

California Health
Occupations Students
of America

Junior Upcoming
Medical Professionals
Handbook

HOSA-JUMP

What is HOSA-JUMP?

HOSA-JUMP is a 6th to 8th grade student led organization designed to be a stepping-stone for students interested in entering the health science and medical technology field. Ideally, JUMP is conducted at middle schools where there is an existing HOSA chapter at the local high school. A partnership between the middle and high school sites is important to both the students and the advisors.

HOSA-JUMP members have the opportunity to participate in career exploration through guest speakers, field trips, and middle school-high school mentorship. JUMP members also begin their health science education by participating in labs, student-led training, and classroom integrated curriculum. Through chapter management, including fund-raising and community service, JUMP students learn team-work strategies, leadership values, and positive work ethic. Through the competitive events program, students study various topics for mastery, familiarizing themselves with medical terminology, public speaking, and health care careers.

HOSA-JUMP chapter affiliation includes:

- Cal-HOSA State affiliation
- Partnership with local Cal-HOSA high school chapters
- Professional development for advisors
- Chapter support
- Cal-HOSA Heartbeat newsletter
- Links to professional organizations
- Access to industry partnerships
- Leadership training availability
- Competitive events opportunities
- Access to Regional Fall Leadership Conference (RLC)
- Access to one-day State Leadership Conference (SLC) events

Benefits of HOSA-JUMP?

The benefits of HOSA-JUMP for the student are:

- Beginning health care careers exploration
- Introduction of medical/health sciences pathways
- Providing leadership training
- Participating in community service
- Building of team work

The benefits of HOSA-JUMP for the district are:

- Increased vertical articulation
- Increased CST results
- Increased CAHSEE pass rates

The benefits of HOSA-JUMP for a Pathway are:

- Provides a common platform for career development
- Development of a recruitment base
- Introduction to early intervention for academics
- Provides career influence through business advisory council

The benefits of HOSA-JUMP for the middle school site are:

- Greater student achievement
- Increased attendance
- Improved teacher/student relationships
- Increased parent involvement

The benefits of HOSA-JUMP for the high school site are:

- Provides leadership opportunities for the high school students
- Increases students proficiencies in basic skills
- Establishes pathway culture

How to get started!

(A section with details for each step follows)

Step 1: Locate your nearest secondary Cal-HOSA chapter and choose a JUMP Advisor

Step 2: Hold a preliminary meeting with all advisors to discuss a plan for JUMP

Step 3: Secure support of administrators at the district and both school sites

Step 4: Plan and implement a kick-off event

Step 5: Hold a parent information meeting

Step 6: Become a chartered organization on your campus

Step 7: Conduct initial team building event

Step 8: Conduct vertical articulation with high school

Step 9: Set and hold regular JUMP chapter meetings

Step 10: Elect Chapter officers

Step 11: Attend Regional Leadership Conference

Step 12: Complete Cal-HOSA Affiliation by December 15th each year.

Step 13: Facilitate officers' development of a Plan of Work

Step 14: Utilize secondary/post-secondary chapter students for activities

Step 15: Attend the Cal-HOSA State Leadership Conference (SLC)

Sample: Application

Sample: Meeting Agenda

Sample: Affiliation Instructions

Step 1: Locate your nearest secondary Cal-HOSA chapter and choose a JUMP Advisor

Locating a chapter that is within your school district or in a cooperating school district is a necessary component to beginning a HOSA-JUMP chapter. For some chapters you will be developing post-secondary, secondary and/or the JUMP chapters simultaneously, while others will be identifying a high school to partner with.

While it is imperative to have a secondary/post-secondary advisor act as a guide and support for the JUMP chapter, the middle school advisor(s) must be responsible for the chapter at their site. This has several benefits. First and foremost, most secondary chapter advisors already have their plates full. Secondly, the middle school students need a name and a face they recognize in order to feel comfortable and engaged. Having an advisor that is proficient in handling middle school discipline, as well as understanding the capabilities and attention spans of this age group makes JUMP activities successful. It is important to have high, but realistic expectations for the JUMP students. The partnership between the advisors is the key to setting the tone of the program. For help locating the nearest HOSA chapter, visit the website www.cal-hosa.org and locate the contact section of the Advisors Handbook.

