

***Ethel Lund
Village Health
Occupations Program***

Student Handbook

***Sponsored by SouthEast Alaska
Regional Health Consortium***

***Funding provided by the Alaska Mental
Health Trust Authority and the Alaska
Center for Rural Health***

***“partnering to support today’s health care
workforce...growing tomorrow’s”***

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Ethel Lund Village Health Occupations Program (VHOP)

Thank you for choosing to participate in the Ethel Lund Village Health Occupations Program (VHOP). We hope that you will enjoy your experience here and that you will use this opportunity to do an in-depth exploration of various careers in the health care field.

VHOP is a unique program sponsored by SouthEast Alaska Regional Health Consortium (SEARHC) for Native high school students residing in Southeast Alaska. Funding for this program comes from the Alaska Mental Health Trust Authority through the Alaska Center for Rural Health. Many people have worked hard to create this unique experience for you.

VHOP offers you an opportunity to explore health careers through job shadowing, assessment inventories, career exploration, presentations and hands-on exercises. We strive to offer a broad array of experiences and opportunities that match a student's interest areas in health care.

This handbook will clarify student policies and procedures pertaining to expectations of behavior, professional conduct, discipline and confidentiality. Frequently asked questions will also be addressed. In addition, it will also contain forms required by the program such as photo releases, OTC (over-the-counter) waiver forms and a standard of conduct form.

*We hope this handbook will be useful to you in defining your participation and commitment in attending the Ethel Lund Village Health Occupations Program. Please review it and use it as a tool to enhance your experience. Your comments and feedback regarding VHOP and/or this student handbook are welcome. Gunalchéesh!
Háw'aa!*

Frequently Asked Questions

What is the Ethel Lund Village Health Occupations Program?

The Ethel Lund Village Health Occupations Program is a SEARHC initiative to offer opportunity and exposure to Native high school students throughout Southeast Alaska to health care careers. We are interested not only in the development of young Native people but also in expanding the workforce across a broad spectrum of health care fields. We accomplish this by providing an opportunity for students to job-shadow health care providers at SEARHC facilities. In addition, students are offered opportunities to explore careers through hands on exercises, assessment inventories and presentations by health care providers.

Where is does the program take place? Where will I stay?

The program is housed on SEARHC's Sitka Campus. Students are housed at a facility on campus with a minimum of two chaperones that are on duty 24 hours a day/7 days a week.

What does it cost to attend this program?

With the generous help of funders, SEARHC is able to offer this program at no cost to eligible students. Students travel is coordinated through the SEARHC Travel Department and the students are housed on the SEARHC campus. All food is covered by the program. All in-town transportation is provided by SEARHC.

What are the goals of the Ethel Lund Village Health Occupations Program?

- To provide opportunities for students to work in a health care environment*
- To expose high school students to career opportunities in health care*
- To provide high school students with positive health care role models*

- *To educate high school students about the requirements and skills necessary for pursuing a health care profession*
- *To expose Native high school students living in rural, underserved communities to a health care experience*

What are some of the activities that I will participate in while attending this program?

- *Job shadowing*
- *Presentations by health professionals*
- *Presentations by education specialists and/or career exploration specialists*
- *Ropes course (challenge course)*
- *Hands-on exercises*
- *Basic cardiopulmonary resuscitation (CPR) and first aid training and certification*
- *Daily journaling/video journaling*
- *Program evaluation*
- *Awards celebration*

What are the student's daily activities?

The student's schedule varies each day of the week, but each day will begin promptly at 8 a.m. unless the student opts to job-shadow surgery which starts promptly at 6:45 a.m. Days can be very long as we aim to provide as many opportunities as possible. Generally, most activities end before 7:30 p.m. Because of the long days, lights out will be at 10 p.m. We encourage the students to be cognizant of this and to get enough rest.

What is job shadowing?

Job shadows are educational experiences within various departments of the medical facility. Students should experience the services and functions of each department. The activities planned for the students may vary daily based on the case load, emergency situations, personnel availability and other issues. During job shadowing, the students are under the supervision of the department contact or their designee within the specific department they are assigned.

Guidelines and Suggestions for Student Job-Shadow Participation

- *Meet the department employees and learn their title and role in the facility*
- *Take a tour of the department and, if possible, discuss each station or work area and equipment*
- *Discuss confidentiality rules for the department*
- *Discuss specific job responsibilities or required skills and education for employees*
- *Ask about the employees' memorable work experiences*
- *Learn about the department work flow and time management*
- *Observe patient care, test procedures and record keeping*
- *Complete supervised student tasks as assigned*
- *Learn which high school courses or prerequisites are important to specific jobs in the department*
- *Discuss post-secondary education and the training needed for a career in each department*
- *Discuss continuing education requirements for health professionals in the department*
- *Learn the salary range for health careers of interest*

