



Health Professions Opportunity Day (hPod)

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- Colorado Department of Public Health and Environment, Office of Health Disparities

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Introduction

2010 marked the second annual hPod event. hPod is produced through the collaboration of the numerous organizations who participate in the Recruiting and Retaining Youth of Color (RRYOC) Taskforce.

The mission of the RRYOC Taskforce is to lead a statewide collaboration for recruiting and retaining youth of color in the health professions. In order to realize this mission, the task force has identified five goal areas:

1. Resource Inventory Analysis: Conduct a Colorado analysis for improving the diversity of the health professions
2. Parent and Family Involvement: Engage and educate parents and adult supporters of youth of color about the academic process and the available resources for their children interested in health professions
3. Youth Involvement: Engage youth of color through K-20 systems, local government entities, and non-profits throughout Colorado in programs that inform, educate, and prepare them for a career in health and environmental sciences
4. Systems/Policy Change: Inform and engage decision makers to address and support policy and systems change that will promote the recruitment and retention of a diverse health and environmental science workforce in Colorado
5. Health Professionals Support and Development: Provide continuous support and career development opportunities to cultivate leadership and advancement of health professionals of color at all levels.

To assist the achievement of the goals, RRYOC formed a subcommittee to develop a day-long event, titled hPod, where:

1. Middle school aged students would have the opportunity to learn about the health professions, participate in experiential health professional activities, and interact with health professional college students and health professional people of color, and
2. Middle school aged students and their parents/guardians receive information on tangible steps they can take to prepare for an education and career as a health professional.

The Office of Health Disparities (OHD) from the Colorado Department of Public Health and Environment (CDPHE) contracted with SageRiver Consulting, Inc. (SageRiver) for evaluation, assessment, and planning services. SageRiver created, conducted, and compiled results of the hPod Event Evaluation as well as the School Asset Mapping which identified the resources available to the students of hPod participating schools

to support them in the pursue of an education in the health professions, including occupational and environmental health.

The OHD of the CDPHE also partnered with the Office of Diversity and Inclusion (ODI) from University of Colorado Anschutz Medical Campus (AMC). The ODI provided support, leadership, and funding which contributed to the success of the hPod event. The University of Colorado AMC has served as the host site for the hPod event the past two years and will be hosting the program again in April of 2011 as a result of the OHD and ODI partnership.

To find out more information about the RRYOC Taskforce, please contact OHD at 303-692-2087 or via email: <http://www.cdphe.state.co.us/ohd/recruitingYouth.html>.

hPod Planning Committee Members

Below is a list of the people and organizations from the RRYOC Taskforce who participated in planning and implementing hPod.

Fayette Augillard <i>University of Colorado Denver School of Public Health</i>	Dominic F. Martinez <i>Office of Diversity and Inclusion University of Colorado Anschutz Medical Campus (AMC)</i>
Cindy Becnel <i>University of Colorado Denver School of Public Health</i>	Mauricio Palacio <i>Office of Health Disparities CDPHE</i>
Krista Bjork <i>SageRiver Consulting, Inc.</i>	Abenicio Rael <i>Pre-Collegiate Health Careers Program University of Colorado (AMC)</i>
Bridget Black <i>College in Colorado</i>	Deryk Sanchez Standing <i>SageRiver Consulting, Inc.</i>
Rachel Carmen <i>Office of Health Disparities Colorado Department of Public Health and Environment (CDPHE)</i>	Tasia Sinn <i>Colorado Health Institute</i>
Chanel Freeman <i>Division of Behavioral Health Colorado Department of Human Services</i>	Nicole Tuitt <i>University of Colorado Denver School of Public Health</i>
Cerise Hunt <i>Office of Health Disparities CDPHE</i>	Christian Valtierra <i>Office of Diversity and Inclusion University of Colorado AMC</i>
Heather Kennedy <i>University of Colorado Denver School of Public Health</i>	

Overview of the Planning Process

RRYOC Taskforce members planned and implemented all aspects of the hPod event. A planning committee was formed and Fayette Augillard coordinated all logistical aspects of the committee. The planning committee created self-governed subcommittees to accomplish all hPod planning tasks. The planning committee reported all activities at the RRYOC Taskforce monthly meetings to keep members informed of the planning process and to solicit input from the larger group.

Breakout Sessions

The following are the 2010 hPod breakout sessions, which contain a description and rating from the participants.

School of Nursing

- *Description*
 - Blood Pressure Activity
 - Students were able to find, locate, and read blood pressures on themselves and their peers. They were provided with information that would allow them to know the difference between poor and good blood pressure levels.
 - Goals and Objectives
 - The purpose of this activity was to introduce skills that are required in being a part of the nursing field.
 - This hands-on experience allowed students to become more aware of how to recognize blood pressure. Through this activity, participants were able to learn about healthy and unhealthy blood pressure level.
 - Materials Used
 - Blood pressure cuffs
 - Stethoscopes
 - Handouts briefing participants on the activity
- *Rating*
 - Morning Session: 51.0% of participants ranked this session as *Excellent*
 - Afternoon Session: 64.5% of participants ranked this session as *Excellent*

School of Medicine

- *Description*
 - Dissection Activity
 - Students were provided with a cow eyeball and were given instructions on how to dissect it. Assistants provided explanations during the activity showing students what to look for and functions within the eye.
 - Goals and Objectives
 - The purpose of this workshop was to provide students with a hands-on experience exposing them to what medical students learn.

- The nature of this activity showed participants the depth of what medical students will have to learn if they plan on continuing their education in this field.
- Materials Used
 - Cow eyeballs
 - Protective covering for students in work areas
 - Scalpels, tweezers, and scissors
 - Outline detailing the steps for the dissection
- *Rating*
 - This session was ranked 1st overall, and was last year as well
 - Morning Session: 89.5% of participants ranked this session as *Excellent*
 - Afternoon Session: 86.5% of participants ranked this session as *Excellent*

School of Pharmacy

- *Description*
 - Compounding Activity
 - Students were exposed to equipment which participants used to compound medicines and alter the components of them. In the process they created lip balm by mixing a few materials together.
 - Goals and Objectives
 - The purpose of this activity was to show students the complexity of the study of pharmacy and break away from the assumed stereotypes of the field while engaging in a fun activity.
 - The interactive experience provided students with the knowledge and background information necessary in understanding how medications are made and how they are supposed to work.
 - Materials Used
 - Compounding equipment
 - Worksheets with information for conversation
 - Flavored cool-aid, small cups, and citric acid
- *Rating*
 - This was the 4th highest ranked session



- Morning Session: 68.8% of participants ranked this session as *Excellent*
- Afternoon Session: 77.8% of participants ranked this session as *Excellent*

Physical Therapy

- *Description*
 - Physical Therapy Activity
 - Students participated in a hands-on experience by practicing exercises in developing strength, optimal movement, and function. The session exposed students to the process of keeping healthy through promoting exercising, preventing injury, treating an injury, and rehabilitation.
 - Goals and Objectives
 - The purpose of this workshop was to show students the practices in maintaining and restoring maximum movement and functional movement of the body through therapy.
 - Materials Used
 - Physical therapy rooms
 - Crutches, tables, and balls
 - Worksheets and charts showing correct movement and descriptions
- *Rating*
 - This session was ranked 2nd overall
 - Morning Session: 68.4% of participants ranked this session as *Excellent*
 - Afternoon Session: 100% of participants ranked this session as *Excellent*

School of Public Health

- *Description*
 - Activities
 - Participants brainstormed, “What is Public Health?”
 - Putting the Pieces Together: Public Health Disciplines - In groups of four to five, participants assembled a puzzle that had a description of one of the five fields of public health (Biostatistics, Epidemiology, Community and Behavioral Health, Health Systems Management and Policy, and Environmental Health). Once students finished their puzzles, they read their definition aloud.
 - Epidemiological Triangle - Students participated in a discussion about how disease transmission happens. The epidemiological triangle includes a Host, an Agent, and the Environment. Students discussed and brainstormed strategies on breaking the transmission of a disease.
 - Physical Activity: Public Service Announcement (PSA) - First participants brainstormed important elements of PSA such as repetition, clear messaging, and knowing your audience. Then, participants each received a mission to create a 30 to 60 second television PSA that would encourage their peers to get up and move at least 60 minutes a day. Students had to include at

- least one benefit about physical activity in their PSA. Each group of students received a grouping of random props that they could incorporate into their skit. In groups, participants presented their PSAs for the audience.
- Questions for Public Health Students - Participants were allowed to ask the two facilitators any questions they had about the field of Public Health, graduate school, or anything else pertaining to lessons that day.
 - Goals and Objectives
 - To introduce students to the vast array of public health fields.
 - To expose students to outbreak investigations and the field of epidemiology.
 - Students were actively engaged in creating PSAs for a public health issue using the key elements of repetition, clear messaging, and knowing their audience.
 - Materials Used
 - Puzzle pieces with public health fields
 - Epidemiological Triangle handout
 - Props for PSAs
 - *Rating*
 - Morning Session: 45.5% of participants ranked this session as *Excellent* and 45.5% of participants ranked this session as *Good*
 - Afternoon Session: 64.5% of participants ranked this session as *Excellent*



Occupational and Environmental Health

- *Description*
 - Activity
 - This was a combination session with undergraduate and graduate students and faculty representing Health Physics, Industrial Hygiene, and Ergonomics. Each of the disciplines presented principles and academic and career opportunities using a short lecture and active exercises.
 - Goals and Objectives
 - The goals of this session were to present the academic and career opportunities for each of the disciplines and increase awareness of the allied health professions.