Step 2: Hold a preliminary meeting with all advisors to discuss a plan for JUMP

Developing a strategic plan will help your team start on the same page with a common goal and vision. It will also help you maintain motivation when you feel like you have gotten off track. Your plan should include the number of students that your existing leadership can support and criteria for student membership. Your plan should also include realistic ideas of activities the students will participate in. The high school students need to have their own separate events, as do the middle school students. Although the mentorship is important, it is imperative that each level of student receive the professional development, team building and leadership development appropriate for their age and maturity. Finally, it is vital that the plan include advisor development/training, a budget, and scheduled debriefing.

Step 3: Secure support of administrators at the district and both school sites

In actuality, the order of Steps 2 & 3 can be exchanged. If you approach administration with a solid and specific plan, the response is generally more favorable therefore this is recommended as step 3. Administrative support comes in many formats. Some examples of that support

would be commitment for release time for the teachers/business employees involved in JUMP, expanding the extracurricular JUMP to the classroom, and general support through the Associated Student Body for bookkeeping and field trips. The administration at your sites may be able to provide other support. An example would be after-school programs funding for JUMP activities.

EXAMPLE: Cal-HOSA Middle School Affiliation Proposal

The creation of a middle school chapter called Cal-HOSA-JUMP (Health Occupations Students of America – Junior Upcoming Medical Professionals). This chapter will be comprised of 6th to 8th grade students who attend a school in a district where a secondary or post-secondary Cal-HOSA chapter already exist.

Middle school chapters will be affiliated at the state and national level. The purpose of middle school HOSA would be to:

- Explore health care careers
- Introduce medical and health sciences pathways
- Provide leadership training
- Participate in community service

Middle school chapter membership would include:

- National HOSA Affiliation
- Cal-HOSA State Affiliation
- Attendance at Regional Leadership Conference (RLC) when available
- Attendance at one-day SLC event
- Partnership with local Cal-HOSA Chapters and the Health Care Industry

Advisor Development: Attendance at Cal-HOSA 101

Suggested Methods of delivery:

- Access resources from Cal-HOSA Website
- Tours of local related business/health facilities
- Bridge projects with secondary/post-secondary chapter

- Chapter development activities
- Participation at RLC
- Participation at SLC one-day
- Access to competitive Events
- Participation in National Service Project

Long-term goals:

- Full Middle school HOSA participation
- Membership of students of all ages in HOSA
- Focused career exploration
- Creation of positive work ethics
- Development of teamwork strategies

Step 4: Plan and implement a kick-off event

Plan a kick-off event that will capture the students' interest and excitement. Include the high school students/health care industry, if possible. The kick-off should include a presentation about JUMP and HOSA. Possible activities might include career health displays produced by secondary/post-secondary members, demonstrations of CPR, back boarding, and bandaging by the advanced students, ambulance tours, and a few team building activities. Make sure you have a sign-up sheet at the event. This should be used to send information to the students about JUMP as meetings are set and to determine the numbers of students interested in each grade level.

Step 5: Hold a parent information meeting

One of the most important stake holders in your program is the parents. Holding an informational meeting at the beginning of the school year to educate the parents about JUMP will provide you with several opportunities. Especially when working with middle school aged

students, it is important to develop a relationship with the parents so that the HOSA activities and field trips are well attended. Parents also make great chaperones and boosters. Jump is one way to get the parents involved in student learning. An informational letter should be mailed home inviting the parents to the meeting. The meeting agenda should include an introduction of both the middle school and high school/college Advisors, an explanation of JUMP and HOSA, a presentation by officers from the high school/college HOSA chapter and a question and answer period. Parents should be offered the same literature that the students received at the kick-off and should have plenty of time to talk with the advisors after the meeting adjourns. Keep in contact with the parents throughout the year.

