



## Summer Medical Academy: What's Next?

**F**resh from a successful 4th Academy, we're already looking to the future: how can we make this popular program even better, and at the same time serve more students? One answer is by hiring a dedicated staff member for Academy programming. Meet Aniela Glinski, new Coordinator for Community Health Programs/Summer Medical Academy. Aniela comes to us with more than 12 years of experience in out-of-school time programs, education, program design and community development. Prior to joining Rady Children's, she worked for a fully integrated primary care practice, supporting staff and patients in social service referrals and health promotion programming. Aniela also has served as both an AmeriCorps Member with Jumpstart and a U.S. Peace Corps Volunteer in Zambia, Southern Africa. She is a Philadelphia native, and arrived in San Diego just a month before this summer's program.



"After only being a team member of Rady Children's for one month, I want to thank all of the staff, group leaders, faculty, and especially the students who participated in the 4th annual Summer Medical Academy! The students demonstrated such enthusiasm and professionalism throughout the program, in particular in the creation of their presentations and PSAs about the Prescription Drug Abuse epidemic. As we move forward to create additional academies and expand opportunities for more students throughout San Diego county and beyond, I look forward to learning from our students and helping them reach their goals to become future leaders in healthcare."

More than **110** professional faculty volunteers in 2017

**177** applications were received in 2017 for 48 slots

**129** in 2016, **73** in 2015, **43** in 2014

**168** Summer Medical Academy alumni



Neurologist Dr. Michael Levy leads the students through examination and dissection of a brain.



SMA students display their casts on Orthopedics Day.

**100%** of students would recommend SMA to friends interested in healthcare

**100%** of students indicated that SMA reinforced their interest in a healthcare career

Check out our new web site! [sdhealthscholars.org](http://sdhealthscholars.org)

**Many thanks to our FACES 2016-17 school year financial supporters:**

The California Endowment, The Hervey Family Fund at the San Diego Foundation, Illumina, Inc., JP Morgan Chase Foundation, California Office of Statewide Health Planning and Development (OSHDP)



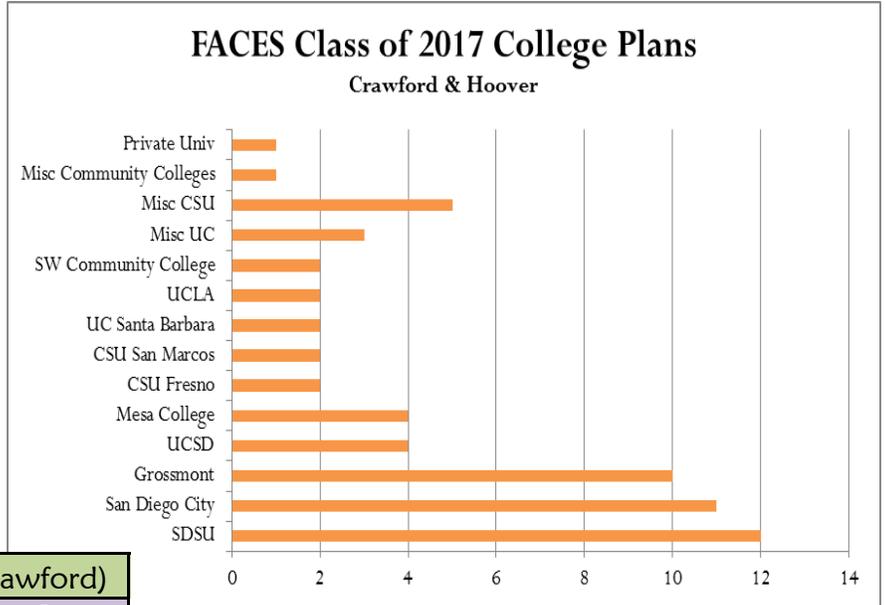
# A Graphic Look at FACES and the Class of 2017

**69%** of the FACES Class of 2017 will be the 1st in their family to go to college (n=62)

**37%** will be the 1st in their family to graduate high school (n=62)

**93%** felt extremely to somewhat confident that they are ready to enter college

**71%** felt extremely or very confident of success in college and **27%** felt somewhat confident



Career Plans, Class of 2017 (Hoover & Crawford)	
Career Goal (some students chose more than 1)	# students Choosing
Nursing	22
Physician (general)	6
Social Work	4
Physical Therapy	3
Athletic Trainer, Law Enforcement, Neonatologist, Orthopedics, Pharmacy, Physician's Assistant, Radiology Tech, Respiratory Therapist, Unknown	2 each
Aerospace Engineer, Audiology, Biomed Engineer, Cardiothoracic Surgeon, Child Development, Cosmetologist, EMT, ER Technician, Forensics, Genetics Counselor, Graphic Designer, Healing Arts Therapist, Hematologist, Human Resources, Lab Tech, Molecular Biologist, Nutritionist, Occupational Therapist, Optometrist, Pediatric Surgeon, Telemetry, Veterinarian	1 each

**94%** felt that FACES has prepared them “extremely well” to “quite well” to pursue their educational and professional goals