- Materials Used
 - Health Physics students brought a Geiger Muller counter, radioactive materials and a Cloud Chamber
 - Industrial Hygiene students brought noise dosimeters and measured participant iPod noise levels
 - Ergonomics faculty brought a full body skeleton to present anatomy and physiology, and develop principles allowing participants to touch, feel, and ask questions
 - Written materials about the academic programs and curriculums
 - Information about undergraduate and graduate programs and funding opportunities for graduate school
 - Lists of career opportunities and examples of jobs and career paths
- *Rating*
 - Morning Session: 59.1% of participants ranked this session as *Excellent*
 - Afternoon Session: 61.5% of participants ranked this session as *Excellent*

Sports Medicine - Physical Therapy

- *Description*
 - Activity
 - An interactive session demonstrating and discussing the aspects of care and the daily life of a sports physical therapist.
 - Health care career in physical therapy description and preparation for college and high school to allow the choice to enter the health care profession of your choice.
 - Demonstration of why some injuries occur and what sports therapist do to prevent, treat, and remediate these risks.
 - Goals and Objectives
 - To encourage kids to take school seriously now to achieve their long term goals.
 - To encourage a focus on science and math to better prepare for health care careers.
 - To foster a connection of the love of sports and the treatment of athletes as a career.
 - Materials Used
 - Power point to describe the overall job outlook, satisfaction, and lifestyle of a physical therapist
 - Sports Medicine brochures
 - Chap stick to give away
- *Rating*
 - This was the 3rd highest ranked session
 - Morning Session: 80.4% of participants ranked this session as *Excellent*
 - Afternoon Session: 85.7% of participants ranked this session as *Excellent*

Physicians Assistant

- *A description of this breakout session is not available*

- **Rating**
 - Morning Session: 46.7% of participants ranked this session as *Good*
 - Afternoon Session: 35.7% of participants ranked this session as *Excellent*

Healthy Eating

- *A description of this breakout session is not available*
- **Rating**
 - Afternoon Session: 39.5% of participants ranked this session as *Excellent*



Resource Tables

Below is a listing of the resource tables at the 2010 hPod event. Some provided us with descriptions of the messages for the participants, and others did not.

Arapahoe/Douglas Mental Health Network

- Awareness of Arapahoe/Douglas Mental Health Network as a comprehensive mental health provider and that we have many job opportunities
- Check out the Careers on our Web site at admhn.org

Association of Black Psychologists

Colorado Department of Public Health and Environment (Four Resources Tables)

- The many different professions and cool things public health workers do
- Physical Activity and Nutrition programs to help your family and community
- The importance of preventive screening in cancer control
- Sexually Transmitted Infections and HIV

Colorado School of Public Health

- Expose students to “What is public health?”
- Overview of the graduate programs at the Colorado School of Public Health
- Career opportunities in public health

Colorado State University: Environmental Health Programs - Dr. Gilkey

- Students should be able to describe the following disciplines: Environmental Health, Occupational Health, Industrial Hygiene, Health Physics, Ergonomics, Toxicology, Epidemiology, and Ergonomics
- Students should be able outline career opportunities in those disciplines
- Students should be able to explain the academic education and training to earn degrees in those disciplines

Jefferson Center for Mental Health

Kaiser Permanente

School of Pharmacy

- What pharmacists do, where they are found, (we have a brochure for this) and the difference between a pharmacy technician and a pharmacist
- That the Doctor of Pharmacy degree is a terminal degree
- That Biology and Chemistry are important subjects for aspiring pharmacists

School of Medicine: Office of Diversity and Inclusion

The Children's Hospital: Medical Collaborative

University of Colorado, Denver: Admissions Office - Ricky Mott

- What are the admission requirements?
- What types of scholarship available?
- How do I apply for financial aid?

University of Colorado: Preventive Medicine Residency Program

- Overview of the Preventive Medicine Residency Program
- Admission requirements for the residency program
- Career opportunities in Public Health/General Preventive Medicine

Demographics

Krista Bjork from SageRiver and Christian Valtierra from the ODI of the University of Colorado AMC compiled the following demographic information of hPod participants.

Description

301 students registered to attend hPod. Between 225 and 250 participants were in attendance, of which over 180 were students. Students who participated in this event were from the Denver metro area. Students were of middle and high school age between 12 and 18 years old. Most represented underserved communities in which health disparities are prevalent.

Tables and Numbers

Participants	Number of Participants (% of Respondents)
Middle School Student	46 (23.9%)
High School Student	137 (66.8%)
Parent	3 (1.5%)
Volunteer	7 (3.4%)
Other: ○ (Please specify)	9 (4.4%): ○ (5 Pre-Collegiate Staff) ○ (2 Advisor/Counselor)
No Response	1

- Percentages are of those whom responded to the hPod Event Evaluation. A total of 206 participants completed the hPod Event Evaluation.

Gender	Number of Students (% of Respondents)
Female	141 (76.2%)
Male	44 (23.8%)
No Response	1

- Percentages are of those whom responded to the hPod Event Evaluation. A total of 186 students completed the evaluation; however, over 300 students registered.

Ethnicity	Number of Students (% of Respondents)
Hispanic/Latino	90 (50.8%)
Non-Hispanic/Latino	72 (40.7%)
Prefer Not to Answer	15 (8.5%)
No Response	9

- Percentages are of those whom responded to the hPod Event Evaluation. A total of 186 students completed the evaluation; however, over 300 students registered.

Race	Number of Students (% of Respondents)
African American/Black	47 (27.6%)
Asian American/Pacific Islander	17 (10%)
American Indian/Native American	2 (1.2%)
Multi-Racial	30 (17.6%)
White	19 (11.2%)
Prefer Not to Answer	14 (8.2%)
Other ○ (Please specify)	41 (24.1%) ○ (15 Mexican) ○ (7 Mexican/American) ○ (4 Hispanic) ○ (3 Latino/a)
No Response	16

- Percentages are of those whom responded to the hPod Event Evaluation. A total of 186 students completed the evaluation; however, over 300 students registered.

Volunteers

Part of the success of hPod can be attributed to the immense support provided by volunteers. hPod had undergraduate and graduate level students and members from youth and community based organizations assisting with logistical tasks the day of the event. Below is a list of people and organizations that volunteered to support hPod.

Undergraduate Level

The Pre-Collegiate Health Careers Program

Description

The Pre-Collegiate Health Careers Program (PCHCP) at the University of Colorado AMC, is an academic, enrichment and support program designed to motivate first-generation college students (neither of whose natural or adoptive parent(s) received a baccalaureate degree) to graduate from high school successfully, complete a college preparatory curriculum and to pursue a college education leading to a career in a health care profession. PCHCP has been established to provide assistance to students throughout their high school years, so that they will be adequately prepared to enter the college of their choice when they graduate. Therefore, students selected to participate in the Program will be expected to remain active participants throughout their years in high school.

- Members who assisted:
 - Gerardo Ceballos
 - Marla Duran
 - Vanessa Higuera

University of Colorado, Denver: Junior Black Chambers of Commerce

Description

The mission of the UCD Junior Black Chambers of Commerce is to expose students to the overwhelming business opportunities that exist in Denver, Colorado. This program provides the Associates with the mechanisms needed to survive in corporate America. With its interactive and practical curriculum, the Associates will be well-trained future leaders in the business world.

- Members who assisted:
 - Winta Abraham
 - Eddie Battle
 - Alisha Elliott
 - Joey Elliott
 - Nawa Kamate
 - Keisha Matthews
 - Francis Senya
 - Prestina Teagle

University of Colorado, Denver: Undergraduate Pre-Health Program

Description

The Undergraduate Pre-health Program (UPP) was created in 2006 as a strategic program to address health disparities and the lack of underrepresented students

entering the health professions. The goal of the program is to prepare students from underrepresented groups for health profession program.

- Members who assisted:
 - Tommy Bui
 - Jim Do
 - Alisha Elliott
 - Jose Hernandez
 - Nora Lee
 - Iwona Pena
 - Fu Wang
 - Tate Van Winkle

Graduate Level

University of Colorado, AMC: Students Description

Many of the volunteers that participated represented the variety of schools at the Anschutz Medical Campus. Their dedication to the community and devotion to promoting the diversity within healthcare is seen in the activities and events held on campus. The members encourage growth and leadership development within their own programs and offer their knowledge and skills to others in raising awareness.

- School of Medicine:
 - Hassan Azimi
 - Mallory Chan
 - Tiare Evans
 - Ramya Mishra
 - Mark Del Rosario
 - Shauna Seaman
 - Christine Warrick
- School of Pharmacy:
 - Monica Evans
- School of Nursing:
 - Michelle Hansen
 - Rebecca Hodgkins
 - Dana Knight
 - Thomas Lamanna
 - Liv Longfellow
 - Stephanie Martinez
 - David Reynolds
 - Julia Zafiropoulos
- School of Public Health:
 - Fayette Augillard (Staff)
 - Cindy Becnel (Faculty)
 - Heather Kennedy
 - Nicole Tuitt (Staff)
 - Adrienne Veyna

- Physical Therapy:
 - Emily Hoke
 - Katie Hoversten
 - Alissa Krajecki
 - Nick Kulesa
 - Bailey Swingle
 - Mara Towne
- Physicians Assistants:
 - Laura Kaningher

Other Volunteers

- Susan Heinzeroth - SageRiver Consulting, Inc.
- Reina Junior - Middle School Coordinator
- Ana Lara - Office of Diversity and Inclusion: University of Colorado AMC
- Flora Martinez - Colorado Department of Public Health
- Vicky Saulsberry - Office of Diversity and Inclusion: University of Colorado AMC

