ADVENTURES IN HEALTHCARE

A ROTARY INITIATIVE

Operational Manual and Program History

In Partnership with:

- School District 57
- AiMHi – Prince George Association for Community Living
- College of New Caledonia
- Northern Health Authority
- University of Northern British Columbia
- Participating health care agencies
- Community Partners
- Sponsors and Volunteers

Preserving the past – Managing the present – Building the Future

This manual documents the history, governance, partnerships, operational practices and guiding principle of Adventures in Health Care. It is intended to preserve institutional knowledge, support leadership succession, and provide a comprehensive reference for future Rotary volunteers, educational partners, health care agencies and community stakeholders.

Version 1.0

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Prince George, British Columbia, Canada

Dedication

This manual is dedicated to the students who have participated in Rotary` s Adventures in Health Care and to those who will follow in the years ahead.

It is dedicated to the young people who are curious enough to explore, courageous enough to challenge themselves, and compassionate enough to consider careers dedicated to serving others. Their enthusiasm, questions, and aspirations continue to inspire the volunteers, educators, health care professionals, and community partners who make this program possible.

It is also dedicated to the hundreds of Rotary members, educators, health care professionals, agency staff, sponsors, and volunteers whose vision, leadership, and commitment have transformed a simple idea into a collaborative initiative that has introduced nearly a thousand students to the world of health care.

This manual represents more than operational procedures and historical records. It captures the relationships, partnerships, experiences, and collective wisdom that have shaped Adventures in Health Care since its inception. It has been created to preserve that knowledge so future leaders may continue to build upon the foundation established by those who came before them.

Above all, this manual is dedicated to the belief that investing in young people today strengthens the health of our communities tomorrow. Every student inspired, every partnership formed, and every volunteer who gives their time contributes to a legacy that extends far beyond the program itself.

May the spirit of collaboration, innovation, mentorship, and Service Above Self continue to guide Adventures in Health Care as it inspires future generations of health care professionals and community leaders across Northern British Columbia.

A reflective statement honouring the students, volunteers, partners, and future leaders who embody the purpose and legacy of Adventures in Health Care.

Acknowledgements

Recognition of the Rotary Club of Prince George Yellowhead, School District 57, Northern Health, College of New Caledonia, University of Northern British Columbia, AiMHi, participating agencies, sponsors, volunteers, Steering Committee members, and all others whose contributions have made the program possible in Prince George.

A Note on Regional Adaptation and Growth

These manual documents the history, governance, partnerships, and operational practices of ***Rotary's Adventures in Health Care – Prince George***, the original program from which similar initiatives have emerged across Northern British Columbia.

Since its inception in 2017, the Prince George model has inspired the development of Rotary led Adventures in Health Care programs in other communities, each adapting the concept to reflect local health care facilities, educational institutions, community partnerships, and regional priorities. While the structure and delivery of these programs may differ, they share a common commitment to experiential learning, collaboration, career exploration, and strengthening the future health care workforce.

This manual is intended to preserve the knowledge and experience gained through the Prince George program while providing a framework that other communities may adapt to meet their own circumstances. It is not a prescriptive template, but a resource that encourages innovation while maintaining the core values that have contributed to the program's success.

The growth of Adventures in Health Care across Northern British Columbia demonstrates the power of collaboration and the shared commitment of Rotary, educational institutions, health care organizations, volunteers, and community partners to invest in the next generation of health care professionals.

How to Use This Manual

This manual serves as both a historical record and an operational guide for Rotary`s Adventures in Health Care. It captures the knowledge, partnerships, practices, and experiences that have shaped the program while providing practical guidance for its ongoing operation and growth.

Users are encouraged to refer to the sections most relevant to their role. New Steering Committee members and Rotary volunteers should begin with the introductory chapters covering program history, purpose, governance, and partnerships. Program leaders and planning committees will find the operational chapters useful for planning, recruitment, delivery, logistics, communications, risk management, and financial administration. Educational and health care partners may focus on the sections outlining partnership roles and program delivery. As the program continues to evolve, this manual should be treated as a living document and updated regularly.

Table of Contents

Chapter 1 – Introduction 8

- Overview of Adventures in Health Care
- Purpose of the Manual
- Vision and Mission
- Program Overview

Chapter 2 – Program History..... 11

- Origins of the Program
- Adventures in Forestry Legacy
- Program Development
- Early Partnerships
- Expansion Across Northern British Columbia
- The Rotary Connection

Chapter 3 – Program Purpose and Objectives..... 15

- Why Adventures in Health Care Exists
- Program Purpose
- Core Objectives
- Guiding Principles
- Measuring Success

Chapter 4 – Program Governance and Leadership 18

- Rotary Steering Committee
- Community Planning Committee
- Program Chair
- Roles and Responsibilities
- Decision-Making Processes

Chapter 5 – Community Partnerships..... 22

- Core Partners
- Agency Partners
- Sponsorship and Support
- The Value of Partnership

Chapter 6 – Annual Planning Cycle..... 29

- Planning Philosophy
- Annual Planning Calendar
- Planning Committee Meetings
- Key Planning Milestones
- Documentation and Record Keeping

Chapter 7 – Student Recruitment and Selection..... 36

- Recruitment Philosophy
- Eligibility Requirements
- Recruitment Process
- Interview Process
- Final Student Selection
- Participant Expectations

Chapter 8 – Program Design and Delivery..... 42

- Educational Philosophy
- Experiential Learning Model
- Program Structure
- Learning Objectives
- Student Experience Standards

Chapter 9 – Agency Participation and Host Guide..... 49

- Agency Responsibilities
- Designing Effective Student Experiences
- Presenter Expectations
- Safety Considerations
- Agency Benefits

Chapter 10 – Volunteer Management and Program Support..... 61

- Volunteer Philosophy
- Volunteer Roles
- Volunteer Recruitment
- Volunteer Expectations
- Recognition and Succession Planning

Chapter 11 – Risk Management, Safety, and Student Protection..... 67

- School District Safety Framework
- Student Registration and Consent
- Medical Information and Student Wellness
- Emergency Procedures
- Volunteer Screening
- Risk Assessment

Chapter 12 – Communications and Stakeholder Engagement..... 76

- Internal Communications
- Student and Parent Communications
- Agency Communications
- Media Relations
- Community Awareness

Chapter 13 – Logistics and Operations Management..... 84

- Registration and Check-In
- Transportation
- Scheduling
- Facilities Management
- Meals and Refreshments
- Event-Day Operations