General Guidelines and Suggestions for Students

- *When students are wearing the VHOP uniform scrub, they must always be aware that they are representing the Ethel Lund Village Health Occupations Program*
- *Always be courteous and cheerful*
- *If you feel uncomfortable or ill during a procedure it is okay to step outside*
- *Show common courtesy to your fellow students, guest speakers and staff members*
- *Always address member of the medical staff (physicians) or management by their titles when in the hospital. Do not use first names*
- *Wear your ID badge at all times*
- *Make sure your scrubs and shoes are clean when in the medical facility*
- *Chewing gum on the job is unprofessional*
- *Report immediately to your assigned person when you arrive in their department*
- *Leave a patient's room when a doctor or clergy enters unless they ask you to stay*
- *If you are asked to do something you are not qualified to perform or if you are asked a question you are not qualified to answer, get a staff member to assist*
- *Report any accident or unusual behavior as quickly as possible to the program supervisor, department manager or nearest staff member*
- *Learn the medical terms for the departments you visit. A list of medical terms is in the appendices*
- *Ask questions at appropriate times. Do not disrupt the staff by "hanging around" and visiting while they are on duty. When you have finished your program requirements for the day, leave the medical facility*
- *Remember you could be a patient someday so be understanding, kind and thoughtful at all times*
- *Do not discuss a patient with another patient*
- *Do not discuss an employee with another employee or patient*
- *Do not discuss politics or religion with a patient*

- *Do not discuss any facts you may know about a patient's case history*
- *Do not discuss standards of other medical facilities*
- *Do not bring unauthorized articles into the hospital for patients, such as food, drugs, alcoholic beverages or biased reading material*

Student Policies and Procedures

Appearance

Students must wear the scrubs provided by the Ethel Lund Village Health Occupations Program whenever they are job shadowing or in the main hospital. Clean shoes are to be worn with the scrubs. Students also must wear their provided ID badges every day. Students are encouraged to practice good personal hygiene. Avoid perfume or cologne, overuse of cosmetics and excessive jewelry. Nails should be neatly trimmed and free of acrylic or nail polish.

Professional Conduct

Mature, professional conduct is expected of the Ethel Lund Village Health Occupations Program students at all times. SEARHC has provided a valuable opportunity to each of you and placed a great trust in your hands. Students must adhere to all medical facility program rules and policies. You must follow the assigned schedule that you receive from the program coordinator. Your attitude and attention must be focused on the tasks and assignments presented to you at all times.

Cell phones, iPods, mp3 players, handheld computers or any other electronic device will not be allowed during program events. They can be kept with your personal belongings to be used during personal time. Disregard for this policy will follow disciplinary action as outlined in the disciplinary action section.

You have been selected for the program because of your maturity, potential and attitude. Disregard for policies and guidelines of the program will not be tolerated and failure to follow the rules will result in a reprimand and possible dismissal from the program. Students and parents are required to sign a standard of conduct form which indicates that you understand and agree to abide by all of the program and facility guidelines, policies and procedures. The standard of conduct agreement also addresses the importance of patient confidentiality and the consequences of breaching confidentiality policies.

Disciplinary Action

Should a student require disciplinary attention, the following procedures will be followed:

First Offense:

The student will receive verbal and written warnings from the program coordinator and/or chaperone. The student's parents or guardian will be notified of the problem.

Second Offense:

Any student requiring additional disciplinary action or attention will be immediately dismissed from the program and sent home.

Confidentiality

All information regarding patients must remain confidential. Students are reminded not to discuss any patient information with anyone outside of the medical facility, including friends, family or other students.

Confidential information may be defined as, but is not limited to:

- Patient information*
- Patient medical records*
- Billing information*
- Test results*
- Personnel information*
- Departmental orders*

Patient sensitive material should not be discarded in public trash cans. All confidential information is to be stored in the designated confidential records area. Students are not allowed access to any patient information or records without prior permission from an authorized health professional.

Any violation of the confidentiality policy will require disciplinary action as outlined previously in this document.

Attendance

Students are required to report on time for every job shadow, presentation, event or assignment. If a student is unable to report at the designated time, he or she must notify a chaperone prior to the scheduled event. Any unexcused student absence will require a discussion with the program coordinator upon their return and will be subject to the disciplinary actions previously outlined.

Assigned Work/Activities

Students will be required to put their best effort forward in participating and completing activities as assigned. The students will be required to keep a journal of their daily events. Journaling will be explained in more detail in the journaling section of this manual. The students will also be provided video cameras to document their experiences during the course of the program. Students need to be mindful of appropriate use of program equipment and recognize that all video footage will be reviewed by program staff. Individual presenters may require students to respond to quick assignments to demonstrate what knowledge they have gained from the presentation.

Journaling

Keeping a journal is a valuable and commonly used reflective learning tool. Journaling prompts you to notice what is happening, to think about experiences and to reflect on their meaning. At the very least, keeping a journal gives you a record of what you have accomplished and provides a reference for ideas and discussion.