**95%** felt that FACES has “hugely” or “significantly” affected their lives

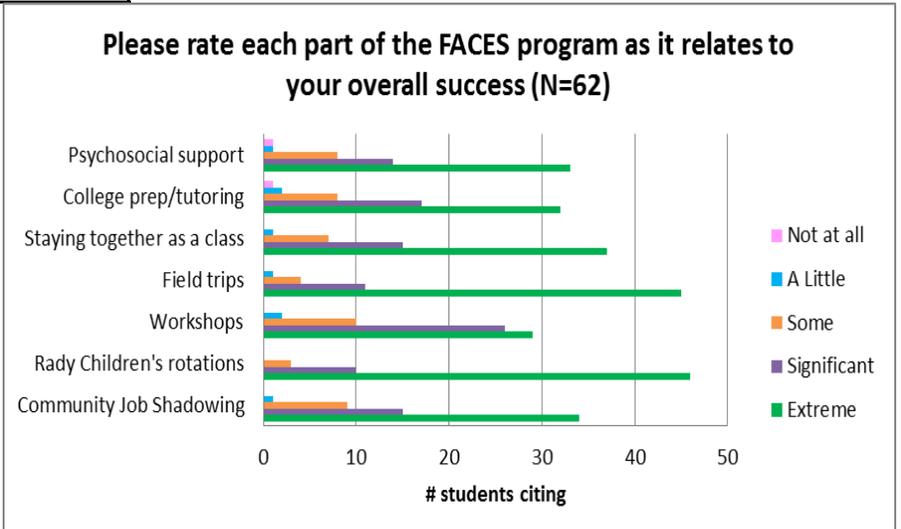
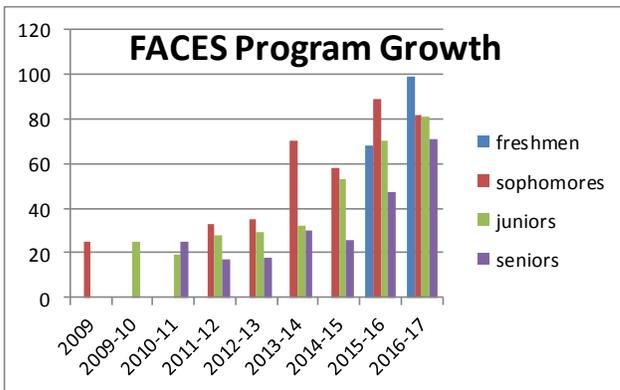
**496** students have been a part of FACES - San Diego since 2009

**25** enrolled 2008-9, **333** enrolled 2016-17

**220** FACES—San Diego graduates

**25** graduates in 2011

**62** graduates in 2017





# The Latest from FACES

(Below) The 1st graduating class of FACES Crawford poses with FACES Coordinator Warren McBride (2nd from left); Principal Dr. Richard Lawrence (2nd from right, back); and CCTE teacher Cavitt Fowler (back right)



Forty-nine students comprised the FACES Hoover Class of 2017, the largest class yet.

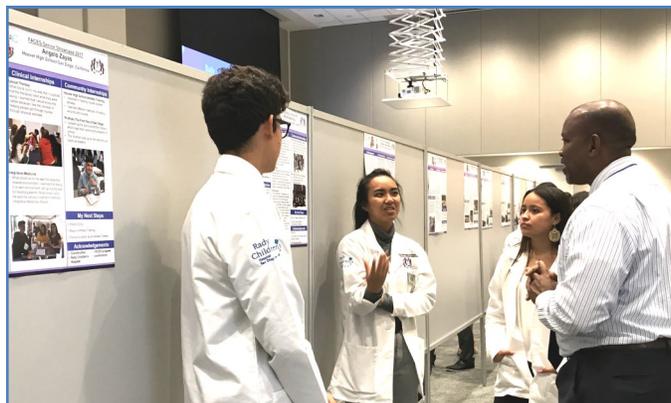


Executive Rotation—FACES seniors with the best records are awarded a chance to meet with members of the RCH Executive Team. (l-r) Dr. Gail Knight, Chief Medical Officer; Nhi Duong, FACES-Crawford; Dr. Donald Kearns, President & CEO; Jessiana De La Rosa Sanchez, FACES-Hoover; Annette Garcia, FACES-Hoover; Jerusalem Davila, FACES-Hoover



FACES-Crawford's Juniors hosted a highly successful Health Fair in May, showcasing what they have learned from their Community Rotations.

FACES Seniors showcased their experiences in FACES and future aspirations for Rady Children's clinicians and leadership, as well as community partners.