Chapter 14 – Financial Management, Sponsorship, and Resource Development..... 92

- Budget Development
- Sponsorship Development
- Financial Accountability
- Sustainability Planning

Chapter 15 – Program Evaluation, Alumni Tracking, and Measuring Impact..... 99

- Evaluation Framework
- Student Outcomes
- Alumni Tracking
- Workforce Development Impact

- Measuring Success

Chapter 16 – Sustainability, Growth, and Future Development..... 107

- Preserving Institutional Knowledge
- Leadership Succession
- Growth Opportunities
- Virtual Learning Opportunities
- Regional Expansion
- Future Directions

Chapter 17 – Appendices..... 114

Appendix A - Summary of Recommendations Rural Health Care and Recruitment

Appendix B - Close out Report - 2025

Appendix C - Alumni Reflections - 2025

Chapter 1 – Introduction

Purpose of this Manual

This Operations and Program Manual has been developed to document the history, philosophy, organizational structure, and operational practices of Rotary's Adventures in Health Care (AIHC) program. The manual serves as a reference guide for committee members, Rotary volunteers, educational partners, health care agencies, sponsors, and future program leaders.

As the program has evolved and expanded over the past decade, much of the knowledge that contributes to its success has been gained through experience and collaboration[i]. This manual captures that institutional knowledge to ensure consistency, sustainability, and continuity for future generations of program leaders and partners.

The intent is not to create rigid rules, but rather to provide a framework that preserves the core principles and operational practices that have made Adventures in Health Care a successful and respected youth career exploration program.

About Adventures in Health Care

Adventures in Health Care is a hands-on career exploration program designed for secondary school students who are interested in learning more about careers in health care. Guided by Rotary's motto of *Service Above Self*, the program was created to help young people explore future career opportunities while removing financial barriers that might otherwise limit participation. There is no cost to students, ensuring that any interested youth can take part regardless of their financial circumstances.

Through direct interaction with health professionals, educational institutions, and health care environments, students gain a realistic understanding of the wide variety of career opportunities available within the health sector. The program connects students with professionals working in numerous health disciplines and provides opportunities to explore educational pathways, workplace expectations, emerging health technologies, and the realities of working in health care.

As communities and workforce needs continue to evolve, Adventures in Health Care remains committed to finding innovative ways to engage and support youth. Through experiential learning and direct exposure to health care settings, students are encouraged to make informed decisions about future education and career choices while gaining a greater understanding of the vital role health care professionals play in serving their communities.

Since its inception, Rotary has introduced almost a thousand of students to health care careers while fostering stronger connections between youth, educational institutions, and the health care system.

Why the Program Was Created

Communities throughout Northern British Columbia have long recognized the need to develop and sustain a skilled health care workforce. Many young people express interest in health-related careers but have limited opportunities to observe health professionals at work or gain meaningful exposure to the wide variety of occupations available within the health sector.

Adventures in Health Care was created to bridge this gap. The program was designed to provide students with authentic, hands-on learning experiences while helping health care organizations and educational institutions showcase career opportunities available within their communities.

The program seeks to inspire, inform, and support students as they consider future educational and career pathways while contributing to the long-term development of a local and regional health care workforce.

The development of Adventures in Health Care was influenced by ongoing concerns regarding health human resource shortages across Northern British Columbia. Communities, health authorities, educational institutions, and government agencies have consistently identified the recruitment, training, and retention of health care professionals as a priority [appendix A]. The program was created, in part, to help expose local youth to health care career opportunities and encourage future participation in the regional health workforce.

The Rotary Role

Rotary recognized an opportunity to bring together community organizations, educational institutions, and health care providers to create a unique youth development initiative. Through leadership, coordination, volunteer support, and community engagement, Rotary became the catalyst that helped transform the concept into a sustainable and impactful program. Rotary opens doors.

The program reflects Rotary's commitment to supporting youth, education, community development, and service above self. Rotary's role continues to be one of partnership, stewardship, and collaboration, ensuring that the program remains responsive to community needs while maintaining its focus on student success.

A Collaborative Partnership

The success of Adventures in Health Care is built upon the contributions of numerous partners with our School District being the prime partner. Health care professionals, educational institutions, community organizations, sponsors, volunteers, and Rotary members all play essential roles in delivering meaningful experiences for participating students.

The program's collaborative approach has become one of its *defining strengths*. By combining expertise, resources, facilities, and volunteer support, partners create opportunities that would not be possible through the efforts of any single organization.

This spirit of collaboration remains fundamental to the program's continued success and future growth.

Looking Forward

As Adventures in Health Care continues to evolve, this manual will serve as both a historical record and an operational guide. It documents where the program came from, how it operates today, and the principles that should guide its future development.

The ultimate measure of success is not simply the number of students who participate, but the impact the program has on their understanding of health care careers, their educational choices, and their future contributions to the health and well-being of their communities.

By preserving the knowledge, relationships, and practices that have shaped the program, this manual helps ensure that Adventures in Health Care remains a valuable and sustainable opportunity for youth for many years to come.

Chapter 2 – Program History and Evolution

Origins of the Program

Adventures in Health Care was not developed from scratch but evolved from a successful Rotary youth engagement model that had been refined over more than twenty-five years. Beginning in 1990, the Rotary Club of Prince George Yellowhead operated Adventures in Forestry, a multi-day career exploration program that introduced students from across Canada to forestry-related careers through tours, hands-on activities, and direct interaction with industry professionals. Long before the term became common, the program was built on what is now recognized as experiential learning, with the forest industry leading the way.

By 2015, Rotary had recognized that the forestry sector had developed its own comprehensive education and outreach programs, reducing the need for Rotary's direct involvement. As Adventures in Forestry started to wind down in 2016, Yellowhead Rotary recognized that it had developed a unique expertise in designing and delivering large-scale youth career exploration experiences. Seeking a new opportunity to apply these skills in service to the community, Yellowhead Rotary member Lorna Dittmar at lunch one days asked the question '***What about the idea of an Adventures in Health Care*** `. Her suggestion aligned with growing concerns about health care workforce shortages throughout Northern British Columbia and became the catalyst for the development of the program.