Entertainment

- Taiko Drum Group



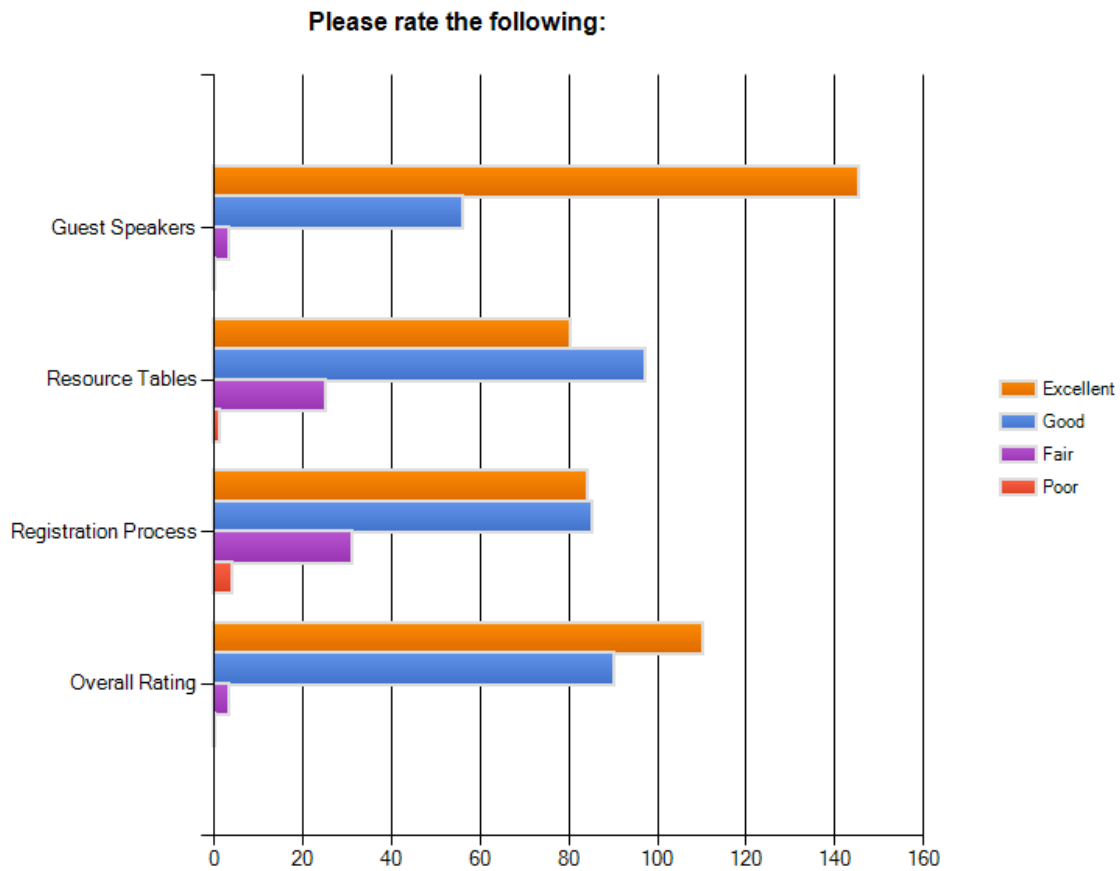
hPod Event Evaluation Findings

Description

hPod participants were given event evaluations to complete during the Closing portion of the agenda. To show our appreciation for completing the evaluation, hPod participants received t-shirts. 206 participants completed the survey, 186 of which were middle and high school students in attendance. This section of the report highlights the findings of the event evaluations.

How would you rate hPod?

Participants were asked to rate the guest speakers, resource tables, registration process, and their overall impression of hPod. The results are as follows:



- 145 participants or 71.1% of respondents found the Guest Speakers to be *Excellent*.
- 97 participants or 47.8% of respondents rated the Resource Tables as *Good*.
- 85 participants or 41.7% of respondents rated the Registration Process as *Good*.
- 110 participants or 54.2% of respondents gave hPod the Overall Rating of *Excellent*.

Did you find hPod to be helpful?

198 participants or 98% of respondents found the hPod event to be helpful. The evaluation also asked participants what they found most and least helpful. Themes in responses are highlighted below:



Most Helpful

- Information/Sessions/Learning/Hands-on/New/Creative (74 of 175 comments)
 - “I found out information I didn’t know anything about and I appreciate the people who helped me.”
 - “The information provided in the sessions was extremely helpful in determining career paths.”
 - “The most helpful was all the information.”
 - “The most helpful were the hands-on activities we did. This helped me determine what really happens.”
 - “I found this helpful because it made me see new and creative things.”
 - “I really liked that it was a hands-on experience.”
- Careers/Professions/Opportunity (52 of 175 comments)
 - “The most helpful was learning about different job opportunities.”
 - “It was most helpful to see all the different career opportunities in the medical field.”
 - “It helped me see that even if I’m Latino there are opportunities out there for me and that I can better myself. Everything was helpful.”
 - “I found out information that made me realize to act fast with my future career and take actions now.”
 - “Gaining information about different careers.”
 - “Learning about all of the different career choices and the diversity of the medical field. It gave me so many more options.☺”
- People in the field/College students/Volunteers (27 of 175 comments)
 - “Getting to speak with the nursing and medical school students about their experiences.”
 - “The volunteers were helpful the whole time.”
 - “Meeting the actual people who have been through the courses and explained their stories.”
 - “We had a chance to talk to people that are in the medical field; also received some advice.”
 - “I think the guest speakers were very helpful because they provided inspiration and motivation.”

- “I really thought everything was helpful, it was not what I expected. I liked the guest speakers the most because they were very inspirational and I felt really motivated, especially with Ozzie’s speech. I loved the drums.”
- Resource tables/Resource fair (21 of 175 comments)
 - “I think the most helpful were the resource tables because they answered a lot of questions I had about health professions.”
 - “The Resource Fair was really helpful.”
 - “The tables with professionals were the most helpful.”

Least Helpful

- Majority of respondents did not respond to what was least helpful (112 of 175 responses)
- None/Nothing/Everything was helpful (23 of 175)
 - “There was nothing not helpful, it was great!”
 - “Everything was helpful.”
 - “I didn’t really find anything not helpful.”

Were the day, date, and time of hPod convenient for you?

195 participants or 82.5% of respondents found the hPod day, date, and time convenient. Participants were asked to explain their response. Themes in comments included:

- Saturday/Day off (42 of 157 comments)
 - “It was a Saturday and I had nothing to do.”
 - “Having this event on a Saturday made coming so much easier than on a week day.”
 - “Because it’s Saturday and I knew about it by receiving the letter prior to the event.”
 - “Saturdays are always good.”
 - “Had the day off and the weather was fair.”
 - “I didn’t have to miss any school.”
- Fit schedule/Nothing to do (30 of 157 comments)
 - “Because I did not have plans for the day and it fit in my schedule.”
 - “I had no other planned events - perfect timing!”
 - “I had nothing planned and it was a Saturday.”
 - “I didn’t have anything to do and it was planned.”
- Too Long (13 of 157 comments)
 - “It’s a Saturday, but it may have been a little too long.”
 - “It went a little late but if it’s all for the learning and education, why not all day!”
 - “Long but worth it!”

Did you receive the information at hPod that you needed?

172 participants or 86.9% of respondents found that hPod provided the information that they needed. The evaluation also asked participants what additional information they would like. Themes in responses were as follows:

- College/Universities (24 of 115 comments)
 - “What classes to take in college.”
 - “More about out of state colleges near Colorado.”
 - “Cost of living on campus.”
 - “Colleges available and what colleges to attend.”
 - “Information on medical school would be helpful.”
 - “More about attending college.”
 - “About what I need to do to register to get into college.”
 - “It would have been more helpful to understand more about the college experience.”
- Nursing (14 of 115 comments)
 - “I would like to know more in nursing.”
 - “More information on oncology, family physicians, or nurse practitioners.”
 - “What to do after high school and more about nursing.”
 - “What Colorado colleges would benefit me the most in the process of becoming a nurse.”
- Scholarships (9 of 115 comments)
 - “More information on scholarships would be good.”
 - “More about internships, job positions, scholarships, and behavior health experiences.”
 - “Scholarship programs and where I can get scholarships.”
- Anything additional (9 of 115 comments)
 - “Every type of information I can get about health professions and other health opportunities.”
 - “Just more information on all different topics.”
 - “More about each profession.”

Other topics that participants wanted more information on included: pediatrics, psychology and mental health, programs, volunteering opportunities, medicine, jobs and internships, dentistry, veterinarians, surgeons, salary information, cancers, websites, anesthesiology, medicine, dietary health, etc.

How did you learn about hPod?

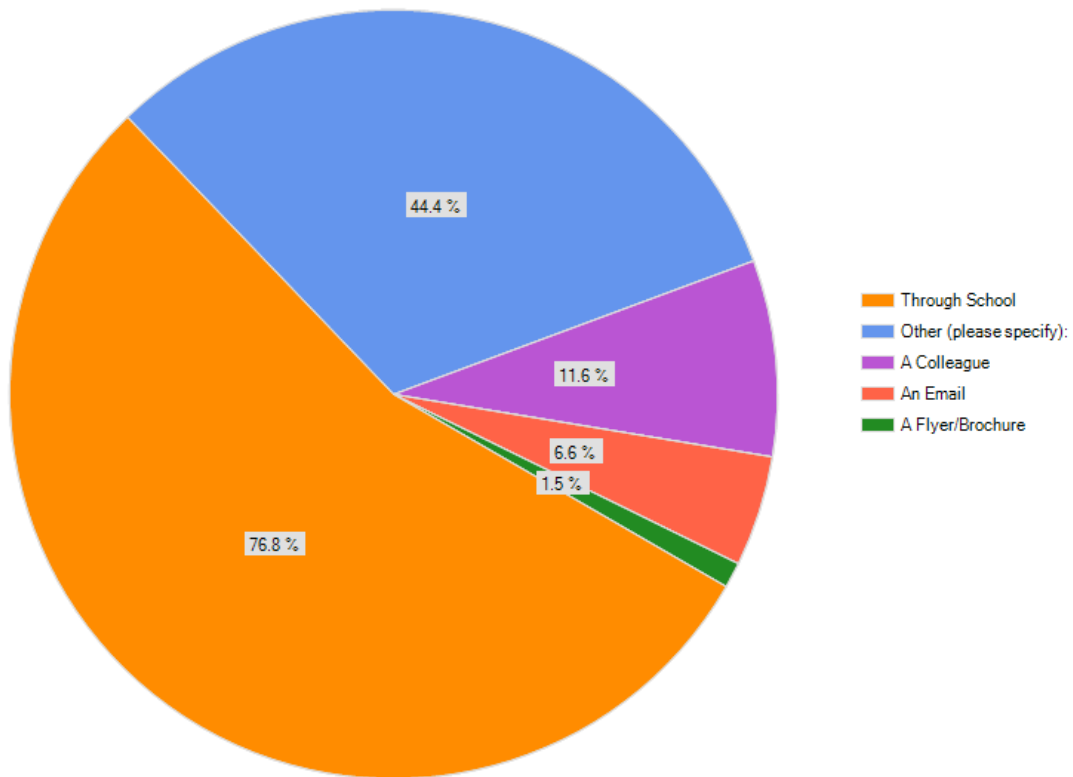
Participants were asked to select all the ways in which they heard about hPod. Options included Through School, An Email, A Colleague, A Flyer/Brochure, and Other. The results are as follows:

Participants	Number of Participants (% of Respondents)
Through School	152 (76.8%)
An Email	13 (6.6%)
A Colleague	23 (11.6%)
A Flyer/Brochure	3 (1.5%)
Other:	88 (44.4%):
○ (Please specify)	<ul style="list-style-type: none"> ○ (65 Pre-Collegiate Health Careers Program) ○ (9 Medical Career Collaborative: MC²) ○ (7 Church Member: Ana Lara)

No Response	8
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- Percentages are of those whom responded to the hPod Event Evaluation. A total of 206 participants completed the hPod Event Evaluation.

How did you learn about hPod? (check all that apply)



Additional Comments?

Participants were given the option to provide additional comments as the final question in the event evaluation. Themes in these responses are below in italics. The sub-bullets highlight specific comments taken from the event evaluation responses.

Awesome/Enjoyed it/Great time/Liked it (27 of 110 comments)

- “It was awesome. ☺”
- “I enjoyed every moment of this trip.”
- “Everything was enjoyable. Lunch was great, also I loved the drum show, it was really cool. In total it was awesome! Really loved it.”
- “I enjoyed it, great information.”
- “Best event I ever attended.”
- “It was a great day and I learned a lot.”
- “FANTASTIC! ☺”
- “This was excellent. ☺”

Fun/Cool (20 of 110 comments)

- “This was a fun experience.”
- “It was a lot of fun, I really enjoyed this.”
- “It was fun, especially the drums.”
- “The hPod event was really fun and helpful.”

Great Opportunity/Experience (17 of 110 comments)

- “This was a great opportunity to understand and learn about specific careers.”
- “This was a great opportunity for me, I appreciate that you guys took the time to help the students out and try to help them. Thank you for doing this and thank you to all the people that put their time and effort into this event.”
- “Thank you so much for this great experience.”
- “Good experience! Would like to come again.”

Thank you/Gratitude (17 of 110 comments)

- “Thank you for all your time, it was really helpful everything you did for us.”
- “A great day for me. Wish this happens again next year. Thanks to all the people who put hard work into this.”
- “Thank you so much for the help.”
- “It was a pretty good day for me and I want to say thank you to all the people that gave their time for this.”

Helpful/Informational (15 of 110 comments)

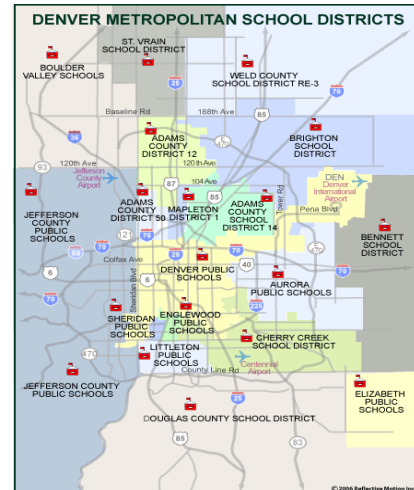
- “I really enjoyed this program and I’m glad I decided to do this. I it has been so so helpful.”
- “Very interesting and helpful program.”
- “The hPod event was very helpful.”

School Asset Mapping

The RRYOC Taskforce began mapping the resources and assets within the RRYOC Taskforce or available in the Denver Metro Area for the youth who participated in hPod. Our initial assessment centered on resources available to youth and their parents to assist the youth in staying in middle or high school and successfully applying for a college degree in a health/allied health field.

The schools that were in attendance at the 2010 hPod event were:

- Abraham Lincoln
- Adams City High School
- Arapahoe High School
- Arrupe Jesuit High School
- Aurora Central High School
- Aurora Frontier Middle School
- Aurora Hills Middle School
- B. Howell Middle School
- CEC Middle College of Denver
- Century Middle School
- Cesar Chavez Academy Middle School
- Cherokee Trail High School
- Clear Lake Middle School
- Columbia Middle School
- Denver Academy High School
- Denver School of Arts
- Denver School of Science and Technology
- East High School
- Englewood High School
- Fort Lupton High School
- Gateway High School
- George Washington High School
- Gilpin Middle School
- Hamilton Middle School
- Healing Waters High School
- Henry World Middle School
- High Point Academy
- Hinkley High School
- Jefferson High School
- John F. Kennedy
- Kepner Middle School
- KIPP High School
- Lake Middle School
- Lutheran High
- Martin Luther King Jr. Early College
- MLK Middle School
- Montbello High School
- Monterey Community Middle School
- Niver Creek MS
- North Arvada Middle School
- North Middle School
- Northglenn High School
- North High School
- Overland High School
- Pinnacle Charter School
- Powell Middle School
- Prairie Middle School
- Quest Academy
- Range Middle School
- Rocky Top Middle School
- Sheridan Middle School
- Smiley Middle School
- Smokey Hill High School
- South High School
- Standley Lake High School
- Summit High School
- Thornton Middle and High School
- West Denver Prep Middle School
- Wheat Ridge High School



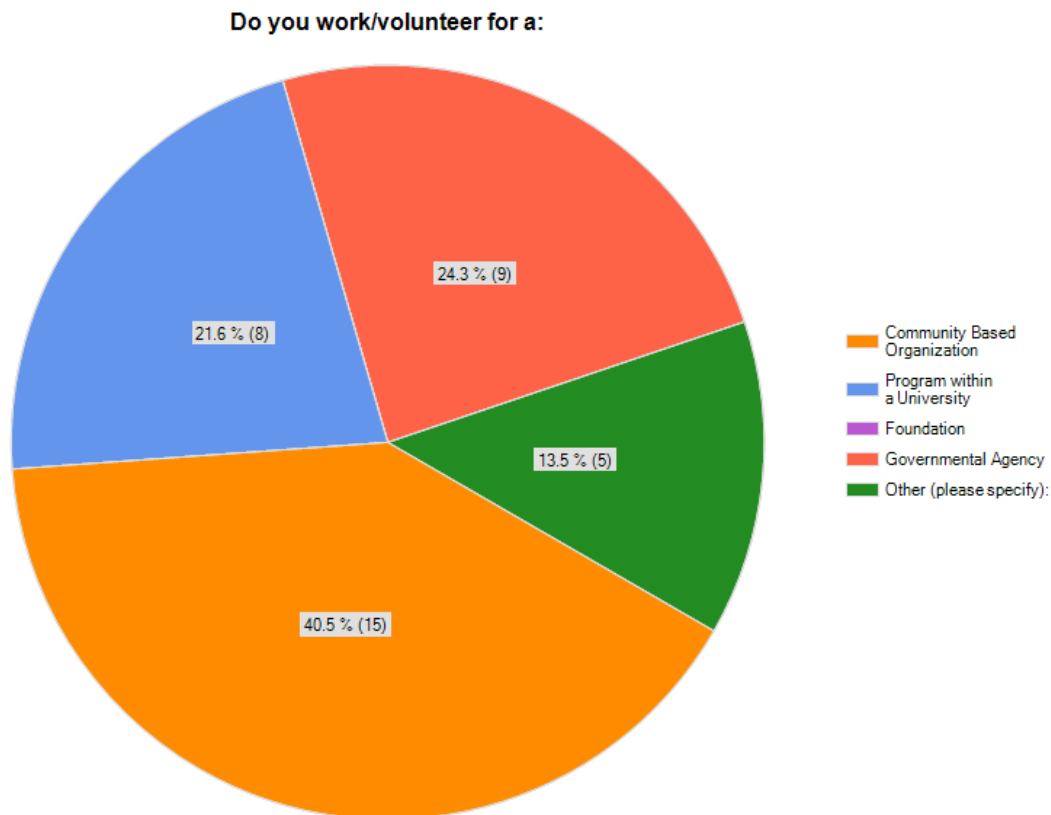
hPod School Asset Assessment Results

In partnership with the RRYOC Taskforce, SageRiver Consulting, Inc. developed a 13 question assessment survey to start identifying assets for youth of color and their parents in regards to pursuing a college education in a health or allied health field. There were 37 survey respondents, 11 of which were RRYOC Taskforce members and 26 other participants were from partner organizations in the Denver Metro Area. Some of our survey participants serve youth across Colorado. For the purpose of this initial assessment survey, the results will focus on the Denver Metro Area.

Diversity of organizations that took the survey:

Participants were asked to identify the type of organization with which they work: Community Based Organization, Program of a University, Foundation, Government Agency, or Other.

Organization Type	Number of responses (% of responses)
Community Based Organization	15 (40.5%)
Government Agency	9 (24.3%)
Program within a University	8 (21.6%)
Other	5 (13.5%)
Foundation	0 (0.0%)



Most of RRYOC Taskforce members (54.5%) work at a program within a University and the majority of non-RRYOC Taskforce members (50.0 %) come from Community Based Organizations.

