bandages or give injections? How do you feel when someone has complimented you? Can being depressed make you physically sick? What do you think it means when some is talking about a doctor's "bedside manner?"

Activity Two: Mind, Body and Spirit (30 minutes)

The purpose of this activity is for young people to grasp how segmented and specialized the American medical system is today and how this can cause patients to feel dehumanized. It also serves as a reminder to always take the time to see and treat the *whole* person – not just a body part.

Step One: Ask your youth to identify all of the kinds of doctors that their grandparents see and for what health condition. A table is provided for you should you run out of examples with pronunciation keys:

Health Condition	Specialty	Health Condition	Specialty
Congestive heart failure, heart problems	Cardiologist <i>kahr-dee-ol-uh-jist</i>	Diabetes	Internist
Bunions, foot problems	Podiatrist <i>Poe-die-ah-trist</i>	Arthritis	Rheumatologist <i>roo-muh-tol-uh-jist</i>
Intestinal problems	Gastroenterologist <i>gas-tro-en-ter-ol-o-gist</i>	Cancer	Oncologist <i>On-call-o-jist</i>
Kidney problems, dialysis	Urologist <i>you-rawl-o-gist</i>	Depression, Anxiety	Psychiatrist <i>sah-kie-uh-trist</i>
Stroke	Neurologist <i>New-rawl-o-gist</i>	Loss of Hearing	Audiologist <i>Ahh-dee-all-o-jist</i>
Dementia	Geriatrician <i>Jair-ee-ah-trish-uhn</i>	Hip Fracture	Orthopedic Surgeon <i>awr-thow-pee-dik</i>
Cataracts	Ophthalmologist <i>off-thuhl-mol-uh-jist</i>	Skin lesions, psoriasis	Dermatologist <i>dur-muh-tol-uh-jist</i>

Step Two: Ask them what it must be like for their grandparents to go to all of those doctors? Get them to identify the logistics involved (e.g. transportation, keeping track of different medicines given by different doctors, figuring out who to see for what ailment). Discuss what an elderly patient meant when he said, “I just feel like a bunch of body parts. Nobody treats all of me.” How can this affect one’s spirit?

Step Three: “Well being” isn’t just about being physically and mentally healthy, it also means that a person’s *spirit* is well – they feel whole and are at peace with themselves. Read the following parable and discuss what it means: “A happy heart does well like a medicine: but a broken spirit dries the bones.” Proverbs 17:22



Activity Three: Exchange of Awareness Bracelets.

At the end of the “Healing Ministry” activities, ask each youth to place the “Health Careers Heal: Mind, Body & Spirit” bracelet in their kit on a partner. You could make this into a ceremony, singing a song following the exchange of bracelets. Choose a religious or popular song that relates to the power of healing and caring.

II. “Morning Report” Care Plan

At the beginning of this activity ask the youth to look over material in their guide about their health occupation. Give them about ten minutes to review these materials.

Now ask them to put on their scrub.

One of the skills they will all need to develop is working as a team member. In hospitals, health care professionals review their patient’s status every morning and make decisions on their care. Ask them to form teams of five to seven members representing at least one of each occupation.

In their guide is a section titled: “Morning Report: “Nikkea’s Case.” The team must come up with a plan of care for Nikkea and present it to the whole group. This requires each person to apply what they’ve learned about their career and identify what they can do for Nikkea. It would be helpful to give each group newsprint poster paper and markers to assist them in making their presentation. [30 minutes for groups to discuss and prepare their Care Plan and 30 minutes to make their presentation to the whole group.]

Background for You

The chart on the following page describes many of the functions that each health occupation can do for Nikkea. Students receive the same chart but they do not have the answers for identifying the Health Occupation(s) or “To do what?” sections. You may need to add these points if they’ve missed them in their presentations.

One need that the youth may miss – is Nikkea’s emotional well being. In other words, tending to the *spirit* of the Mind, Body and Spirit lesson you addressed in the first activity. Your opportunity to make this point is the last problem cited in Nikkea’s case (shaded in gray). Explain to them that ALL of their occupations should address this issue – not just a doctor or mental health counselor. Suggestions on what they could do for her are listed for you. Reminding them of this at the end of this lesson will be a good way to speak to how we must always treat the “whole person.”



Nikkea's Case: Nikkea is a 17-year old girl who was in a serious car accident and came through the emergency department last night. This morning she has been admitted to the hospital following surgery to address her injuries, develop her care plan for the week she will be in the hospital and to also start making plans for her discharge. The Head Nurse has called together your team to address the following issues. But first, you have to decide who does what at the accident scene.