Early Development and Founding Partnerships

The success of the program has always depended on partnership. Early discussions involved Rotary and School District 57 Career Exploration, now Career Pathways. The administration staff of Erin Thomas and Kap Manhas encouraged us to pursue the idea with the community. The following year and a half Rotarians Janice and David Wharrie and Ron Davis met with Anne Syme from Northern Health, Dr. Glen Vardy Dell from College of New Caledonia, Dr.Blanca Schorcht from University of Northern British Columbia, Dr.Paul Windwood, Northern Medical Program, UBC and Wendy Brophy from AiMHi who shared a common interest in supporting youth career exploration.

Together, these partners developed a program that would allow students to move beyond traditional career presentations and engage directly with health professionals in clinical, educational, and community settings. This collaborative model became one of

the defining characteristics of the program and remains a cornerstone of its success today.

Program Development and Growth

Following nearly two years of planning, consultation, and test marketing at Rotary District conferences, the inaugural Adventures in Health Care program was launched in Prince George in 2017 with Yellowhead Rotary full support. The original steering committee of Don Zurowski, Tom Kearns and Ron Davis developed a Charter under Tom`s authorship which stands today. Appendix B Interest from Rotary clubs across British Columbia was immediate and overwhelming. Clubs quickly embraced the concept, sponsoring students from their communities and, in many cases, submitting applications accompanied by sponsorship funding well in advance of any ask. Demand soon exceeded available spaces, resulting in waiting lists and strong support from throughout the province.

During the program's first three years, Rotary clubs sent students from communities across British Columbia to participate. While this demonstrated the broad appeal and value of the program, it also highlighted a growing challenge. Increasingly, available spaces were being filled by students from outside the local area, limiting opportunities for youth within School District 57. In response, the Steering Committee made the decision to focus admissions on local school district students only, ensuring that the program would directly support the community and regional workforce needs it was originally created to address. While closing the doors on the rest of the province seemed extreme to some clubs' others took up the banner and have developed sister programs in the Peace, Northwest, and Quesnel. While each community adapted the program to reflect local resources and priorities, all shared the same foundational principles of partnership, experiential learning, career exploration, and community engagement.

Significant Achievements

Since its inception, Adventures in Health Care has provided nearly a thousand students with meaningful exposure to health care careers and post-secondary educational opportunities. The program has developed strong partnerships among health care providers, educational institutions, volunteers, and community organizations while

creating a growing network of alumni who have pursued studies and careers in health-related fields.

One of the program's most significant achievements has been its ability to demonstrate long-term impact. Alumni tracking and follow-up have shown that many former participants have entered health science programs and subsequently joined the health care workforce, contributing to the communities the program was originally designed to serve.

The continued growth of the program and its expansion to additional communities demonstrates the value of the model and the commitment of its partners to supporting future generations of health care professionals.

The Rotary Connection

Rotary has played a central role in the development, coordination, and sustainability of Adventures in Health Care. By bringing together and chairing planning meetings with diverse organizations and individuals around a common goal, Rotary has served as the catalyst for collaboration and community engagement.

The program reflects Rotary's commitment to supporting youth, education, workforce development, and community service. Through volunteer leadership, program coordination, fundraising, and partnership development, Rotary has helped create a sustainable initiative that addresses both student career exploration and broader community workforce needs.

The principles of Service Above Self, collaboration, leadership, and community engagement continue to guide the program today. These values remain fundamental to the ongoing success and future growth of Adventures in Health Care.


ADVENTURES IN HEALTH CARE
A ROTARY INITIATIVE
PROGRAM TIMELINE
1991
ADVENTURES IN FORESTRY LAUNCHED
• Launched by the Rotary Club of Prince George Yellowhead.
• Four-day experiential learning program introduces youth to forestry careers.
2016
TRANSITION
• Adventures in Forestry concludes after 25 years of operation.
• Rotary begins exploring new opportunities to support youth career development.
2016
AIHC CONCEPT PROPOSED
• Rotary member Lorna Dittmar proposes the concept of Adventures in Health Care.
2017
PRINCE GEORGE LAUNCH
• Two years of planning, consultation, and concept testing.
• Presentations delivered at Rotary District Conferences and Annual General Meetings.
• First Adventures in Health Care program delivered in Prince George.
• Overwhelming interest from Rotary clubs across BC.
• Waiting lists and cheques in hand!
2018–2019
PROGRAM GROWTH
• Program growth and increasing participation.
• Strong support from communities across British Columbia.
• Waiting lists established as demand continues to rise.
• Positive student, educator, and health care partner feedback.
2020
PIVOTING TO VIRTUAL MODEL
• COVID-19 pandemic requires immediate pivot.
• Program redesigned for virtual delivery.
• Maintaining engagement with students, partners and volunteers.
• New skills and technology adopted.
2021
PIVOTING TO VIRTUAL MODEL
• Continued delivery of virtual program.
• Interactive online sessions, career panels and virtual tours.
• Strong partner collaboration ensures program continuity.
2022
PIVOTING TO VIRTUAL MODEL
• Third year of virtual delivery.
• Innovative approaches deepen student learning and connection.
• Planning begins for return to in-person experiences.
2023
YEAR ONE POST PANDEMIC
• Return to in-person delivery.
• Renewed energy and participation.
• Strengthened partnerships and hands-on experiences restored.
• Strong foundation for future growth.
2024+
REGIONAL EXPANSION CONTINUES
• Program established in Fort St. John, Terrace and Quesnel.
• Ongoing growth and adaptation to local needs.
• Building Northern BC's health care workforce — one student at a time.
ONGOING
ALUMNI & IMPACT
• Alumni tracking initiative measures long-term educational and career outcomes.
• Many alumni pursuing health science education and building careers in health care.
• Measuring impact. Shaping the future.
Building Northern British Columbia's Health Care Workforce – One Student at a Time
PARTNERSHIP • EXPERIENTIAL LEARNING • CAREER EXPLORATION • COMMUNITY • SERVICE ABOVE SELF

Chapter 3 – Program Purpose and Objectives

Why Adventures in Health Care Exists

Adventures in Health Care was created to strengthen connections between youth, education, and the health care sector in Northern British Columbia. The program recognizes that many students are interested in health-related careers but have limited opportunities to experience the realities of health professions, understand educational pathways, or interact directly with health care professionals.

The program was established to provide meaningful exposure to health science careers, post-secondary education opportunities, and applied training pathways while supporting the long-term development of the regional health care workforce. Through experiential learning, students gain insight into the diverse occupations that contribute to patient care, community wellness, research, administration, diagnostics, and health service delivery.

Beyond student career exploration, Adventures in Health Care serves as a forum for health care providers, educational institutions, community organizations, and Rotary to collaborate in addressing workforce development challenges. The partnerships created through the program extend beyond the event itself and contribute to broader community and regional objectives.