Survey respondents who selected “Other” specified the following:

- Public Health Department
- Hospital with community based programs
- Nonprofit
- Health policy research
- Intermediary organization

RRYOC Taskforce organizations that took the assessment survey are:

- University of Colorado Denver—Office of Diversity and Inclusion
- Colorado Division of Behavioral Health—Community Prevention Programs
- College in Colorado
- Colorado Health Institute
- University of Colorado Cancer Center—Get R!EAL Program
- Pre-Collegiate Health Careers Program
- The Partnership for Families and Children
- Colorado Center for Community Development Learning Landscapes
- University of Colorado Denver—Colorado School of Public Health

Community Partner organization that participated in the assessment survey are:

- Colorado Department of Labor and Employment
- Spring Institute for Intercultural Learning—Colorado Welcome Back
- San Juan Basin Health Department—Dragon Youth Project
- Colorado Anti-Violence Program
- PlatteForum
- Jefferson County Workforce Center
- Children’s Hospital Immunodeficiency Program Youth Project (CHIP)
- Colorado Coalition for the Homeless
- Tri-County Health Department
- Asian Pacific Development Center
- 9Health Fair in the Classroom Program
- Fort Morgan Workforce Center
- Larimer County Workforce Center—YouthLINK Services
- Denver Metro Community Parent Resource Center
- Capitol Hill Family to Family
- Arapahoe/Douglas Works!
- University Colorado Denver—Colorado AHEC System
- Colorado Council of Black Nurses
- The Alliance for Health Equity and for Self
- Alzheimer’s Association Colorado Chapter—Multicultural Initiatives
- Zeta Phi Beta Sorority
- Kaiser Permanente Health Plan of Colorado
- Colorado Department of Public Health and Environment

- The GLBT Community Services Center of Colorado
- Integrated Nutrition Education Program

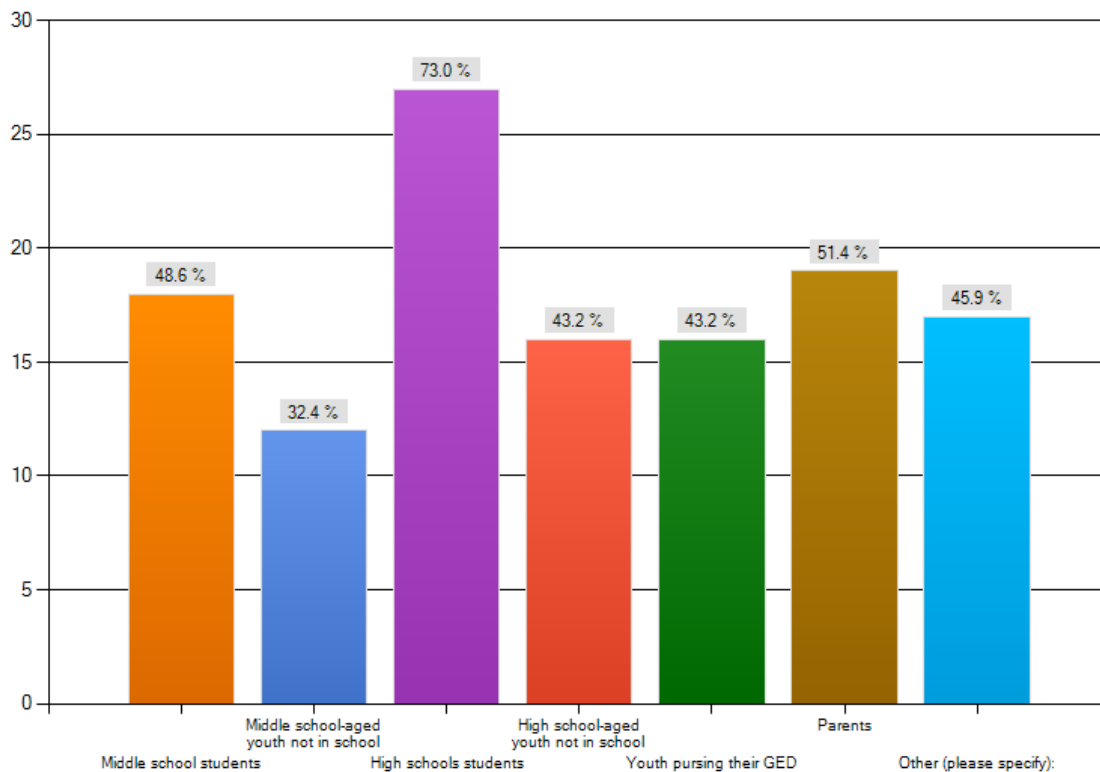
Some organizations had more than one staff member complete the assessment survey.

Communities served by the assessment survey respondents:

Participants indicated who their agencies serves based on the following criteria: Middle school students, Middle school-aged youth not in school, High school students, High school-aged youth not in school, Youth pursuing their GED, Parents, and Other.

Community Service	Number of responses (% of responses)
High school students	27 (73.0%)
Parents	19 (51.4%)
Middle school students	18 (48.6%)
Other	17 (45.9%)
High school-aged youth not in school	16 (43.2%)
Youth pursuing their GED	16 (43.2%)
Middle school-aged youth not in school	12 (32.4%)

Whom do you provide services to? (check all that apply)



Both RRYOC Taskforce members (63.6%) and community partners (76.9%) selected “High school students” most frequently as their population served.

There were a large number of “Other” responses selected for target population. The comments section for “Other” shows that assessment survey respondents serve multiple populations from:

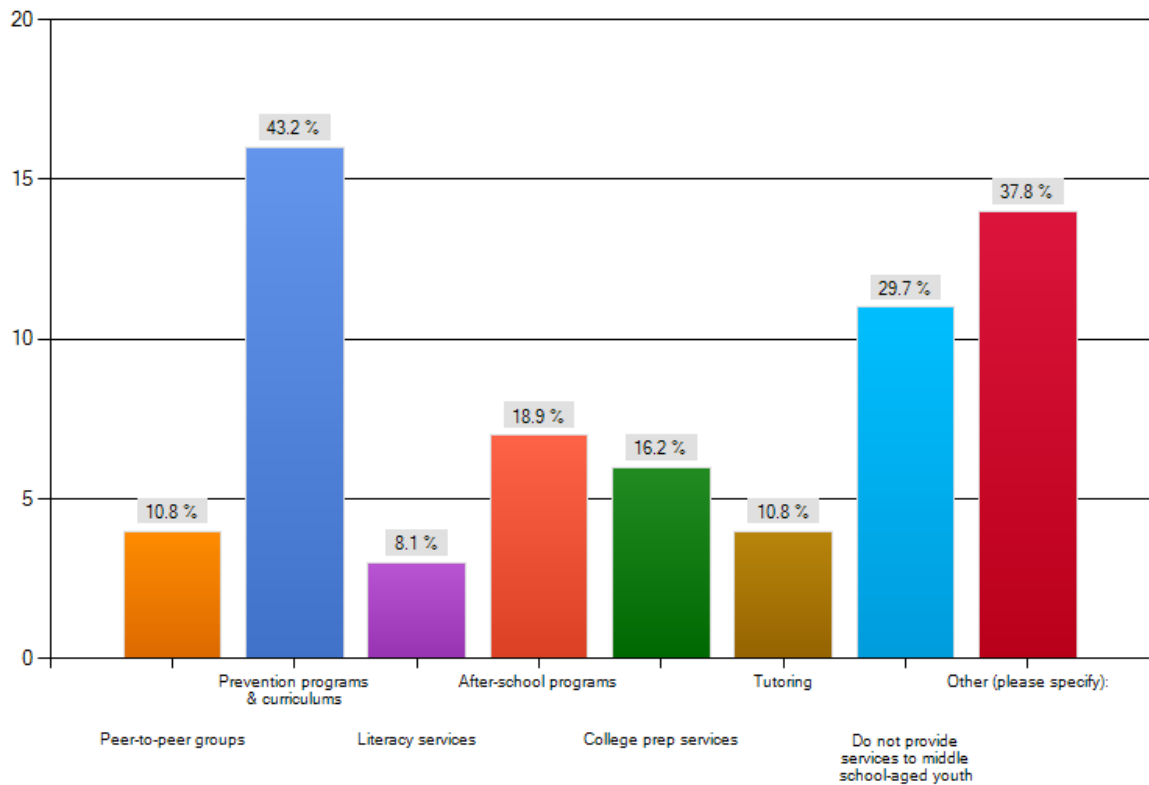
- Youth of all ages (elementary aged through high school aged)
- Undergraduate and graduate students
- General population
- Recent immigrants
- Professionals
- Asian American/Pacific Islander community
- Nonprofit and governmental agencies

Specific services provided to middle school-aged youth:

Assessment survey participants were asked to indicate the types of services they provide middle school-aged youth. The categories they selected from are Peer-to-peer groups, Prevention programs and curriculum, Literacy services, After-school programs, College prep services, Tutoring, Do not provide services to middle school-aged youth, and Other.

Services provided	Number of responses (% of responses)
Prevention programs and curricula	16 (43.2%)
Other	14 (37.8%)
Do not provide services to middle school-aged youth	11 (29.7%)
After-school programs	7 (18.9%)
College prep services	6 (16.2%)
Peer-to-peer groups	4 (10.8%)
Tutoring	4 (10.8%)
Literacy services	3 (8.1%)

What types of services do you provide to MIDDLE school-aged youth? (check all that apply)



The majority of RRYOC Taskforce respondents (45.5%) indicated that they “Do not provide services to middle school aged-youth.” Whereas RRYOC Taskforce partners (57.7%) offer “Prevention programs and curriculums to middle school aged youth.”