Health care professionals are constantly observing the health, actions or experiences of others. They record these observations in a patient's file. The written observation must be clear and descriptive so that other health professionals using that file can understand the background of a patient. Keeping a journal provides you an opportunity to practice the skill of making observations about yourself or others in a health care environment and recording them.

Some suggestions for topics to discuss in your journal may include:

- *What did you do on a typical day in a particular department?*
- *Describe the best thing that happened today?*
- *What do you feel was your main contribution to the department?*
- *What was the most difficult part of your volunteer service?*
- *If you were the supervisor, would you have the students do anything differently from what you are doing?*
- *Write about a health care worker you found interesting or challenging. Explain why.*
- *Write about yourself. How do people perceive you?*
- *What do you feel like when you are in the health care facility?*
- *What compliments have you received and what did they mean to you?*
- *Did you take or avoid some risk this week? Were there things you wanted to say or do that you didn't?*
- *What happened that made you feel you would like or not like to pursue a health care career?*

Please remember, patient confidentiality is vital. Please do not use patient names when writing your observations. (Example: write, "Patient X was feeling better today.")

The Ethel Lund Village Health Occupations Program Student Pledge

*I believe that SEARHC has a genuine need of my services
as a job-shadowing student.*

*I will be punctual and conscientious in the fulfillment of my
duties and will accept supervision graciously.*

I will conduct myself with dignity, courtesy and consideration.

*I will consider as confidential, all information which I may
learn directly or indirectly concerning a patient, doctor or any
member of the personnel and will not seek information
regarding a patient.*

I will endeavor to make my work of the highest quality.

*I will uphold the traditions and standards of SEARHC and
will interpret them appropriately to the community at large.*

*I will be respectful to everyone I encounter, including fellow
students, chaperones, presenters, elders, patients and all
job-shadowing mentors.*

Award Ballot

At the end of your experience, we are asking you to please cast your ballot for each of the following awards. If possible, include a brief statement of why you are nominating this person. Return you completed ballot to the program coordinator. Thank you!

Most Likely to Faint at the Sight of Blood:

Most Likely to Pursue a Medical Career:

Outstanding Staff Member:

Outstanding Department Mentor:

Favorite Department:

The Ethel Lund Village Health Occupations Program hopes you had a memorable experience and a lot of fun!

Medical Abbreviations and Symbols

<i>abd</i>	<i>abdomen</i>	<i>P.O.</i>	<i>by mouth</i>
<i>a.c.</i>	<i>before meals</i>	<i>prn</i>	<i>whenever necessary</i>
<i>a.m.</i>	<i>morning</i>	<i>p.t.</i>	<i>physical therapy</i>
<i>ad lib</i>	<i>as desired, at your pleasure</i>	<i>pt.</i>	<i>patient</i>
<i>bid</i>	<i>twice daily</i>	<i>q</i>	<i>every</i>
<i>BM</i>	<i>bowel movement</i>	<i>qd</i>	<i>every day</i>
<i>BRP</i>	<i>bathroom privileges</i>	<i>qh</i>	<i>every hour</i>
<i>c</i>	<i>with</i>	<i>qid</i>	<i>four times a day</i>
<i>ca</i>	<i>cancer or carcinoma</i>	<i>q noc</i>	<i>every night</i>
<i>cap</i>	<i>capsule</i>	<i>q2h</i>	<i>every two hours</i>
<i>cath</i>	<i>catheter or catheterize</i>	<i>q4h</i>	<i>every four hours</i>
<i>cc, ml</i>	<i>cubic centimeter</i>	<i>qod</i>	<i>every other day</i>
<i>comp</i>	<i>compound</i>	<i>r/o</i>	<i>rule out</i>
<i>cant</i>	<i>continuous</i>	<i>ROM</i>	<i>range of motion</i>
<i>CVA</i>	<i>Cerebral Vascular Accident</i>	<i>Rx</i>	<i>treatment</i>
<i>Dr.</i>	<i>Doctor</i>	<i>spec</i>	<i>specimen</i>
<i>EEG</i>	<i>Electroencephalogram</i>	<i>stat</i>	<i>immediately</i>
<i>EKG, ECG</i>	<i>Electrocardiograph</i>	<i>ss enema</i>	<i>soap suds enema</i>
<i>Fx</i>	<i>fracture</i>	<i>sub q</i>	<i>sub cutaneous injection</i>
<i>Gm</i>	<i>gram</i>	<i>supp</i>	<i>suppository</i>
<i>gtt</i>	<i>drops</i>	<i>ī</i>	<i>one</i>
<i>Gr</i>	<i>grain</i>	<i>ī ī</i>	<i>two</i>
<i>h</i>	<i>hour</i>	<i>tab</i>	<i>tablet</i>
<i>(H)</i>	<i>hypodermic</i>	<i>Tid</i>	<i>three times daily</i>
<i>H₂O</i>	<i>water</i>	<i>TLC</i>	<i>tender loving care</i>
<i>hs, H.S.</i>	<i>bedtime</i>	<i>U.A.</i>	<i>urinalysis</i>
<i>Mn</i>	<i>midnight</i>	<i>ung</i>	<i>ointment</i>
<i>I&O</i>	<i>intake/output</i>	<i>V.D.</i>	<i>venereal disease</i>
<i>lab</i>	<i>laboratory</i>	<i>V.S.</i>	<i>vital signs</i>
<i>IM</i>	<i>intramuscular</i>	<i>wt</i>	<i>weight</i>
<i>noc</i>	<i>night</i>	<i>w/c</i>	<i>wheel chair</i>
<i>O₂</i>	<i>oxygen</i>		
<i>O</i>	<i>oral</i>		
<i>O.D.</i>	<i>right eye</i>		
<i>O.S.</i>	<i>left eye</i>		
<i>O.U.</i>	<i>both eyes</i>		
<i>os</i>	<i>mouth</i>		
<i>oz</i>	<i>ounce</i>		
<i>p</i>	<i>after</i>		
<i>pc</i>	<i>after meals</i>		
<i>per</i>	<i>as by</i>		
<i>p.m.</i>	<i>evening, afternoon</i>		