Program Purpose

The purpose of Adventures in Health Care is to support the continued development of the health care sector in Northern British Columbia by creating youth awareness of educational opportunities, career pathways, and workforce needs across the health care spectrum.

The program seeks to inspire students to explore health-related careers, make informed educational choices, and consider future employment opportunities within the communities and regions in which they live. Through hands-on learning experiences, students are introduced to both well-known and lesser-known professions that collectively contribute to the delivery of quality health care services.

The goal is not to direct students toward a particular profession, but to provide sufficient exposure and information to help them better understand their options.

For some students, the experience helps narrow the range of career possibilities they may be considering. For others, it confirms an existing career aspiration and strengthens their commitment to pursuing that path.

In both cases, the program encourages students to take purposeful action while still in high school, helping them make informed educational decisions and reducing uncertainty as they transition into post-secondary education.

Core Objectives

The objectives of Adventures in Health Care are:

1. Support Health Care Workforce Development

To contribute to the long-term sustainability of the health care workforce by encouraging local youth to explore, pursue, and ultimately enter health-related professions.

2. Create Career Awareness

To provide meaningful exposure to the broad range of educational and career opportunities available within the health care sector, including clinical, technical, support, research, and community-based professions.

3. Support Informed Educational Choices

To increase awareness of post-secondary educational pathways, training requirements, admission processes, and career expectations so that students can make informed decisions regarding their future studies.

4. Increase Student Engagement

To create engaging and memorable learning experiences through tours, demonstrations, simulations, presentations, and direct interaction with health care professionals and post-secondary educators.

5. Foster Community Partnerships

To provide a collaborative forum where health care agencies, educational institutions, Rotary, community organizations, volunteers, and sponsors can work together to support youth development and workforce planning.

6. Strengthen Northern Communities

To encourage students to view Northern British Columbia as a place where meaningful educational opportunities, rewarding careers, and long-term community contributions can be realized.

Guiding Principles

The Adventures in Health Care program is guided by several key principles:

- Experiential learning creates deeper understanding than classroom instruction alone.
- Students benefit from direct interaction with professionals working in the field.
- Workforce development begins with awareness and informed decision-making.
- Strong partnerships create opportunities that no single organization could provide independently.
- Community investment in youth contributes to stronger and more sustainable communities.
- Success is measured not only by participation but by the long-term educational and career outcomes of program alumni.

Measuring Success

Success is measured through student engagement, partner satisfaction, program growth, alumni outcomes[ii], and the strength of community partnerships.

The ultimate objective is to inspire young people to explore careers in health care, make informed educational decisions, and contribute to the long-term health and well-being of Northern British Columbia communities.

The program's greatest measure of success is not the number of students who attend, but the number who gain greater clarity regarding their future educational and career direction, pursue health-related education, and ultimately contribute to the communities they serve.

Chapter 4 – Program Governance and Leadership

Organizational Structure

Adventures in Health Care operates through a two-tier governance model that provides both Rotary oversight and broad community participation. This structure ensures that the program remains aligned with Rotary's vision and values while benefiting from the expertise and active involvement of community partners.

Rotary Steering Committee

The Rotary Steering Committee serves as the governing and oversight body for Adventures in Health Care on behalf of the Rotary Club of Prince George Yellowhead.

The committee is typically comprised of three Rotary members appointed by the Club and is responsible for maintaining continuity, preserving institutional knowledge, and ensuring that the program remains consistent with Rotary's mission and objectives.

Responsibilities of the Rotary Steering Committee include:

- Providing strategic leadership and long-term direction.
- Protecting and stewarding the Adventures brand.
- Approving major program changes and strategic initiatives.
- Supporting succession planning and knowledge transfer.
- Providing financial oversight and accountability.
- Supporting sponsorship and community relations.
- Appointing or confirming the Program Chair.
- Acting as the link between the program and the Rotary Club of Prince George Yellowhead.

The Rotary Steering Committee focuses primarily on governance, sustainability, and stewardship rather than day-to-day program operations.

Community Planning Committee

The Community Planning Committee is the operational body responsible for planning, developing, and delivering the Adventures in Health Care program.

The committee is chaired by the Rotary Program Chair and includes representatives from participating organizations and agencies. Members typically include representatives from:

- Rotary Club of Prince George Yellowhead
- School District No. 57
- College of New Caledonia
- Northern Health
- University of Northern British Columbia
- AiMHi
- Community agencies and health care partners
- Other organizations participating in program delivery

In addition to the Program Chair, members of the Rotary Steering Committee may also sit on the Community Planning Committee to ensure effective communication and alignment between governance and operations.

The Community Planning Committee is responsible for:

- Annual program planning.
- Development of student learning experiences.
- Agency recruitment and coordination.
- Student recruitment and selection.
- Program logistics and scheduling.
- Volunteer coordination.
- Risk management and safety planning.
- Evaluation and continuous improvement.
- Recommendations for future program development.

The Community Planning Committee functions as a collaborative partnership where all participating agencies contribute expertise, resources, facilities, and personnel toward a common objective.

Relationship Between the Two Committees

The Rotary Steering Committee and Community Planning Committee work together to ensure effective governance and program delivery.

The Rotary Steering Committee provides strategic oversight, continuity, and accountability, while the Community Planning Committee focuses on operational planning and implementation.

This model allows community partners to play a direct role in shaping and delivering the program while ensuring that Rotary maintains stewardship of the initiative and its long-term sustainability.