A significant amount of respondents selected “Other.” The services listed under “Other” include:

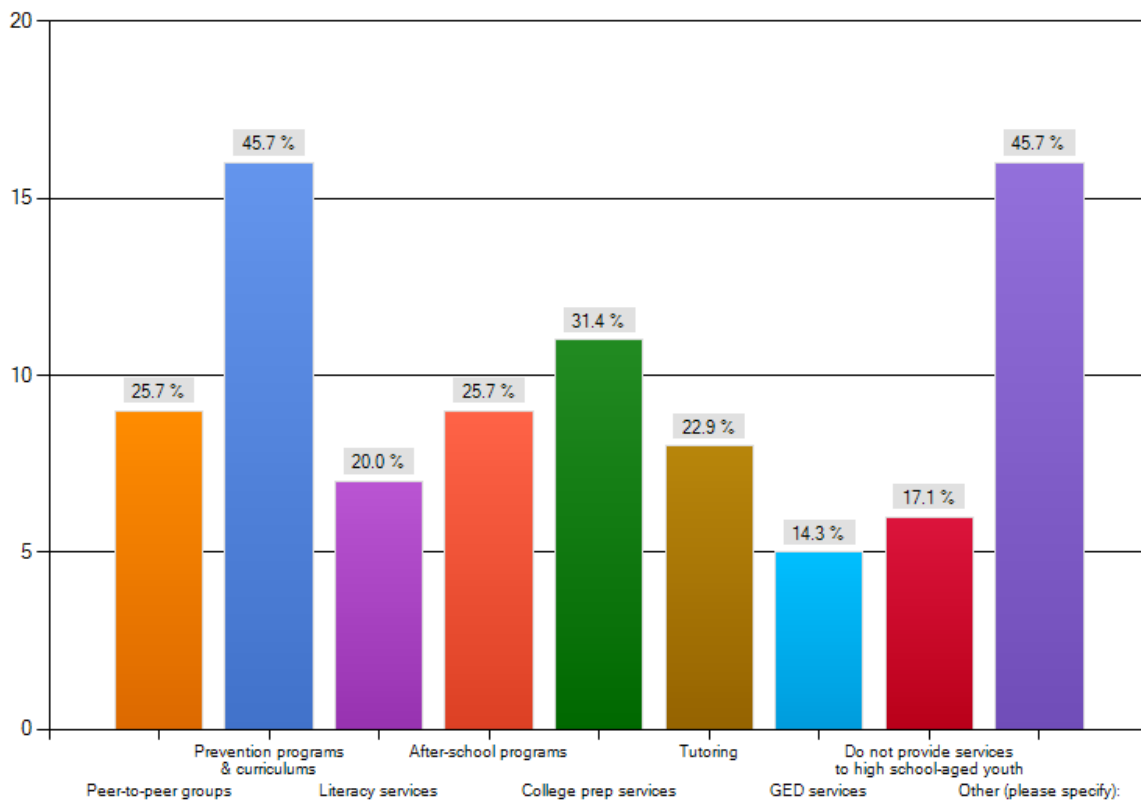
- HIV prevention and testing
- Family housing
- Health services, including immunizations, birth control, and STI test
- Health education
- Employment and career development
- Services to parents with who have children that receive special education
- Prenatal education
- Literacy and college prep
- Tobacco prevention
- Healthcare career exposure
- Career prep, communication, etiquette, volunteerism, writing skills, and other personal and social skill building

Specific services provided to high school-aged youth:

Assessment survey participants were asked to indicate the types of services they provide middle school-aged youth. The categories they selected from are Peer-to-peer groups, Prevention programs and curriculum, Literacy services, After-school programs, College prep services, Tutoring, GED services, Do not provide services to high school-aged youth, and Other.

Services provided	Number of responses (% of responses)
Prevention programs and curricula	16 (45.7%)
Other	16 (45.7%)
College prep services	11 (31.4%)
Peer-to-peer groups	9 (25.7%)
After-school programs	9 (25.7%)
Tutoring	8 (22.9%)
Literacy services	7 (20.0%)
Do not provide services to high school-aged youth	6 (17.1%)
GED Services	5 (14.3%)

What types of services do you provide to HIGH school-aged youth? (check all that apply)



RRYOC Taskforce respondents selected both “College prep services” (40.0%) and “Do not provide services to high school-aged youth” (40.0%) most frequently. While the majority of community partners (64.0%) indicated they provide “Prevention programs and curricula to high school aged youth.”

Overall “Other” was chosen as frequently as Prevention program and curricula. The services listed under “Other” include:

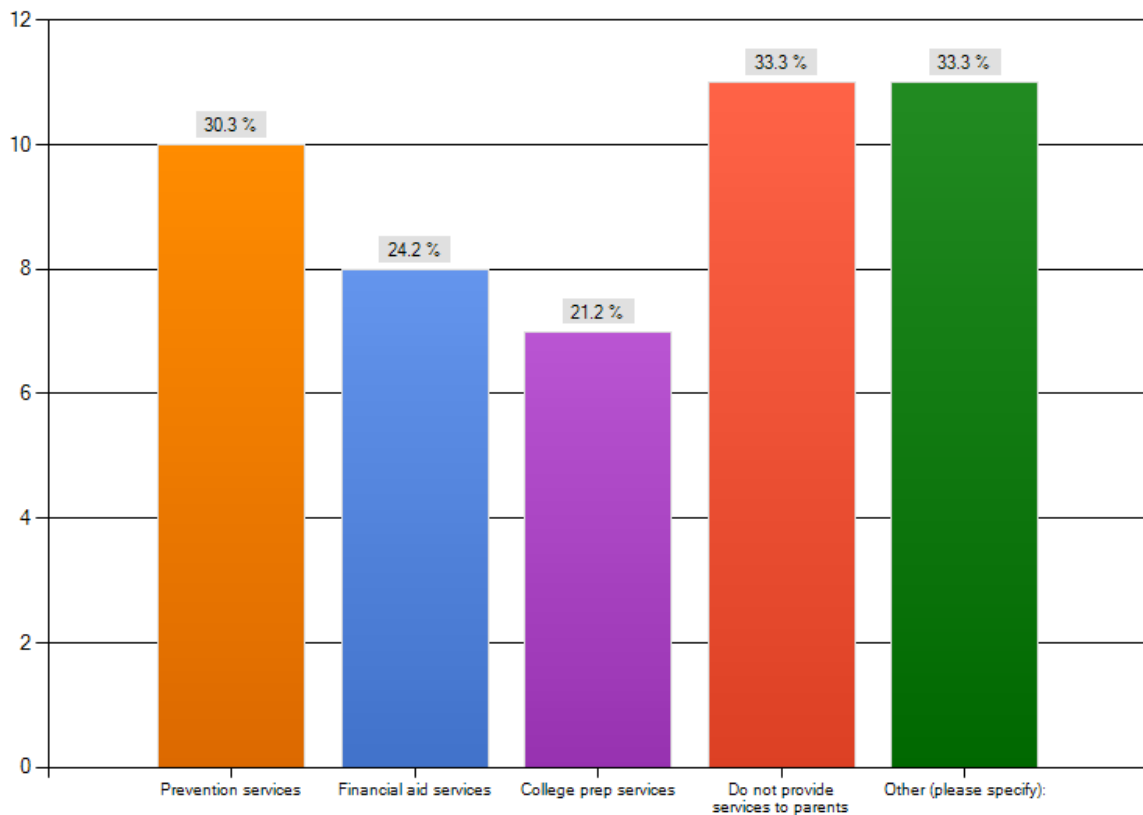
- Media skills, leadership development, and political education
- Housing
- HIV prevention and testing
- Health services, including immunizations, birth control, and STI test
- Health education
- Employment and career development
- Services to parents with who have children that receive special education
- Prenatal education
- Literacy and college prep
- Tobacco prevention
- Healthcare career exposure
- Career prep, communication, etiquette, volunteerism, writing skills, and other personal and social skill building

Specific services offered to parents:

Assessment survey participants were asked to indicate the types of services they provide parents. The categories they selected from are Prevention services, Financial aid services, College prep services, Tutoring, Do not provide services to parents, and Other.

Services provided	Number of responses (% of responses)
Do not provide services to parents	11 (33.3%)
Other	11 (33.3%)
Prevention services	10 (30.3%)
Financial aid services	8 (24.2%)
College prep services	7 (21.2%)

What types of services do you provide to PARENTS? (check all that apply)



The majority of RRYOC Taskforce respondents (40.0%) selected “Do not provide services to parents.” However, community partners selected both “Prevention services” (39.1 %) and “Other” (39.1%) most frequently.

The types of services provided to parents under “Other” include:

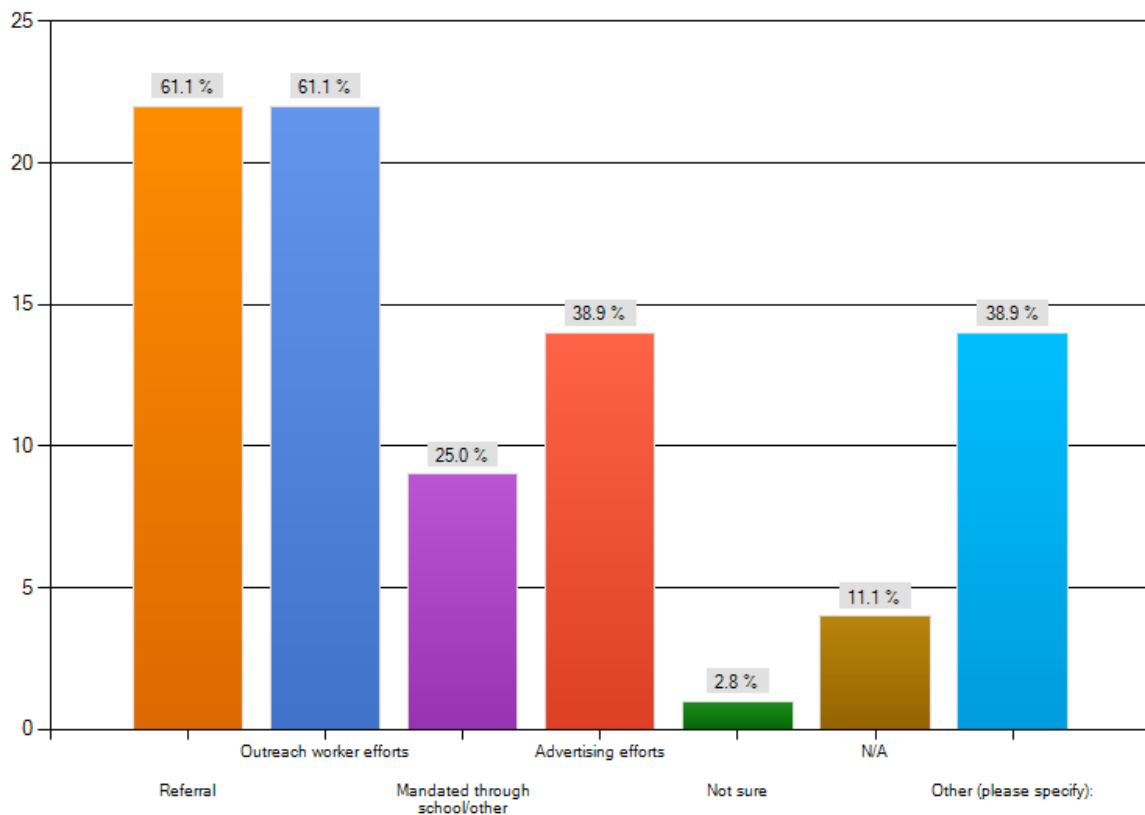
- Case management to immigrants trained as health professionals in their country of origin who want to pursue a career in healthcare in the US.
- Housing
- WIC
- Health education classes and prevention, as well as ESL classes
- Parent advising
- Employment development and training
- Risk reduction education related to Alzheimer’s
- Prenatal education
- Referral source for services (health, mental health) in order for parents to better support their children
- Outdoor activities

Methods on how youth access services:

Assessment survey participants were asked to indicate how youth access their services. The categories they selected from are Referral, Outreach worker efforts, Mandated through school/other, Advertising efforts, Not sure, N/A, and Other.

Method of service access	Number of responses (% of responses)
Referral	22 (61.1%)
Outreach worker efforts	22 (61.1%)
Advertising efforts	14 (38.9%)
Other	14 (38.9%)
Mandated through school/other	9 (25.0%)
N/A	4 (11.1%)
Not sure	1 (2.8%)

How do YOUTH access your services? (check all that apply)



Most RRYOC Taskforce respondent (63.6%) stated youth access their services through “Outreach worker efforts.” Community partners indicated (64%) that youth access services through “Referral.”

The responses under “Other” include:

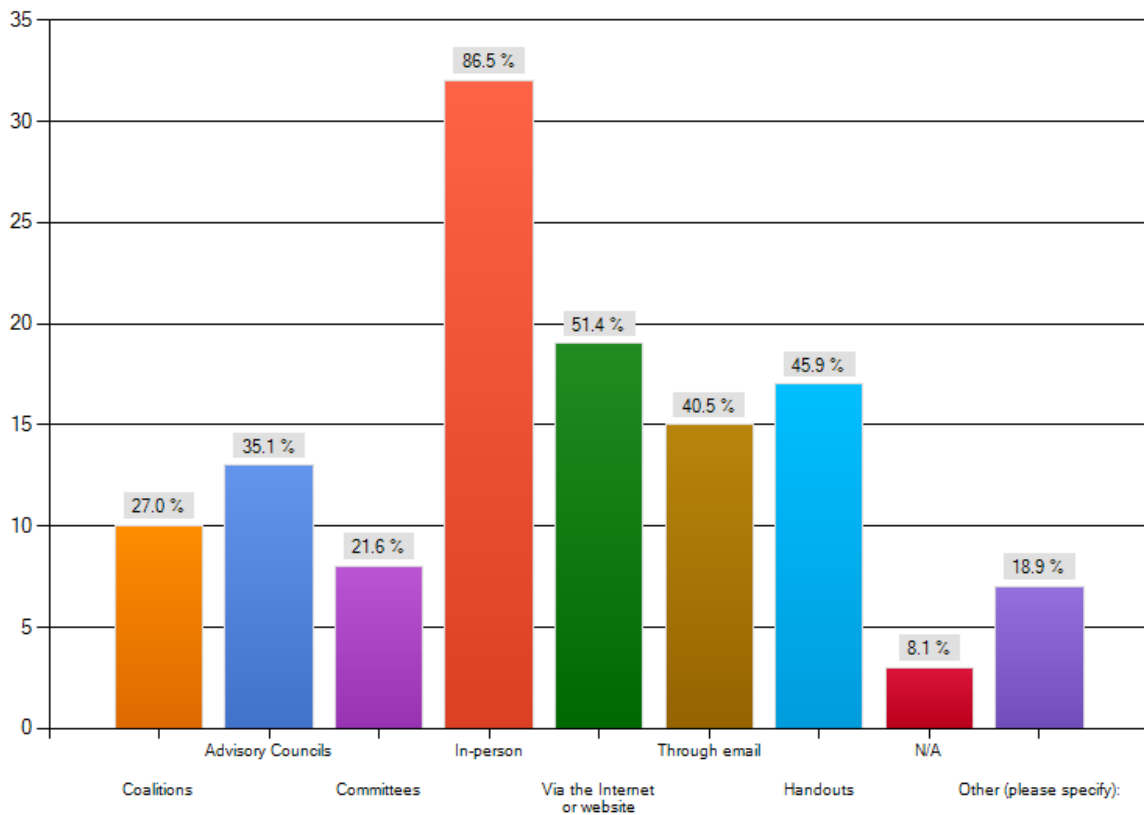
- Website
- Collaboration, social network sites, and outreach events
- Families in transitional housing
- Walk-ins
- Selected by teachers or through school settings
- Parents
- Word of mouth

How services are provided:

Assessment survey participants were asked to indicate how they provide services. The categories they selected from are Coalitions, Advisory Councils, Committees, In-person, Via the internet or website, Through email, Handouts, N/A, and Other.

Method of service access	Number of responses (% of responses)
In-person	32 (86.5%)
Via the internet or website	19 (51.4%)
Handouts	17 (45.9%)
Through email	15 (40.5%)
Advisory Councils	13 (35.1%)
Coalitions	10 (27.0%)
Committees	8 (21.6%)
Other	7 (18.9%)
N/A	3 (8.1%)

How do you provide services to the YOUTH you serve?



Both RRYOC Taskforce member (81.8%) and community partner (88.5%) respondents indicated that most services were offered In-person. The responses under Other are:

- Classroom education
- Training and access to materials
- Parents
- Not sure
- Onsite programs—health/career programs and traveling health education programs
- Contracts with healthcare providers

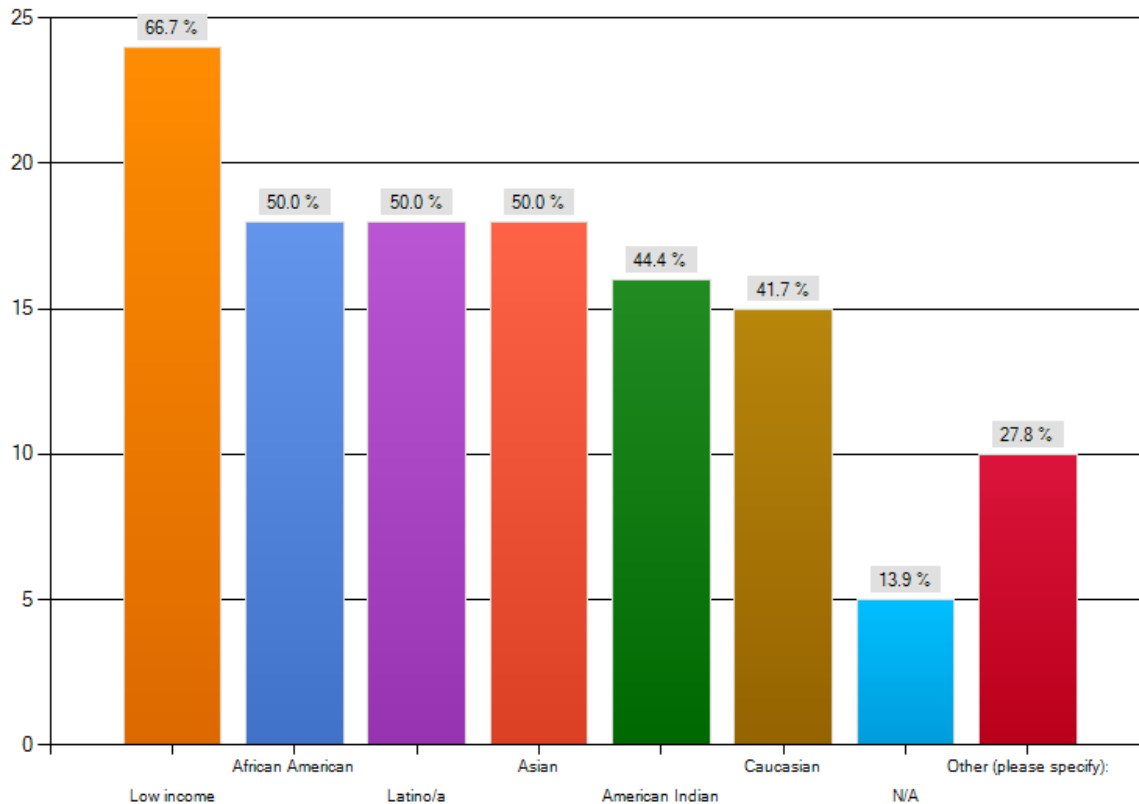
Primary Youth Targets:

Assessment survey participants were asked to indicate their primary youth targets. The categories they selected from are Low income, African-American, Latino/a, Asian, American Indian, Caucasian, N/A, and Other.