Glossary of Medical Terms

Abdomen — *the body cavity between the chest and thighs*

Acute — *illness characterized by sudden onset, sharp rise and short course. Acute may also describe sharp or severe pain.*

Ambulate/Ambulatory — *to walk; able to walk around.*

Amnesia — *forgetfulness, loss of memory.*

Antibiotic — *a drug used in medical treatment that prevents disease causing microorganisms from multiplying.*

Anus — *outlet of the rectum.*

Aphasia — *disorder of language, e.g., unable to speak; able to speak but not able to express self properly.*

Asepsis — *the condition of being free of disease producing organisms.*

Ashen — *greyish color of skin.*

Ataxia — *an unsteady or uneven gait.*

Axilla — *the armpit.*

Bacteria — *sometimes called germ, a kind of microorganism. Many forms of bacteria cause disease.*

Bed cradle — *equipment that is placed over the body to keep the sheets and blankets from touching the patient.*

Bedsore — *decubitus ulcer. Opening in the skin occurring on part of the body as a result of pressure, irritation or both.*

Bladder — *any sac which stores fluid or gas, i.e. "urinary bladder."*

Body mechanics — *the coordinated use of body parts to produce motion and maintain equilibrium.*

Buttocks — *body part composed of the gluteal muscles, you rear end.*

Catheter — *tube placed in person to aid in passing fluids, i.e. urinary catheter.*

Centigrade/Celsius — a measurement of temperature using a scale divided into 100 units or degrees. The freezing temperature of water is 0° degrees centigrade, written “0°C.” Water boils at 100°C.

Cerebral — a word used to refer to the brain.

Chronic — illness or symptoms marked by long duration or frequent recurrence.

Circulation — the continuous movement of blood throughout the heart and blood vessels to all parts of the body.

Circulatory — the heart, blood vessels, system blood and all the organs that pump and carry blood and other fluids throughout the body.

Colostomy — surgical formation of an artificial anus.

Coma — a state of deep unconsciousness often caused by disease, injury or drugs.

Communicable disease — a disease that is easily spread from one person to another.

Compress — folded pieces of cloth or gauze used to apply pressure to a part of the patient’s body. The compress may also be used to supply moisture, heat, cold or medication to a specific part of the body.

Congestion — an abnormal condition caused by an unusually large amount of blood or fluid in a part of the body.

Contaminate — soil and infectious material or to corrupt by contact.

Contracture — when muscle tissue gets drawn together or shortened because of a spasm or paralysis, either permanent or temporary.

Convalescent — getting well or recovering after illness or surgery.

CVA — Cerebral Vascular Accident (stroke).

Death rattle — a sound made by a dying patient caused by air passing through the mucus collected in the throat or bronchial tubes.

Defecation — emptying of the lower bowel.

Dehydration — a condition in which the body has less than the normal amount of fluid. Fluid volume deficit is sometimes used instead of dehydration.

Diabetes — a condition that develops when the body cannot change its sugar into energy. When this sugar collects in the blood the patient needs a special diet and may have to be given a drug called insulin.

Diagnosis — finding out what kind of disease or medical condition a patient is suffering from. A medical diagnosis is can usually be made by a nurse practitioner, physician assistant, but is always approved by a physician.

Diagnostic examination — a physical examination that assists the physician to make a diagnosis.

Digestive system — the group of body organs that carries out digestion. Digestion is the process in the body in which food is broken down mechanically and chemically, and is changed into forms that can enter the blood stream and be used by the body.

Disability — loss of the ability to use part or parts of the body in a normal way.

Disinfection — the process of destroying most disease carrying germs.