Program Chair

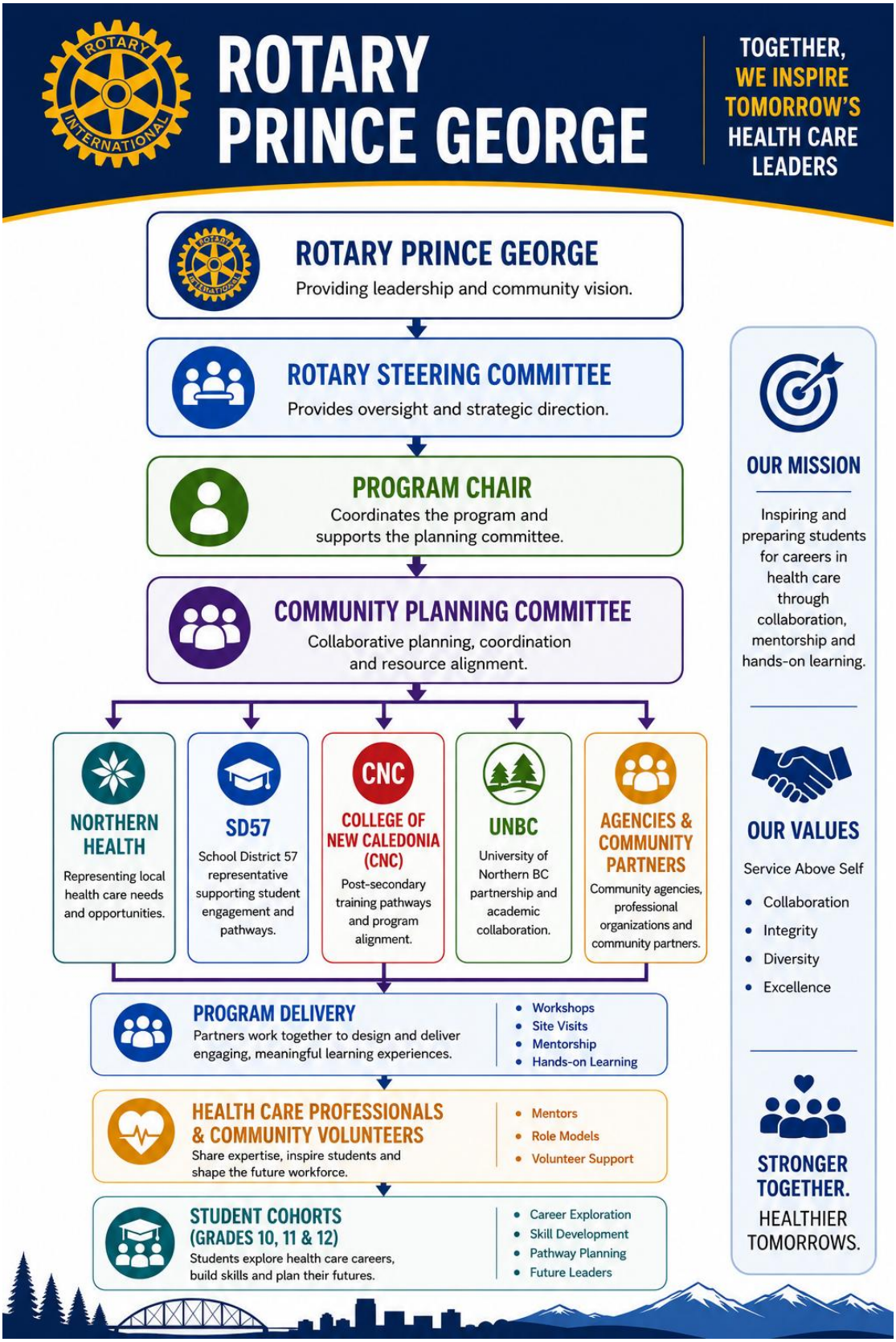
The Program Chair serves as the primary link between the Rotary Steering Committee and the Community Planning Committee.

The Chair provides leadership for program planning and delivery while ensuring that decisions and activities remain aligned with the strategic direction established by Rotary.

Key responsibilities include:

- Chairing Community Planning Committee meetings.
- Coordinating communication among partners.
- Monitoring progress toward program objectives.
- Reporting to the Rotary Steering Committee.
- Facilitating problem solving and decision-making.
- Leading program evaluation and future planning.
- Acting as the public spokesperson for the program when appropriate.

The Chair plays a critical role in maintaining the collaborative relationships that are fundamental to the success of Adventures in Health Care.


ROTARY PRINCE GEORGE
TOGETHER, WE INSPIRE TOMORROW'S HEALTH CARE LEADERS
ROTARY PRINCE GEORGE
Providing leadership and community vision.
ROTARY STEERING COMMITTEE
Provides oversight and strategic direction.
PROGRAM CHAIR
Coordinates the program and supports the planning committee.
COMMUNITY PLANNING COMMITTEE
Collaborative planning, coordination and resource alignment.
NORTHERN HEALTH
Representing local health care needs and opportunities.
SD57
School District 57 representative supporting student engagement and pathways.
CNC
COLLEGE OF NEW CALEDONIA (CNC)
Post-secondary training pathways and program alignment.
UNBC
University of Northern BC partnership and academic collaboration.
AGENCIES & COMMUNITY PARTNERS
Community agencies, professional organizations and community partners.
PROGRAM DELIVERY
Partners work together to design and deliver engaging, meaningful learning experiences.
Workshops
Site Visits
Mentorship
Hands-on Learning
HEALTH CARE PROFESSIONALS & COMMUNITY VOLUNTEERS
Share expertise, inspire students and shape the future workforce.
Mentors
Role Models
Volunteer Support
STUDENT COHORTS (GRADES 10, 11 & 12)
Students explore health care careers, build skills and plan their futures.
Career Exploration
Skill Development
Pathway Planning
Future Leaders
OUR MISSION
Inspiring and preparing students for careers in health care through collaboration, mentorship and hands-on learning.
OUR VALUES
Service Above Self
Collaboration
Integrity
Diversity
Excellence
STRONGER TOGETHER.
HEALTHIER TOMORROWS.

Chapter 5 – Community Partnerships

Introduction

The success of Adventures in Health Care is built upon strong community partnerships. No single organization could independently provide the breadth of experiences, expertise, facilities, resources, and support required to deliver a comprehensive health care career exploration program. The program's strength lies in its ability to bring together organizations with diverse mandates and capabilities around a shared commitment to youth development, workforce planning, education, and community well-being.

The collaborative partnership model allows students to experience multiple perspectives within the health care system while providing participating organizations with opportunities to contribute to the development of future health care professionals.

Core Partners

Rotary Club of Prince George Yellowhead

Rotary serves as the founder, steward, and coordinating organization for Adventures in Health Care. Building upon decades of experience delivering youth-focused career exploration initiatives, Rotary provides leadership, governance, volunteer support, fundraising, community engagement, and program coordination.

Rotary's primary responsibilities include:

- Program governance and oversight.
- Volunteer recruitment and coordination.
- Community and stakeholder engagement.
- Financial oversight and support.
- Sponsorship development.
- Program administration.
- Long-term sustainability and succession planning.

Rotary acts as the catalyst that brings together community partners and maintains the collaborative framework necessary for program success.