Step 6: Become a chartered organization on your campus

Every school/business has a different set of rules about student organizations.

In a school setting: One of the challenges you may come across is that the associated student body charters student organizations as “clubs”. HOSA and JUMP are not merely “clubs” on campus. They are student professional organizations. The advisors strive to make sure that our members understand the difference, and so do not refer to HOSA or JUMP as a club. Find out what you need to do to have your JUMP chapter chartered on your campus, as most school districts require any student organization to be chartered to operate on campus. Benefits of being a chartered ASB “club” include assistance with bookkeeping, field trip forms, and other clerical tasks. Your ASB director is already familiar with district procedures and can guide you through the rules of your district related to activities, field trips and fund raising. At the high school level, being chartered through ASB entitles HOSA members to other services that the ASB offers, such as school awards at assemblies, assistance with transportation scheduling and limited funding, posting of announcements at school and on the school memo boards, and listing in the schools activities calendar and “club” directory. The JUMP and HOSA students are also able to participate in ASB sponsored activities, like “club” fairs and recruitment events.

In a business setting: In California there are 2 industry-based secondary/post-secondary chapters. If you are an industry based chapter who would like to have a JUMP program, you need to find a local school that is willing to work with you. Without their support it will be difficult to start a chapter. After you have established a successful chapter with one school, then you can look to including other local schools or any students who are interested.

Step 7: Conduct initial team building event

The first JUMP meeting should have fun as a focus. There should be a wide variation in the types of students who join JUMP. There may be students who have already served in leadership positions, or currently hold positions, in other organizations, as well as students who have never belonged to any type of youth focused group. Some students will already know others and have existing friendships, while others will not know anyone. Some special needs students who have limited contact with traditional education students may even attend. The first meeting should include high school HOSA officers conducting ice breakers and team building activities. Introduce the idea of leadership and brainstorm ideas of activities the students are interested in. Most importantly, discuss what day of the week and how often JUMP would meet if it has not been previously decided. A possibility might be to utilize the late school bus on JUMP meeting days, and so plan the meetings on days when the late bus runs. This will dictate the meeting times, but also keep you from going over the scheduled time. The first meeting activities should include an ice breaker so that every person present makes at least one new friend. Included at the end of this handbook is an example of a team building activity. The team building could include an individual activity, a pair's activity, or team activities. With middle school students, it is imperative to draw the conclusions with them about the purpose of the activities when the activity is complete. The students can often lead each other to the meaning of the activities, but the lesson needs to be verbalized.

Step 8: Conduct vertical articulation with high school

The purpose of vertical articulation is three fold. First, to give the JUMP students advanced access to pre-high school curriculum/activities, second to expose students to the health sciences field, and finally, to build a mentorship relationship between the middle and high school students. It is important to use several forms of vertical articulation that include both co-curricular and academic activities. The co-curricular activities occur under the umbrella of JUMP while the academic activities occur within the pre- high school academic curriculum/activities. Some examples of JUMP articulation include leadership training, team building, JUMP students assisting with HOSA ceremonies, and joint social activities such as barbeques. The academic articulation is experienced by all grade levels in varying group sizes. One possible activity could be Genes in a Bottle Lab. For example, 7th grade pre-academy students participate in this lab with the 10th grade high school academy students. The lab is conducted by the high school biology teacher. This is conducted as a stand alone lesson for the JUMP and as the kick-off for the high school students. The goal is to conduct a minimum of one activity per grade level each year.