Method of service access	Number of responses (% of responses)
Low income	24 (66.7%)
African-American	18 (50.0%)
Latino/a	18 (50.0%)
Asian	18 (50.0%)

Method of service access	Number of responses (% of responses)
American Indian	16 (44.4%)
Caucasian	15 (41.7%)
Other	10 (27.8%)
N/A	5 (13.9%)

Who are your PRIMARY YOUTH targets? (check all that apply)



The majority of RRYOC Taskforce respondents (72.7%) indicated that they target “African-American” youth. Where as community partners (76%) more frequently selected “Low-income” youth as their primary youth population.

The responses under the “Other” category include:

- Lesbian, gay, bisexual, transgender, and questioning (LGBTQ) survivors
- Out of school youth
- LGBTQ youth and youth allies
- Underserved and uninsured
- First-generation college bound youth
- All youth aged 14-21
- All the above
- Anyone who comes in our door

East High School was served the most (66.7%) by both RRYOC Taskforce and community partner respondents.

RRYOC Taskforce respondents serve the following schools most frequently (80%):

- Denver School of Science and Technology
- East High School
- George Washington High School
- Hinkley High School
- Martin Luther King Jr. Early College
- Montbello High School
- South High School

The community partner respondents indicated that they most (61.5%) frequently serve East High School.

What Worked Well

Following the April 17, 2010 hPod event, the RRYOC Taskforce met to discuss and document what worked well. Below is a list compiled by the group on what made hPod a success. Included in this compilation are comments, feedback, and suggestions from the hPod Event Evaluation.

Planning Process

RRYOC Taskforce

- Different people taking on different pieces [sub-committees]
- Fayette being the chair of the hPod Planning Committee
- The hPod Planning Committee was strong
- Diversity of ideas - at times too many ideas
- Partnership and communication between the hPod Planning Committee and its sub-committees
- Beneficial to have different sub-committees vs. the whole hPod Planning Committee focusing on all of the pieces
- Truly a RRYOC Taskforce event - not just focused on the Office of Health Disparities or the Office of Diversity and Inclusion
- It was a win for everyone

hPod Event Evaluation

- “The deadline [to register] was over Spring Break in APS. It would have been great to extend it a bit after - I would have loved to have lots more students here to learn. GREAT JOB to everyone. It was well organized, informational, and managed to throw in some fun! Thanks for providing these opportunities.”
- “The t-shirts this year are better! I loved the colors! ☺”

Event Location/Time

RRYOC Taskforce

- Community campus
- Utilizing Anschutz Medical Campus’s (AMC) own classrooms
- Supports the school’s [University of Colorado - AMC’s] mission
- Free parking for some
- No complaints thus far about the location in the hPod Event Evaluation
- Campus is shut down
- Students funneled back into the main auditorium on their own

hPod Event Evaluation

- “It was a good way to spend my day learning about careers that interest me. ☺”
- “We were told the date in advance.”
- “Although this event was early in the morning, I thought this time was convenient because it showed that jobs could occur early in the morning too.”
- “It was convenient because the time was like a normal school day.”

- “Loved it, loved your campus!!! Thank you guys.”

Breakout Sessions/Resource Tables

RRYOC Taskforce

- Breakout Sessions were concise
- Some organizations and associations have outreach built in
- Take-away items from some of the breakouts
- Exhibitors - some were very cool, energized, and interacting
- Liked that it was split up between high and middle school kids

hPod Event Evaluation

- “I didn’t like that we didn’t get to pick the sessions that we wanted to go to, but the healthy eating and dietitian report from Franziska Bishop was amazing! I learned so much about food and nutrition - that was the most helpful session!”
- “I learned how to find a pulse and take blood pressure.”
- “The most helpful was the PowerPoint given out in the nursing session.”
- “What was most helpful was that I learned how to dissect an eye.”
- “It was fun to watch the drum team. Also I learned a lot in the school of nursing session. It was GREAT!”
- “It was helpful for me because now I actually understand what physical therapists and physician’s assistants do.”
- “Helped me understand what a nurse’s job is like and the process of becoming a nurse.”
- “I think it would be good to know how many students were signed up for the event so that we could be better prepared with materials. It was great to see how much interest the students had in our table. Very engaging group!”
- “It was awesome. I wish I could have gone to more sessions! Thank you!”
- “I liked that it was fun and educational but would have been better if some of the people and resource tables were enthusiastic.”

Parent Workshop

RRYOC Taskforce

- Parent session would have gone over well with the students
- Very practical - a check list was provided
- Six [6] parents participated, more student volunteers than parents
- Mary Ann’s presentation was awesome

hPod Event Evaluation

- “I enjoyed the parent workshop.”
- “Great event - I wish as a student I had the opportunity.”

Partnerships/Collaborations

RRYOC Taskforce

- Student organizations (Jr. Black Chamber)
- Energy was phenomenal

- Individuals from the RRYOC Taskforce that do not always attend the meetings were present and involved at the event
- All a collaborative process

Participants/Volunteers

RRYOC Taskforce

- Entertainment was AWESOME - thanks to Nicole
- Entertainment added to the environment and energy of the day
- Dance competition and the steppers
- Energy in the room was so good
- Kept it fun

hPod Event Evaluation

- “The most helpful was the volunteers helping us find which way to go.”



Potential Next Steps

In addition to compiling a list of items about what worked well in creating and implementing hPod, the RRYOC Taskforce discussed potential considerations for moving forward with the event. Here are the ideas, thoughts, and recommendations from the group and the hPod Event Evaluations:

What other things do we need to consider?

RRYOC Taskforce

- Utilize the RRYOC Taskforce more often (especially in the end)
- Potentially doing a run-through of the event
- Workshops
 - Maybe make them shorter
 - Maybe the larger ones are still for the full hour and then some sessions could be ½ hour segments
 - Attendance was not even across breakout sessions - lower in some
 - Have a final list of students registered and their assigned breakouts on the same paper
- Tell students what it takes to get into the presented positions - prep them
- Consider having a general session on admissions, reality-check, courses, scholarships, etc.
- Have student volunteers give the how and have the breakout sessions tell the what
- General theme for the day - have keynote, breakouts, and exhibitors all on the same page - need to repeat the same things over and over - maybe a catch phrase
- Aptitudes in health - how to apply what they are good at to a job
- Start making plans and goals - a facilitated conversation (each student walks away with a plan - a facilitated coaching session)
- Kids could experience the parent track - very practical, a check list was provided
- Push student involvement
- Think about shortening the lunch/resource fair
- Cut down the 'down time' as much as possible
- Consider changing the start time

hPod Event Evaluation

- "I think it would be a great field trip for students during the day."
- "Lasted too long. Felt like school and I still have tons of homework and stuff for the rest of the weekend. Also, waited too long to get started."
- "It was too early!☺ But it was fun."
- "I had to wake up really early and it made it hard to focus."
- "Not enough time."
- "More variety of sessions would be helpful!"
- "The least helpful was that it was too short."
- "I would have liked more information on the actual process of getting into the programs presented today."

- “Should have talked more about college experiences and what we will need to go through to get where we want.”
- “Great event and please do it every year.”
- “Give out something else other than Subway please. Thanks.”
- “Next time maybe do not mix Middle School with High School students in the Healthy Eating session.”
- “More dissecting!”
- “Next time I would like to dissect a lion’s eye instead of a cow’s.”
- “Since we are obviously interested already, the focus should be on the next step, not getting us interested. But it was still very good and informational.”

What kind of changes will we need to make?

RRYOC Taskforce

- Potentially have a last minute meeting (Friday morning before) to stuff folders, organize participant nametags, etc.
- The free parking only worked for some volunteers
- Access to some of the classrooms at times was an issue due to the campus being shut down - some student’s badges did work
- Have a mental health breakout session
- Have take-away items from each breakout session given to all participants
- Parent Track
 - Make it more clear that parents can and should come
 - Maybe brochure has a parent-specific blurb
 - Flexibility for the parents
 - Maybe eliminate the separate parent track
 - Could do a separate day for parents altogether - a follow up workshop
 - Marketing may have been the issue - evaluate the way we are targeting the parents
 - How to reach parents? Maybe target PTA groups
 - Parent panel for parents
 - Add asking parents what worked well to the event evaluation
 - Have parents present who have students in college and have gone through the process
- Registration
 - Improve registration process
 - Create a logistics sub-committee (especially at the end of the event planning process)
 - Online registration - directed to a link
 - Know what breakout sessions we still need filled in advance and/or have computers for last minute registration

hPod Event Evaluation

- “It would have been better if they told us the timeframe in the letter.”
- “Not enough booths/resource tables.”

- “Next time, it would be nice to actually pick which sessions we want to attend because the occupational and environmental session was NOT really what I wanted to go to.”
- “You need to have XXL shirts.”
- “Only problem I really had was actually getting into the building, all the doors I tried were locked but finally got in when someone saw me.”
- “Next time this event occurs if possible maybe give a little more breakfast. ☺ Since when I got here I was starving and there were a lot of people who didn’t get any breakfast.”
- “More food for breakfast.”

What are the next steps we need to take?

RRYOC Taskforce

- Consider how we engage students who want to volunteer
- We can request feedback from the youth involved with Youth Partnership for Health, Pre-Collegiate Program, and MC^2
- Participants could document their experiences - blog, take pictures - a way to be involved, volunteer, and participate
- Students could interview other participants
- Consider a theme for the event each year which varies slightly - different ways to mix it up
- Be mindful that there are youth who repeat the event - prepare new material every year
- “New for this year” highlighted in our marketing efforts
- Have lunch period that is Lunch, Resource Fair, and Aptitude ‘Test’
- Explain the difference between a job and a career
- Keep it fun
- Youth could help as an advisory group
- Youth could run and/or mc the event - make it truly their event