School District No. 57

School District No. 57 serves as the primary connection between the program and participating students. Through its Career Pathways program, the District supports student recruitment, promotion, application management, interviews, student selection, supervision, and educational alignment.

School District 57 contributes through:

- Student recruitment and promotion.
- Career Pathways coordination.
- Application and interview management.
- Student selection processes.
- Student supervision throughout the program.
- Guidance counsellor engagement.
- Educational support and alignment.
- Parent and guardian communications.

The District plays a vital role in ensuring the program remains responsive to student interests, educational goals, and career exploration objectives.

College of New Caledonia (CNC)

The College of New Caledonia introduces students to post-secondary educational pathways that support careers within the health care sector. CNC provides opportunities for students to explore health science programs, facilities, laboratories, equipment, and educational resources.

Contributions may include:

- Campus experiences.
- Program showcases.
- Student and faculty interactions.
- Health science demonstrations.
- Educational pathway information.
- Career planning support.

CNC helps students understand how post-secondary education connects directly to future career opportunities.

University of Northern British Columbia (UNBC)

The University of Northern British Columbia provides exposure to university-level health science education, research opportunities, and professional programs. Through faculty engagement, facility tours, and student interaction, UNBC helps students explore advanced educational pathways within the health sciences.

UNBC contributes through:

- Campus tours and experiences.
- Faculty presentations.
- Research awareness activities.
- Health science program information.
- Student engagement opportunities.
- Career pathway exploration.

Together, CNC and UNBC help students understand the educational continuum that supports health care careers in Northern British Columbia.

Northern Health Authority

Northern Health is a key partner responsible for introducing students to the realities of health care delivery throughout Northern British Columbia. As one of the region's largest employers, Northern Health provides students with access to health care professionals, facilities, equipment, and workplace experiences that would otherwise be unavailable.

Northern Health contributes through:

- Career awareness presentations.
- Clinical and non-clinical workplace tours.
- Hands-on learning experiences.
- Workforce development information.
- Health care professional participation.
- Program planning and evaluation.

Northern Health's involvement helps students understand the diverse career opportunities available within modern health care systems.

AiMHi

AiMHi empowers people to live their best lives through opportunities, supports, meaningful relationships, and community inclusion. As a community partner, AiMHi helps youth explore careers in human services by providing hands-on learning experiences that showcase the organization's culture, services, and impact.

Agency Partners

Agency partners provide specialized expertise and direct exposure to the broad range of professions that support health care delivery. These organizations play a critical role in helping students understand the complexity and diversity of the health care sector.

Health Disciplines

Participating health professionals introduce students to careers including, but not limited to:

- Nursing.
- Medicine.
- Social Work.
- Pharmacy.
- Medical Laboratory Sciences.
- Medical Imaging.
- Respiratory Therapy.
- Physiotherapy.
- Occupational Therapy.
- Dental Health.
- Mental Health Services.
- Paramedicine.
- Public Health.
- Community Health Services.

These professionals provide valuable insight into educational requirements, workplace expectations, and career opportunities.

Clinical Departments

Clinical departments within hospitals, clinics, and community facilities provide students with opportunities to experience real-world health care environments.

Examples include:

- Emergency Services.
- NICU
- Surgical Services.
- Diagnostic Imaging.
- Laboratory Services.
- Rehabilitation Services.
- Mental Health Programs.
- Community Health Programs.
- Specialized Care Units.

Through demonstrations, tours, and presentations, students gain a better understanding of patient care and service delivery.

Community Health Organizations

Community organizations broaden students' understanding of health care beyond traditional hospital settings and help demonstrate the importance of community-based care and support services.

Examples may include:

- AiMHi - Prince George Association for Community Living.
- Child Development Centre
- BC Cancer - North
- Mental health service providers.
- Indigenous health organizations.
- Community support agencies.
- Rehabilitation and outreach programs.

These organizations help students appreciate the diverse ways in which health and wellness services are delivered within communities.

Sponsorship and Support

The continued success of Adventures in Health Care depends upon the generosity and commitment of sponsors, donors, volunteers, and community supporters.

Financial Supporters

Financial contributions help offset program costs and ensure participation remains accessible to students.

Funding may support:

- Student meals.
- Transportation.
- Program materials.
- Learning activities.
- Volunteer support.
- Recognition initiatives.
- Program development.

Financial support enables the program to maintain a high-quality experience while reducing barriers to participation.

In-Kind Contributors

All partners support the program through donations of facilities, equipment, professional expertise, supplies, services, and resources, and is greatly appreciated.

Examples include:

- Staff time.
- Meeting spaces.
- Educational materials.
- Transportation services.
- Facility access.
- Equipment demonstrations.
- Marketing support.

In-kind contributions significantly increase the value of the program and strengthen community ownership.

Volunteer Contributors

Volunteers are fundamental to the success of Adventures in Health Care. Rotary members, agency staff, educators, health professionals, alumni, and community members collectively contribute hundreds of hours each year.

Volunteer contributions include:

- Student supervision support.
- Registration and logistics.
- Event coordination.
- Mentorship.

- Transportation support.
- Program planning.
- Fundraising and sponsorship activities.

Their commitment helps create a safe, welcoming, and memorable experience for participating students.

The Value of Partnership

Adventures in Health Care is often described as a partnership program rather than simply a Rotary program. While Rotary provides leadership and stewardship, the program succeeds because organizations throughout the community share a common vision: helping young people explore health care careers while contributing to the future health and well-being of Northern British Columbia.

The collective efforts of partners, sponsors, volunteers, and supporters create opportunities that no single organization could provide alone. Together, they help build the future health care workforce—one student at a time.

Chapter 6 – Annual Planning Cycle

Introduction

The success of Adventures in Health Care depends upon thoughtful planning, strong communication, and the active participation of community partners. While the student experience occurs over a few days each year, planning for the program is a year-round process involving Rotary, School District 57 Career Pathways, health care agencies, educational institutions, sponsors, volunteers, and community partners.

The annual planning cycle provides a framework for organizing activities, assigning responsibilities, monitoring progress, and ensuring that all program components are delivered safely and effectively. Although specific timelines may vary from year to year, the planning cycle generally follows a predictable sequence of review, planning, recruitment, implementation, and evaluation.

Planning Philosophy

The Adventures in Health Care planning process is based on three principles:

Continuous Improvement

Each program builds upon lessons learned from previous years. Student feedback, partner input, volunteer observations, and evaluation results are reviewed annually to identify opportunities for improvement.