Distention — drum-like condition of the abdomen due to gas in the intestines or inability to empty the bladder.

Disposables — supply items used once and then thrown away.

Draping — covering a patient or parts of the body with sheet or blanket, usually during a physical examination of the patient.

Dyspnea — difficult or labored breathing.

Edema — abnormal swelling of a part of the body caused by fluid collecting in that area. Usually the swelling is in the ankles, legs, hands or abdomen.

Emaciation — a wasting away of the flesh, caused by disease or sometimes a lack of food. An emaciated patient is very thin.

Emesis — to vomit.

Endocrine — a ductless gland in the body that secretes a substance that affects the way some body systems do their work.

Exhalation — the process of breathing out air during respiration.

Expectorate — to spit.

Extremities — the arms, legs, hands and feet.

Fahrenheit — a system for measuring temperature. In the Fahrenheit system, the temperature of water at boiling is 212°F., at freezing it is 32°F.

Feces — waste material of digestion, normally passed through the rectum, stool.

Fever — the term for a person's condition when his/her body temperature is above normal.

Flaccid — limp.

Flatus — gas generated in the stomach or bowel.

Flex — to bend upon itself.

Fracture — a break in the bone.

Gastrointestinal — a term used to refer to the digestive system, sometimes called the G.I. tract, an abbreviation for gastro (stomach) and intestinal.

Genitalia — the sex organs or parts.

Gatch handle — a handle used on manually operated beds to raise or lower the backrest and knee rest.

Germicide — a chemical compound used to destroy bacteria.

Graphic chart — a medical record that shows the patient's TPR (temperature, pulse and respiration), intake and output and blood pressure. It is called a graphic chart because it is made in the form of a graph, the reading for each vital sign is connected to the next by a line.

Hemiplegia — paralysis of one side of the body.

Hemorrhage — excessive bleeding.

Incoherent — confused, disoriented.

Incontinent — inability to retain urine and/or feces.

Inflammation — a reaction of the body to disease or injury. There is usually pain, heat, redness, and swelling of the body part.

Inhalation — the process of breathing in air in respiration.

Insulin — a hormone produced naturally in the body of the pancreas. Insulin assists the body to change sugar into energy. Insulin can be produced artificially for use in the treatment of diabetes.

Interval nourishment — extra nourishment in the form of food or drink given to patients between meals.

Intravenous — injection of fluids into a vein. Foods in liquid form and medication can be put into the body this way.

Intravenous pole — also known as an I.V. pole. A tall pole on rollers used to hold the containers that hold fluids that are carried to a patient by gravity, such as during surgery. Short poles may be attached to the bed frame.

Involitional psychotic reaction — a depression shown by preoccupation with diet, bowel movements or general health.

Joint — a part of the body where two bones come together.

Manic depressive reaction — marked changes in mood from elation to depression.

Medical asepsis — special practices and procedures for cleanliness to decrease the chances of disease-causing bacteria to live and spread.

Oxygen tent — equipment used in healthcare institutions to provide large amounts of extra oxygen for a patient.

Paraplegia — paralysis of the legs and lower part of the body.

Parenteral — situated or occurring outside the intestine.

Pathogens — disease causing bacteria.

Paralysis — loss of the ability to move a part or all of the body.

Patient lift — a mechanical device like a swinging seat used for lifting a patient into or out of a bed, bath tub or wheelchair.

Patient's chart — a combination of several different written forms making up a record of the visit.

Percussion hammer — an instrument used by the doctor to test a patient's reflexes by tapping the body at certain places.

Pulmonary — refers to the lungs.

Pulse — the rhythmic expansion and contraction of the arteries caused by the beating of the heart. The expansion and contraction show how fast and regular and with what force the heart is beating.

Quadriplegia — paralysis of both the upper and lower parts of the body.

Radial pulse — the pulse at a person's wrist.

Rectum — the lower part of the large intestine.

Rehabilitation — the process by which people who have been disabled by injury or sickness are helped to recover their original abilities as much as is possible.

Respiration — the body process of breathing.

Respiratory system — the group of body organs that carry on the body function of respiration. This system brings oxygen into the body and eliminates carbon dioxide.

Rigor mortis — stiffening of the body and limbs shortly after death.

Schizophrenia — mental disorder marked by loss of contact with reality. Thought, speech and behavior will be very strange. Does not mean split personality.

Sense organs — these organs make it possible for us to be aware of the outside world and ourselves through the senses of sight, hearing, smell, taste and touch.

Septicemia — a severe infection of the blood. Usually called blood poisoning.

Shock — a state of collapse resulting from reduced blood volume and blood pressure, usually caused by severe injuries such as hemorrhage or burns on many parts of the body. Shock may also result from emotional trauma.

Skeletal system — the bones and connections between them that provide the framework for the body.

Sphygmomanometer — an apparatus for taking a patient's blood pressure. Also, known as a blood pressure cuff.