Rady Children's			FACES Senior Showcase 2017					
<p><b>My Background</b></p> <p>I was born and raised in San Diego, an only child raised by my grandmother. I played various sports (football, basketball, soccer) that taught me many skills such as team work, responsibility, etc. I realized I wanted to help people at a young age because of watching hospital shows on TV. During football season in high school I was exposed to the career athletic training and was instantly hooked.</p> <ul style="list-style-type: none"> <li>I love to play videogames</li> <li>My favorite football team is the Green Bay Packers</li> </ul>			<p><b>Clinical Internships</b></p> <p><b>Physical Therapy</b></p> <ul style="list-style-type: none"> <li>What stood out to me was that I could tell that the therapists liked what they were doing. I learned that I would enjoy this career because I like the concept of helping people get through injuries through physical activities.</li> </ul>			<p><b>Community Internships</b></p> <p><b>Hoover High School Athletic Training</b></p> <ul style="list-style-type: none"> <li>I assisted in helping injured student athletes.</li> <li>I learned different methods of treating wounds and injuries.</li> </ul> <p><b>ProKidz! The First Tee of San Diego</b></p> <ul style="list-style-type: none"> <li>I played sports and tutored the children which kept them active and prepared for school.</li> <li>The children look up to the mentors and tutors as leaders.</li> </ul>		
<p><b>FACES/AHHC Reflection</b></p> <p>FACES has done a lot for me: not only did it expose me to multiple careers in the health field but it also gave me opportunities to experience those careers so that I can decide which is for me. The rotations at RCH have made a huge impact on me because I now have an idea and have experienced what possible future careers are out there for me.</p>			<p><b>Integrative Medicine</b></p> <ul style="list-style-type: none"> <li>What stood out to me was the peaceful, relaxed environment. I learned that being in a calm environment can go a long way for treating patients. What stood out to me was the various treatment methods Integrative Medicine offered.</li> </ul>			<p><b>My Next Steps</b></p> <ul style="list-style-type: none"> <li>Attend SDSU</li> <li>Major in Athletic Training</li> <li>Pursue a career as an Athletic Trainer</li> </ul>		
<p><b>Acknowledgements</b></p> <ul style="list-style-type: none"> <li>Grandmother</li> <li>Rady Children's Hospital</li> <li>FACES program coordinators</li> </ul>								

# Learning & Growing with Janssen

**BTE** San Diego students are progressing in many areas, thanks to the involvement of excellent mentors from Janssen Pharmaceuticals. They excel academically, with the GPA for the group averaging 3.55. A student Leadership Group has stepped up to take the reins of planning events and keeping their colleagues up-to-date, which has been helpful. BTE Coordinator Kristina Parker received her Masters degree and moved on to her dream job of school counselor. Alexandra Ayala has been named BTE Coordinator.

- ♦ **82%** of BTE students have a GPA of **3.0** or above
- ♦ **30** Janssen employees volunteered their time during the last quarter, for a total of **180** hours
- ♦ **71%** of students have attended **5** or more career workshops
- ♦ **76%** of students have participated in neighborhood and canyon clean-up sessions; **21** students more than once

Career Goal: Toxicology	
<p><b>Overview</b></p> <p>A toxicologist is a professional who works to study the reactions that certain chemicals have on the body. Toxicologists are the best-protecting people from harmful substances which can cause a number of diseases and ailments. Toxicologists ensure that the chemicals we are using daily are safe for us to handle.</p>	<p><b>Skills</b></p> <p>An organized and methodical approach to work. Excellent problem-solving skills. Good working skills to work collaboratively in multidisciplinary teams. The ability to collect and analyze large amounts of experimental data. A high degree of self-motivation and a proactive approach to work. Excellent written and oral communication skills for presenting and communicating results.</p>
<p><b>Educational Requirements</b></p> <ul style="list-style-type: none"> <li>Earn a bachelor's degree in a related field such as chemistry.</li> <li>Obtain laboratory experience.</li> <li>Complete a thesis or capstone project.</li> <li>Obtain laboratory experience.</li> <li>Complete a thesis or capstone project.</li> </ul>	<p><b>My Plan</b></p> <p>The career of a toxicologist interests me in particular due to the fact that it is very hands on. I favor this career because it requires many of the skills that I already possess. In order to achieve my goal of becoming a toxicologist, I will begin by reaching out to toxicologists to gain more information about the career. My next step would be to complete the required educational requirements for this field. Then, I would finally put my skills to work and start my career as a toxicologist.</p>
<p><b>Responsibilities</b></p> <ul style="list-style-type: none"> <li>Designing, planning and understanding scientific experiments and using safety systems, using analytical techniques to identify and quantify substances.</li> <li>Analyzing and interpreting data.</li> <li>Presenting and writing in court.</li> <li>Conducting field studies.</li> <li>Writing reports, reviews and papers.</li> </ul>	<p><b>Acknowledgments</b></p> <ul style="list-style-type: none"> <li>Kristina Parker</li> <li>Alex Ayala</li> <li>Rachel Lurie</li> </ul>



Bridge to Employment students get their logo hoodies following a successful poster presentation at Janssen, attended by many employees and mentors.



**18** San Diego BTE students joined Irvine BTE students in July for a tour of J & J facilities, followed by engineering challenges: design a



container using straws and marshmallows that will protect an egg on a 10-foot drop; and design a paper airplane that can fly farther than anyone else's.  
Irvine comes to San Diego in August.