Shared Responsibility

Program delivery is a collective effort. Each partner organization contributes expertise, facilities, personnel, resources, and ideas that strengthen the overall student experience.

Early Preparation

Because of the complexity of coordinating multiple organizations, facilities, and schedules, planning begins many months before students arrive.

Annual Planning Calendar

June – Program Delivery and Initial Debrief

Following program delivery, the Community Planning Committee conducts an initial review of the event.

Activities include:

- Collection of student evaluations
- Volunteer feedback
- Agency feedback
- Identification of immediate lessons learned
- Documentation of recommendations for future years

This review provides valuable information while experiences remain fresh in the minds of participants and organizers.

July – September

Program Evaluation and Strategic Review

The Rotary Steering Committee and Community Planning Committee review outcomes from the previous program and begin planning for the following year.

Activities include:

- Review of participation statistics
- Review of budget and financial results
- Analysis of student feedback
- Review of agency participation
- Identification of operational improvements
- Preliminary planning discussions

This phase establishes priorities and objectives for the upcoming year.

October

Partner Confirmation and Planning Launch

Community partners are contacted to confirm participation for the next program cycle.

Activities include:

- Confirming agency participation
- Updating contact information

- Recruiting new partners if required
- Reviewing program format
- Establishing meeting schedules
- Confirming Steering Committee membership

The Community Planning Committee resumes regular meetings during this phase.

November – December

Program Development

Participating agencies begin designing student learning experiences and confirming resources.

Activities include:

- Development of agency presentations
- Design of hands-on learning activities
- Confirmation of facility access
- Identification of presenters and hosts
- Initial scheduling discussions
- Review of risk management requirements

Program content is reviewed to ensure a balanced and engaging student experience.

January – February

Student Recruitment and Communications

Recruitment activities begin within School District No. 57 and participating schools.

Activities include:

- Promotion through schools and counsellors
- Distribution of application materials
- Information sessions
- Student outreach
- Volunteer recruitment

Communications during this phase focus on creating awareness and encouraging applications from interested students.

February/March

Application Review and Student Selection

Applications are reviewed and student participants are selected.

Activities include:

- Application screening
- Selection committee review
- Student interviews (if utilized)
- Participant confirmation
- Waitlist management
- Parent and guardian communications

Selected students and parents receive program information and participation requirements.

April

Final Program Preparation

Program details are finalized and operational readiness is confirmed.

Activities include:

- Finalization of schedules
- Transportation planning
- Volunteer assignments
- Safety reviews
- Facility confirmations
- Student package preparation
- Catering and meal arrangements
- Name tag and registration preparation

This phase focuses on ensuring that all logistical elements are in place.

May

Program Delivery

The Adventures in Health Care program is delivered.

Activities include:

- Orientation sessions
- Student registration
- Agency rotations
- Educational activities
- Volunteer support
- Transportation coordination
- Daily evaluations and adjustments

The Community Planning Committee monitors program delivery and addresses operational issues as they arise.

Planning Committee Meetings

Rotary Steering Committee Meetings

The Rotary Steering Committee generally meets quarterly or as required to provide strategic oversight, review progress, and address governance matters.

Typical agenda items include:

- Program status updates
- Financial review
- Sponsorship development
- Strategic planning
- Risk management
- Succession planning

Community Planning Committee Meetings

The Community Planning Committee serves as the primary operational planning body.

Typical meeting frequency:

- Monthly from January to April during planning

Meeting agendas may include:

- Agency updates
- Program development
- Student recruitment
- Logistics planning
- Risk management
- Volunteer coordination

Meeting minutes should be maintained to ensure accountability and continuity.

Key Planning Milestones



Documentation and Record Keeping

To support continuity, organizational learning, and succession planning, the following records should be maintained annually. This list provides an overall framework, recognizing that some records may be specific to individual partner agencies, program operations, or youth participants.

- Program schedules
- Meeting agendas and minutes
- Agency participation records
- Volunteer lists
- Sponsorship records
- Student evaluations
- Partner feedback
- Final program reports

Maintaining accurate records helps preserve institutional knowledge and supports future program leaders.

Looking Ahead

The annual planning cycle is more than a schedule of tasks. It is the process through which partners work together to create meaningful opportunities for students. Through careful planning, collaboration, and continuous improvement, Adventures in Health Care continues to provide youth with valuable career exploration experiences while helping build the future health care workforce of Northern British Columbia.

Chapter 7 – Student Recruitment and Selection

Introduction

The success of Adventures in Health Care begins with the recruitment and selection of students who demonstrate a genuine interest in exploring careers within the health care sector. The recruitment process is designed to identify students who will benefit from the experience, actively participate in program activities, and contribute positively to the learning environment.

The goal is not necessarily to select students who have already decided upon a health care career, but rather those who demonstrate curiosity, commitment, enthusiasm, and a desire to learn more about educational and career opportunities in health care.

The selection process must be fair, transparent, inclusive, and consistent with the program's objectives.

Recruitment Philosophy

Adventures in Health Care seeks to provide opportunities for students who:

- Demonstrate an interest in health care careers.
- Are exploring post-secondary educational pathways.
- Exhibit maturity and responsibility.
- Are willing to actively participate in all program activities.
- Can contribute positively to group learning experiences.
- Represent a diverse range of backgrounds, interests, and future career aspirations.

The program strives to create a learning environment that reflects the diversity of the communities it serves.

Eligibility Requirements

To be eligible for participation, applicants should generally:

- Be enrolled in Grades 10, 11, or 12.
- Attend a school within School District No. 57.
- Demonstrate an interest in health care or health sciences.
- Be available for all program dates and activities.
- Submit a completed application package by the established deadline.
- Obtain parent or guardian consent where required.

Eligibility requirements may be adjusted by the Community Planning Committee to reflect program capacity and changing program objectives.

Student Recruitment Process

Approximately four months prior to program delivery, School District No. 57 Career Pathways staff begin promoting Adventures in Health Care throughout participating secondary schools. Recruitment activities typically commence in January and include school announcements, guidance counsellor referrals, promotional materials, and direct communication with students interested in health science careers.

The online application portal is generally opened in January and remains available for approximately one month. During this period, students complete and submit their applications, outlining their interest in health care careers, educational aspirations, extracurricular involvement, and reasons for seeking participation in the program.

Following the application deadline in late February, representatives from School District No. 57 and Rotary review all submissions. Due to the program's popularity and reputation developed over more than a decade, the number of applications often exceeds the number of available spaces by a significant margin.