Spinal cord — one of the main organs of the nervous system. The spine is another name for the human backbone. The spinal cord is inside the spine and carries messages from the brain to other parts of the body and from those parts back to the brain.

Splint — a thin piece of wood or other rigid material used to keep an injured part of the body, such as a broken bone, in place.

Spores — bacteria which have formed hard shells around themselves for protection. Spores can only be destroyed by sterilization.

Staphylococcus — one type of infection found in healthcare institutions. Antibiotic drugs are used to fight staph infections.

Sterilization — the process of destroying all micro-organisms including spores.

Stethoscope — an instrument that allows one to listen to various body sounds such as the heartbeat or breathing sounds.

Stoma — a mouth or small opening, artificially created.

Stroke — sudden diminution or loss of consciousness, sensation, and voluntary motion caused by rupture or obstruction (as by a clot) of an artery of the brain.

Supine — lying on one's back.

Symptom — evidence of a disease, disorder or condition. A subjective symptom is one that is raised by the patient.

System — a group of organs acting together to carry out one or more bodily functions.

Temperature — a measurement of the amount of heat in the body at a given time. The normal body temperature is 98.6°F/30°C.

Tracheotomy — a surgical procedure to make an artificial opening in a person's neck connecting his trachea with the outside. The operation may be necessary when the person's trachea above the opening is blocked and the patient cannot breathe.

Tendons — tough cords of connective tissue that bind muscles to the other parts of the body.

Therapeutic — refers mainly to the treatment of disease, something used to heal.

Thermal blanket — special equipment to raise a person's body temperature. Also known as a hypothermia blanket.

Thermometer — instrument used for measuring body temperature.

Tissue — a group of cells of the same type.

TPR — abbreviation for temperature, pulse and respiration.

Trachea — an organ of the respiratory system. Located in the throat area, also known as the windpipe.

Trapeze — a metal bar suspended over the bed. It is used by a patient to help raise or move their body easily.

Traumatic — refers to damage to the body caused by injury, shock or wound. Sometimes this refers to mental disturbances due to emotional shock.

Tremor — trembling or quivering.

Tumor — a growth in or on the body. There are two kinds: benign tumors may be surgically removed. Malignant tumors are called cancer. They are often a threat to a person's life and health.

Turning frames — reversible beds used in the care of patients with certain orthopedic conditions.

Unconscious — not aware of knowing, deprived of awareness.

Varicose veins — an abnormal swelling of the veins, especially in the legs.

Vein — any of the tubular branching vessels that carry blood from the capillaries toward the heart and have thinner walls than the arteries and often valves at intervals to prevent reflux of the blood which flows in a steady stream and is in most cases dark-colored due to the presence of reduced hemoglobin.

Ventricle — a chamber of the heart which receives blood from a corresponding atrium and from which blood is forced into the arteries.

Virus — the living agent that carries an infectious disease from one place to another.

Vital signs — significant in each patient: pulse, respiration, temperature and blood pressure.

Void — to empty the urinary bladder.

Vomiting — to bring up stomach contents through the mouth, emesis.

Social Networking Websites

Although social networking websites, like Facebook and MySpace, are growing and gaining in popularity, posting something online today, may cause you some problems in the future.

Although they provide obvious benefits, there are also concerns associated with such sites that students need to understand. Studies suggest the majority of students say or do things online they would not want their parents or other adults to see, especially when it comes to social networking sites.

Provocative photographs, pictures that depict substance abuse, and explicit photos and videos, are being published online in increasing numbers. Besides providing far too much personal information online for friends, this type of information may in fact place you at risk for predators or those who may have ulterior motives.

There are a number of emerging trends that suggest cause for future concern for students. Employers are increasingly turning to social networking sites (SNS) to evaluate candidates for jobs. The privacy waivers SNS users agree to in order to use Facebook, MySpace and others, offer little protection to the user. Uploaded photos and videos may be available to “non-friends” and third party applications could have full access to all uploaded photos and videos. A compromising image could cause an applicant to not be considered for a position.

Some statistics suggest a high percentage of employers now include social networking sites in their background checks, resulting in “qualified” employees not being considered for hire.

*According to the **Job Outlook 2007 Fall Preview** survey conducted by the National Association of Colleges and Employers (NACE), 11% of respondents reported they plan on reviewing social networking profiles when considering job candidates. More than 60% said the*

information they obtained online had some effect on their decisions when hiring.

Although it may be fun to post that picture from a concert or party, the consequences of that photograph may be far reaching.

*According to a September 2008 **Kaplan Survey**, social networks are so accessible that college admissions officials are turning to them and uncover positive or negative information about applicants in an instant:*

- **10% of admissions officers acknowledged looking at social networking sites to evaluate applicants**
- **38% said that what they saw “negatively affected” their views of the applicant**
- **25% of schools checking social networks said their views were improved**
- **21% of colleges used social networking sites for recruiting prospects and gathering information about applicants**

Once something is published or posted online, don't assume it can be deleted. Although the original post may be removed, it is important to note that the image, video or posting may be stored elsewhere on someone else's computer or server, it may have been printed out, or it may have been forwarded through email to others.