Step 9: Set and hold regular JUMP chapter meetings

When setting up a meeting schedule, it is important to consider other student organizations or extra-curricular activities that are already in place. The availability of transportation for after-school activities also must be considered. Establishing a set meeting day, time, and place will increase the likelihood of regular attendance. If after-school meetings are not feasible at your site, consider the possibility of holding chapter meetings at lunch time. Each chapter meeting follows an agenda prepared by the chapter advisor and chapter president the day prior to the meeting. The agenda includes regular orders of business and a program which has several components. The program generally includes team building, leadership development, and health science exploration, often supported by the secondary/post-secondary HOSA members. Each member signs in at every meeting and is accounted for during the roll call. Please see the sample agenda in the back of the handbook. The students should be taught Robert's Rules of Order, and the officers take pride in conducting their meetings with supervision and guidance from the chapter advisor. In addition to the regular monthly meetings, formal officer meetings and workdays should be scheduled and informal work days to prepare for other activities and state leadership conference.

Dress Code: JUMP students must be in HOSA dress code when attending regional and state activities. Approved dress for a JUMP student is navy blue pants/skirt and white polo shirts with JUMP chapter's logo.

Step 10: Elect Chapter officers

There are several ways to approach officer elections or appointments. If you have worked with youth for any length of time, you are aware that often student elections are a popularity contest leading to a less than ideal leadership team. One way to avoid this is to recruit students who demonstrate leadership within the classroom. Another fail-safe method is to elect a portion of the leadership, and appoint a portion to ensure stability of the chapter leadership. Finally, there is always a purely student based election. If you choose this route there are several challenges you may encounter, but also some strategies that can make the process more successful.

Cal-HOSA uses a scoring rubric to rate a students' leadership potential and elects officers based on score. The process includes points earned from four activities: submission of a completed application, a knowledge-based test of HOSA facts and leadership skills, interview, and number of votes received. Students should have an opportunity to present a speech to the members prior to voting. There are two routes of developing your officer team. One is to have students

run for a specific office. The alternative is to have the students run to be on the leadership team, and the elected team chooses who will hold which office. You may have to try several variations of the election process to find the process that works best for your chapter. Chapter officers should include a president, vice-president, secretary, treasurer, and a representative from each grade level. As your chapter grows you may need to customize your officer team. Examples of additional officers are fund-raising senator or historian.

Step 11: Attend Regional Leadership Conference (RLC)

Each fall Cal-HOSA invites the leaders from each chapter to a regional leadership conference. This training is an opportunity for new and experienced student leaders to get the latest in team building strategies, professional skills, and team time for basic planning for the new school year. Led by the Cal-HOSA state officer team, this event has the ability to fire up your leadership team, and help them take some fun and exciting activities back to their chapter. This is also the time when state elections are held for the region vice-presidents. Although JUMP chapters do not cast ballots, it is a great experience for the JUMP members to see experienced students present candidacy speeches, answer questions during a caucus session, and campaign amongst the members and voting delegates throughout the day. This may also be another opportunity for the JUMP and HOSA chapters to share quality time getting to know each other. A shared bus ride to the conference, a pairing activity before or after the event, or a joint report at the next chapter meeting for each group can be a winning situation for mentorship.

Step 12: Complete Cal-HOSA Affiliation by December 15th each year.

It is important for JUMP chapters to affiliate with the California HOSA state chapter and National HOSA. Dues are \$1.00 for National and \$5.00 for State.

Reasons to affiliate include:

- Support for health science curriculum in grades 6 to 8
- Opportunities to practice skills in an applied setting through competitive events
- Professional leadership training for students and advisors
- State recognition for individual and chapter accomplishments
- Regional support from experienced advisors

National and State affiliation is completed by following the guidelines at www.hosa.org. Please refer to the example at the end of the Handbook. You may decide to make your own requirements for students to become members, for example: g.p.a.

Step 13: Facilitate officers' development of a Plan of Work

As you develop a strategic plan for your JUMP chapter, the students need to develop a plan of work for the year. The plan of work (POW) can be set-up in numerous formats. The method that seems to work best is to allow the students to brainstorm as many activities and events as they can think of in approximately 30 minutes. Next, have the students categorize the events by five major categories: Career Exploration, Fund-raising, Community Service, Social Activities and Leadership Development. Some ideas may fall into more than one category, but have them agree on just one main focus. Next, have the students decide how many events they will be able to successfully plan and execute each month. (A good rule of thumb for middle school students is no more than one major and one minor event or activity each month, in addition to their regular chapter meeting). Now have the students rank the events within each category for interest and importance. Next, calendar the events making sure to include activities and events from each category some events will be dictated by the weather or holidays. Calendar the events that are dictated by outside influences first. Lastly, do not be afraid to say no if the event or activity is likely to fail or is unreasonable. We want to set the students up for success, and a poor event may hurt the morale of the leadership team and the entire chapter. Next, divide the officers into committees for each event. They will be responsible to recruit committee members and help plan and execute that event within the set budget.

