Saint Joseph Academy
Grades 10-12
Mr. Jeff Sutliff
Mr. Cory Otto
Saint Joseph Academy High School

- Cleveland, OH
- Founded in 1890
- 725 students
- Only all-girls, private, Catholic high school in the city of Cleveland
- Students from 46 different zip codes
Saint Joseph Academy

We’re not just an all-girls school ~ we’re an *all kinds* of girls school.
Health Sciences Honors Program
Mission Statement

- Prepare young women for a life of compassionate leadership and service in a health profession through an academic program based on a rigorous course of study and meaningful experiential learning.
Appreciative Inquiry Process

“Thinking Big”
- ideas from “all adult community”

Figure 1. The appreciative inquiry ‘5-D’ model (see Cooperrider et al., 2003; Watkins and Mohr, 2001; Whitney and Trosten-Bloom, 2003 and the AI Commons website)
Opportunity

Leverage resources and opportunities in our community:

- World class hospitals
- Parents and alumnae leaders in medical field
- AP Science and AP Math classes
- Excited Science teachers
- One-to-one chromebook program rolled out
Challenges / How can we...

- Increase the numbers of students enrolled in rigorous science and math classes?
- Increase internship opportunities, experiential learning opportunities?
- Market our school more effectively to differentiate it from other schools?
- Differentiate our health careers program from those at other schools?
- Incorporate marketing and educational efforts to support one another?
“We have 45,000 employees in the Cleveland Clinic Health System; only 3,000 are doctors. The other 42,000 work in jobs suited for people who exhibit an enormous range of talents and interests; medical writers, technicians, accountants, music and art therapists, to name a few. Healthcare jobs are not just for science and math wizards. We need to train and attract all kinds of students to support our effort.”

Fredrick Frost, MD
Executive Director, Cleveland Clinic Rehabilitation and Sports Therapy
Future Possibilities!

- What classes would prepare students for this?
- Can we get internships and field experiences?
- Is it a good plan? Is this the right list of classes?
- How can we get internship or field experiences? - Is it realistic?
- How do we assess learning?
Stakeholder Focus Group Series

- Large group session, followed by smaller focus groups.

**Stakeholders**

- Parents
- Recent Graduates enrolled in Health Sciences careers
- Health Executives
- Private Practice
- Executive Nursing Officers
- Hospital presidents
- Students
Stakeholder Initiatives

Overwhelming responses:

- Be inclusive
- Incorporate service as an opportunity for field experiences
- Capstone Presentations
- Progress Feedback – Online portfolio
- Teach empathy, communication skills and professionalism.
PURPLE PATHWAY

CUMULATIVE 3.7 GPA

MATH | 4.0 credits
- AP Calculus AB
- AP Statistics

SCIENCE | 4.5 credits
- Honors Biology
- Honors Chemistry
- Honors Anatomy & Physiology
- AP Biology or AP Chemistry

SERVICE LEARNING | 100 hours
focused in providing service related to health care by end of first semester of graduation year.

CLINICAL | 60 hours
of clinical/internship time and experience in a related field.

GOLD PATHWAY

CUMULATIVE 3.0 GPA

MATH | 4.0 credits
- Including Statistics

SCIENCE | 4.5 credits
- Biology
- Chemistry
- Honors Anatomy & Physiology
- Honors Microbiology/Zoology

SERVICE LEARNING | 100 hours
focused in providing service related to health care by end of first semester of graduation year.

CLINICAL | 20 hours
of clinical/internship time and experience in a related field.
Program Concept

- Grouping of students with similar interests in Health Science careers
- Program based on long term achievable goals rather than short term requirements.
- No limit on number of students involved in the program.
Program Structure

- Field trips – Colleges, Universities, and Hospitals
- Guest speakers – Health Care Professionals, Alumnae
- Clinical Internships – Junior Professional Shadowing
- Service – Serving thy dear neighbor
- HPAC – Health Professionals Affinity Community
Assessment and Measuring Success

Class of 2017
15 Students
2000 Service Hours
700 Clinical Hours

Graduate Averages:
Service Hours: 127.8
Clinical Hours : 43.7
Program Development

- Online portfolio - improvements over time
- Wellness curriculum / HPAC - leverage opportunities using HPAC to lead events and program.
- Opportunities: Healthcare industry looking to support this effort
- Service: Incredibly educational (addresses need for compassion, communication and professionalism. Incorporate to other programs.
- Be inclusive - for all students - not just future doctors
Current State of the Health Sciences Honors Program

- Advisory board biannual meetings
- Service Projects – Hospice legacy storytelling, brining humanities, communication, empathy, in a healthcare settings.
- Alumnae Involvement – Guest speaking, Shadowing opportunities.
- Online Portfolio – feedback loop
- Capstone Presentations – Final Project,
Current State of the Health Sciences Honors Program

- 2014-15 - 40 students
- 2015-16 - 46 Students
- 2016-17 - 75 Students
- 2017-18 - 109 Students applied
- Implementation of Cohort model to deal with the increase in numbers.
Cohort Model

Year 1 Students
- Portfolio Creation
- Introductory Field Trips

Year 2 Students
- Portfolio updates
- Clinical Hours Completion
  Junior Professional Shadowing
- Expanded Field trips

Year 3 Students
- Capstone
- Specialized Field Trips
Documentation

- “The use of experiential learning activities has a positive, significant effect on student learning and the student’s perception of learning... Students therefore acknowledge a similar increase in learning as demonstrated by the learning objectives when instructors use experiential learning techniques in the class room.” - Burch 2014

Questions?