Think twice before posting something online. What is posted online today may cause issues or problems for you in the future.

For more articles on the use of social networking sites, please link to the following stories:

<http://media.www.wakobs.com/media/storage/paper1373/news/2009/02/13/Career/Myspacefacebook-3615676.shtml?reffeature=recentlycommentedstoriestab>

http://eagle.ceu.edu/php-pages/article-printer-friendly.php?article_id=1508

<http://www.cio.com/article/print/449094>

Facebook and MySpace No-no's

Follow these links to view YouTube videos about the ways university recruitment officers and employers use social networking sites to screen potential applicants.

<http://www.youtube.com/watch?v=nUnA7HzGFbo>

<http://www.youtube.com/watch?v=aOad2rbVqkE>

<http://www.youtube.com/watch?v=8G7FSZNhP1o>

<http://www.youtube.com/watch?v=5qmMGjl4R8>

<http://www.youtube.com/watch?v=azlW1xjSTCo>

<http://www.youtube.com/watch?v=ddZWkhltPul>

<http://www.youtube.com/watch?v=UaBkmMFr1ok>

Web Resources

College Planning

www.aplanforme.com/offtocollege/first_time/index.html

www.usnews.com/usnews/edu/college.corank.htm

www.gradschools.com/?AID=108579&PID=165846

Alaska Colleges and Universities

<http://www.alaska.edu/parapro/akcolleges.htm>

http://diplomaguide.com/articles/Top_Alaska_Colleges_and_Universities.html

Financial Aid Information

www.fastweb.com

www.finaid.org/

<http://wwwled.gov/students.landing.ihtml>

Scholarships, Loans and Grants

<http://www.hrsa.gov/help/healthprofessions.htm>

<http://bhpr.hrsa.gov/dsa/sds.htm>

www.tuitions.com

<http://bhpr.hrsa.gov/nursing/loanreguidance.htm#intro>

<http://nhsc.bhpr.hrsa.gov/>

<http://aamn.org>

http://www.indian-affairs.orf/scholarships/aaia_scholarships.htm

http://www.collegescholarships.org/resc_minority.html

<http://www.findtuition.com>

<http://www.collegedata.com>

Health Careers

<http://www.myhealthcareer.net/>

<http://www.caahep.org/Content.aspx?ID=17>

<http://www.explorehealthcareers.org>

<http://www.careervoyages.gov/>

<http://science.education.nih.gov/LifeWorks>

<http://www.interiorahec.com>

<http://www.ykhc.org/607.cfm>

<http://www.providence.org/alaska/ahec>

ACT Testing Information

www.act.org/

Job Search

<http://www.jobs.state.ak.us/>

<http://www.usajobs.gov/>

<http://alexsys.labor.state.ak.us/>

<http://www.doleta.gov/>

Nursing Education Resources

<http://www.nlnfoundations.org/index.cfm>

<http://www.nsna.org/foundation/resources/>

<http://www.aacn.nche.edu/Education/financialaid.htm>

<http://www.nursingsociety.org/default.aspx>

<http://discovernursing.com>

<http://nursingworld.org>

<http://aone.org/aone/index.jsp>

<http://www.ncemna.org/link.asp?MENU=529>

<http://www.medi-smart.com/>

Medical/Physician Resources

<http://www.aafp.org/>

<http://www.aacom.org>

<http://www.acofp.org/membership/preceptorship.aspx>

<http://www.ama-assn.org/go/becominganmd>

<http://www.aamc.org/start.htm>

<http://www.ahcnet.org/>

<http://www.clinicians.org/>

Allied Health Resources

<http://www.ama-assn.org/go/alliedhealth>

Area Health Education Centers

<http://www.healthcareersinalaska.info/>

<http://www.seahecak.org>

<http://www.interiorahec.com>

<http://www.ykhc.org/607.cfm>

<http://www.providence.org/alaska/ahec>

**SouthEast Alaska Regional Health Consortium
Ethel Lund Village Health Occupations Program**

Standards of Conduct

The SouthEast Alaska Regional Health Consortium (SEARHC), Alaska Center for Rural Health, and the Alaska Mental Health Trust Authority are extremely pleased that you have decided to participate in the Ethel Lund Village Health Occupations Program. With generous financial support from the ACRH's Alaska Area Health Education Centers (AHEC) program and AMHTA, and SEARHC's commitment to provide students with an opportunity for career awareness, we are able to sponsor up to fifteen students from outlying communities with housing, meals, evening entertainment, and a travel stipend. As a participant in the Village Health Occupations Program, there are certain expectations that we have of you. First and foremost, as a participant, it will be your responsibility to respectfully represent your community and be on your best behavior. Please review and read the following expectations with your parent/guardian and indicate that you understand them by signing and dating this document.