Step 14: Utilize secondary/post-secondary chapter students for activities

This can be the easiest or most challenging part of managing the JUMP chapter. A strong partnership with the local HOSA advisor and HOSA members who are dedicated to mentoring the JUMP chapter will lighten the JUMP advisors' work load and increase student involvement. The HOSA advisor should be available to the JUMP advisor for trouble shooting and support. Allowing the high school/college students to feel strongly connected to the JUMP chapter fosters a "big brother/sister, little brother/sister" relationship. The HOSA students participate in the JUMP chapter's activities in a number of ways: facilitating team building activities, participating in academic activities in pairs, assisting in preparing the students for the State Leadership Conference, hosting the JUMP chapter during National HOSA week, officer training, tutoring, and guiding the JUMP students through chapter management. The challenges can

mostly be avoided by preparing all of the students about what is expected from them at a given event. JUMP should be mutually beneficial to both chapters.

Step 15: Attend the Cal-HOSA State Leadership Conference (SLC)

The Cal-HOSA State Leadership conference is held each spring for three days. Currently the JUMP students attend the SLC for one day and participate in their own mini-conference including a competitive events program. At a recent SLC Conference, the JUMP students arrived at 10:00am, received a welcome from the Cal-HOSA state officer team, participated in a team building activity, attended a casting workshop, and completed their competitive events. After a break, the students then received leadership training from the National HOSA officers, participated in etiquette training during dinner, and joined their local secondary/post-secondary chapter for some fun activities intended to advance the mentorship relationships. To cap off the evening, the students attended the closing ceremonies, where the competitive events winners were announced and the students caught a glimpse of the excitement of the entire conference. The JUMP students then headed home, while the secondary and post-secondary students finished the conference.

HOSA-JUMP CANDIDATE

You are receiving this flyer because you signed up to be a member of HOSA-JUMP. If you are still interested it is now time to pay your dues. The cost is _____. Fill-out the form at the bottom of the page and return it to _____ (name) at _____ (place).

All orders and money must be turned in by _____ (due date). After this date membership will be closed for this school year.

Our next meeting will be _____ (date) at _____ (location).
I hope to see you there!

_____ (name of advisor)

_____ (advisor phone number)

HOSA-JUMP Dues

***Cost _____

Turn in at _____ (location) by _____ (date and time)

(Print neatly)

Name: _____

Grade: _____

Agenda
HOSA-JUMP Meeting
Date

- I. Call to Order – Pledge of Allegiance
- II. Attendance – Roll Call
- III. Upcoming activity
 - a. Date
 - b. Need workers – Sign up sheet
- IV. Upcoming activity
 - a. Date
 - b. Information
 - c. Organization meeting date
- V. End of year activities
 - a. Description, date and location
- VI. Other business
- VII. Adjourn Meeting

Affiliation Instructions

Log onto www.hosa.org and on the main menu click Affiliation Application.

The following screens will appear as you enter your information:

Chapter Information – complete all information (under “program type” if you are a JUMP chapter select secondary)

Billing Information-complete all information

Shipping Information- complete all information

Chapter Demographics – complete all information

Membership Information – in the drop down list “membership type” you will put secondary, postsecondary or JUMP.

Fee Schedule- This shows the total number of members you have added and what dues are

Agreement Page- Confirm all info is correct

If you need additional assistance a detailed description of each of the above screens can be found by clicking on “Affiliation Instructions” on the main menu.