Ask youth to identify which health occupation(s) should do what to help Nikkea:

Problem	Health Occupation(s)	To do what?
A witness has called 911. At the scene is a young girl in the back seat of a car screaming, "My leg, my leg!" She tries to get out but the door is on fire. The firefighters safely remove her. Who takes care of her next?	Paramedic	Immediately assess her condition, take vital signs, check for neck and back injuries, check for internal injuries, determine if leg is fractured, stabilize her leg, wrap her wounds, treat burns, get her ready to transport in ambulance, give full report to ER doctor on her status and follow the doctor's directions to give pain medications.
She is in a great deal of pain due to a fractured right femur which required surgery and placement of two screws into the head of the femur and a second degree burn on her left hand due to fire.	Nurse	Rate her pain using a pain scale of 1 to 10, review medication orders, check when her last pain medication was given, administer pain medications.
Because of the loss of blood during surgery, she may need a blood transfusion.	MLT/Nurse	Draw blood known as a CBC, cross match the blood and Administer blood transfusion.
It looks like her hand might be showing signs of infection.	Nurse & MLT	Nurse identifies problem, Checks her vital signs & discovers she has a high temperature. MLT draws a CBC, & blood cultures. Tissue from wound drainage on hand is sent to the lab. It shows she has an infection, the nurse gives her an antibiotic.
She's been having trouble breathing & the nurses are worried she could develop pneumonia.	RT	Assess lung sounds. Start breathing exercises using spirometer, inhalers, get her to sit up. Check Oxygen saturation and administer oxygen.
She is going to need to exercise her good leg throughout the week.	PT	Assists Nikkea in moving leg up and down, flexing, works on muscle tone.
Before she is discharged (in about five days) she needs to learn how to use a wheelchair.	OT	Shows her how to get in and out of chair, how to navigate it, in & out of car.
The burn wound on her hand must be changed daily and checked for infection.	Nurse & MLT	Nurse checks for infections, asks MLT to take a culture & test for infection.
Her vitals (blood pressure, pulse, respiration, temperature must be taken every four hours.	Nurse	Self-explanatory in terms of actions. Alerts physician if problems.
When Nikkea goes home, she will be alone during the day while her parents work. She will need to learn how to get around in her wheel chair and make her lunch.	OT	OT makes a home visit with family and assesses home environment. Identifies barriers & shows how to remove them.
For the first 6 weeks out of the hospital she will need to go to a rehab facility to build back muscle strength.	PT	Performs all kinds of exercises to gain muscle strength in both legs, and also hand.
Nikkea has been feeling very down lately as she's embarrassed about the scarring on her hand from the burns and is finding all the therapy appointments such hard work. She is a senior and star basketball player who expected to get a scholarship to attend college. She is unable to play ball for the rest of the season and is being tutored at home for 8 weeks.	ALL occupations! Treat the whole person.	Listen. Ask how's she's doing? Be encouraging. Tell her how well she is doing. Focus on her progress. Tell her nurse or physician that Nikkea needs some emotional support. Alert her doctor or nurse about her concern over scarring – what can be done? Talk with her coach, physical therapist, and doctor if playing basketball is possible.

III. Preparing for a Health Care Career

“Live what you represent – embrace a healthy lifestyle.” A career in health care means your youth will be asking patients to make healthy life style changes; the first step starts with them. Ask them what these facts mean to them *now*?

Health facts connected to the high rate of diabetes, heart disease and strokes among African Americans: (Source: National Center for Health Statistics and the CDC)

- Among black teens, 46 percent are overweight and 27 percent are obese while more than 38 percent of Latino youth ages 2 to 19 years of age in the United States are overweight and almost 21 percent are obese (excessive accumulation of fat tissue in the body) to an extent that health is impaired.
- Eleven percent of black high school students and 18 percent of Hispanic students report smoking within the past month in 2011.
- Youth in minority neighborhoods are highly exposed to fast foods, unhealthy snacks at convenience stores and lack of fresh food supermarkets.
- Forty-two percent of black females over 20 years of age have hypertension (high blood pressure) and 37 percent of males do.
- Diabetes among blacks is 13 percent and among Hispanics at 12 percent contributing to heart disease, strokes and kidney failure.
- A high intake of fried and fast foods, salty and starchy foods with little exercise are directly linked to diabetes, heart disease and stroke. For **teens** it causes short attention spans, sleep problems, sluggishness and becoming overweight.

Top Ten Ways to Prepare for a Health Care Career

Review the top ten list and have each youth identify their own “Number Eleven.”

1. Live what you represent – embrace a healthy lifestyle.
2. Take math and science classes in high school.
3. Join a Health Occupations Club in high school.
4. Volunteer at a nursing home.
5. Talk with Guidance Counselors to set up a job shadow to explore health careers that interest you.
6. Attend a summer camp on health careers, field trips and health job fairs.
7. Research careers at web sites to discover requirements, what people do and also look at Virtual Job Shadows. Hottest web site for all occupations go to: www.bls.gov/oco/home.htm
8. Do well in high school and join extra curricular activities that build teamwork skills.
9. Learn to write well and be able to present your ideas.
10. Take a personality profile to identify your traits that match careers that make sense for you. Traits for health care are: people skills to interact with patients, families, co-workers, handling responsibility, thinking logically, solving problems – all with a lot of compassion.

For more information go to: www.wearascrub.org