The expectations are:

- *You will abide by all policies and procedures as laid out in the student handbook.*
- *You will attend all VHOP activities, including the evening activities.*
- *You will **not** be released to the custody of anyone unless prior written consent is received, approved and does not interfere with VHOP activities.*
- *You will be respectful to people and property.*
- *You will obey all laws.*
- *You will cooperate with instructional, hospital and chaperone staff at all times.*
- *You will abide by a curfew established by VHOP staff and realize that there will be little "free time" set aside. This is a learning opportunity sponsored by several organizations that your school and parents have agreed to let you attend.*
- *You will keep chaperones informed of your physical whereabouts at all times.*
- *You will **not** use drugs, alcohol or tobacco at any time during this VHOP experience.*

By signing below, the student and parent completely understand that if any of the above conditions are violated, he/she will be sent home immediately at the expense of the parent(s) or guardian(s).

Student Signature

Date

Parent Signature

Date

NON-MEDICAL PHOTO RELEASE

I hereby grant the SouthEast Alaska Regional Health Consortium (SEARHC) and those acting with its authority and permission the right to use, reproduce, publish, distribute, and exhibit my name, picture, portrait, likeness or voice, or any or all of them in or in connection with the production of a television tape or film recording, sound track recording, motion picture film, filmstrip, or still photograph, in any manner for training and other purposes, including SEARHC publications, news releases, audio-visual presentations, and the SEARHC web site.

I consent to the use of these photographs to help document and promote SEARHC services and to educate and inform the public about health care issues, as long as such use is for nonprofit and for general illustration purposes only. Additionally, I waive any right I may have to inspect or approve both the finished recorded media and the uses to which it may be applied or for compensation for such uses. I agree to hold harmless SEARHC and all persons acting under its authority or permission, such as its photographer, public relations agency, graphic artist, and printer, from liability related to the choice of the recorded media and the quality of its reproduction.

I hereby warrant that I am at least 18 years old or I am an emancipated minor and have every right to contract in my own name in the above regard, or I am the parent or guardian of the minor child with the same right to contract in his/her name. I state further that I have read the above authorization, release and agreement prior to its execution, and that I am fully familiar with its contents.

Your name (print) _____

Phone no. _____

Address _____

Name(s) of children in photo, if any _____

Your signature _____

Date _____

Parent/Guardian Authorization, Release & Indemnity Waiver

Participant Information

Participant Name _____ Birthdate: _____

Address, City, State, Zip _____

Parent/Guardian 1 _____

Home _____ Cell _____ Work _____

Parent/Guardian 2 _____

Home _____ Cell _____ Work _____

Emergency Contact _____

Home _____ Cell _____ Work _____

Emergency Authorization

I hereby give permission to Ethel Lund Village Health Occupations Program (VHOP) staff to provide routine health care, administer prescribed and over-the-counter medications as described and seek emergency medical treatment for my child. I agree to the release of any records necessary for treatment, referral, billing or insurance purposes. I give permission to VHOP staff to arrange necessary related transportation for my child.

In case of a medical emergency, every reasonable effort will be made to contact me. In the event that I cannot be reached, I hereby give my permission for the medical personnel at SEARHC to secure and administer medical treatment including to hospitalize, order and administer medication and anesthesia, perform x-rays, special procedures or surgery, if deemed medically necessary for my child, for which charges I shall be responsible and agree to pay.

Parent Signature

Date

Insurance Information

Is the student covered by health insurance/Medicaid? Yes No

Insurance Carrier _____ Name of Insured _____

ID# _____

Group# _____

Medication Waiver Form

During the Ethel Lund Village Health Occupations Program, the following medications are kept in stock and used to treat minor symptoms of illness/injury. They are administered by program staff and logged on a medication form that both the staff and student sign. Please **CROSS OUT** any medications listed below that you do **NOT** want to be administered to your child.

- | | | |
|------------------------|----------------|-----------------|
| Acetametaphin | Ibuprofen | Throat Lozenges |
| Antibacterial Ointment | Maalox | Tums |
| Benadryl | Natural Tears | Visine |
| Diphenhydramine | Pseudophedrine | |
| Hydrocortisone | Sudafed | |

Does your child take medication (prescription or over the counter) on a regular basis?

- No
- Yes, my child takes medication on a routine basis and **WILL** be bringing his/her medication to VHOP.
- Yes, my child takes medication on a routine basis, but **WILL NOT** be bringing his/her medication to VHOP.

Medications brought to VHOP must be in the original container with the label and listed on this medication waiver form.

Please list the medications your child takes routinely, the dose and the reason for taking.

Medication	Dose	Reason

- I hereby give permission to VHOP staff to administer any of the medications **not crossed out** on the above list and/or any medications listed per the directions on the bottle and/or by a physician.

Parent Signature

Date