The initial review process can be challenging, as many applicants demonstrate strong interest, commitment, and potential. Selection for interviews is designed to identify those students who are most likely to benefit from the experiential learning opportunities provided through Adventures in Health Care.

Students selected for interviews are invited to participate in a structured interview process conducted jointly by representatives from School District No. 57 and Rotary. The interview process allows the selection committee to better understand each applicant's interests, motivations, maturity, career aspirations, and readiness to participate in the program.

Final Student Selection

Following the interviews, the selection committee lead by School District 57 Career Pathways completes a final evaluation and identifies the student cohort for that year's program.

The objective is not to select students who have already chosen a health care profession. Rather, it is to identify students who have demonstrated an interest in health care and who are seeking greater clarity regarding future educational and career options. Many participants enter the program undecided about their specific career direction, and Adventures in Health Care is designed to help them explore the broad

spectrum of opportunities available within the health sector before making important post-secondary decisions.

The goal of the program is not necessarily to change a student's mind, but to help them narrow the range of career and educational alternatives they may be considering. For some participants, the experience helps clarify and refine their interests by exposing them to professions they may not have previously considered. For others, the program confirms an existing career aspiration and strengthens their commitment to pursuing that path.

In both cases, the program seeks to motivate students into purposeful action while they are still in high school. By helping students better understand career options, educational requirements, and workforce opportunities, Adventures in Health Care encourages informed course selection, educational planning, volunteerism, and career preparation. Ultimately, this increased clarity can help reduce uncertainty, minimize the likelihood of taking an unplanned gap year, and decrease the need for students to change post-secondary programs or majors after beginning their studies.

The selection process seeks to identify students who demonstrate curiosity, enthusiasm, maturity, and a willingness to engage fully in the experiential learning opportunities offered throughout the program. The goal is to create a cohort of students who will benefit from exposure to health care careers, educational pathways, and the realities of working within the health care system.

Once selections have been finalized, successful applicants and their families are notified by School District No. 57 Career Pathways staff and provided with information regarding next steps, program expectations, consent requirements, and event logistics.

The competitive nature of the application process reflects both the reputation of Adventures in Health Care and the strong interest among youth in exploring opportunities within the health care sector.

Waitlist Process

Applicants who are not initially selected may be placed on a waitlist.

Should vacancies occur due to:

- Withdrawals.
- Scheduling conflicts.
- Incomplete documentation.

Students on the waitlist may be offered participation opportunities if positions become available.

Acceptance and Notification

Successful applicants receive:

- Formal acceptance notification.
- Program schedule.
- Participation requirements.
- Consent forms.
- Medical information forms.
- Program expectations.

Applicants not selected should receive notification and encouragement to apply for future opportunities where appropriate.

Participant Expectations

Students accepted into the program are expected to:

- Attend all scheduled activities.
- Arrive on time.
- Demonstrate professionalism.
- Respect participants, staff, volunteers, and agency hosts.
- Follow safety instructions.
- Respect privacy and confidentiality requirements.
- Act as ambassadors for their schools and communities.

Participation is considered a privilege and carries responsibilities consistent with professional environments.

Parent and Guardian Engagement

Parents and guardians play an important role in supporting student participation.

Communication should include:

- Program objectives.
- Program schedule.
- Safety procedures.
- Emergency contact information.
- Transportation arrangements.
- Consent requirements.

Parents and guardians should have opportunities to ask questions prior to program delivery.

Accessibility and Inclusion

Adventures in Health Care is committed to creating an inclusive environment where all students have an opportunity to participate and succeed.

Reasonable accommodations should be considered for:

- Physical accessibility needs.
- Learning differences.
- Medical considerations.
- Cultural considerations.
- Individual support requirements.

The Community Planning Committee will work with students, families, schools, and partner agencies to support meaningful participation whenever possible.

Measuring Recruitment Success

Recruitment and selection success may be evaluated through:

- Number of applications received.
- School representation.
- Student diversity.
- Participant retention.
- Student satisfaction.
- Alumni outcomes.

The objective is not simply to fill available spaces, but to identify and support students who will benefit most from the experience and who may become future contributors to the health care workforce.

Guiding Principle

The student selection process should always reflect the core mission of Adventures in Health Care: providing meaningful opportunities for young people to explore health care careers, make informed educational choices, and contribute to the future health and well-being of their communities.

Success is not measured by how many students already know what career they want to pursue. Rather, success is measured by helping students gain clarity, confidence, and

motivation as they explore the wide range of opportunities available within the health care sector. Whether the program helps a student confirm an existing career goal or narrow several possible options, the outcome is the same: informed decision-making, purposeful educational planning, and greater readiness for the transition from high school to post-secondary education and future employment.

Chapter 8 – Program Design and Delivery

Introduction

Adventures in Health Care is built upon the principle that students learn best through active participation and direct experience. Unlike traditional career presentations or classroom discussions, the program immerses students in real-world health care environments where they can interact with professionals, explore educational pathways, and gain firsthand exposure to the diverse occupations that support health care delivery.

The program is designed to create meaningful, memorable, and inspiring experiences that help students better understand the realities of health care careers and make informed decisions regarding their educational and career futures.

Educational Philosophy

The educational philosophy of Adventures in Health Care is founded on experiential learning. Students are encouraged to learn by observing, participating, questioning, and reflecting on their experiences.

The program is designed to:

- Inspire curiosity and exploration.
- Expose students to a broad range of health careers.
- Connect learning with real-world applications.
- Encourage informed educational decisions.
- Promote personal growth and confidence.
- Foster relationships between students and professionals.

The focus is not on recruiting students into specific professions but rather on providing accurate information and authentic experiences that allow students to explore possibilities and discover areas of interest.

Experiential Learning Model

Experiential learning is the foundation of the program.

Students are provided opportunities to:

Observe

Students observe health professionals working in a variety of settings and learn about the roles they perform within the health care system.

Participate

Whenever possible, students participate in hands-on activities, demonstrations, simulations, and practical exercises designed to illustrate workplace skills and responsibilities.

Interact

Students engage directly with health care professionals, educators, post-secondary students, and community service providers through discussions, presentations, and informal conversations.

Reflect

Students are encouraged to consider what they have learned, how their perceptions may have changed, and how their experiences may influence future educational and career decisions.

Program Structure

The program is typically organized around a series of learning experiences hosted by participating agencies and institutions.

Although schedules may vary from year to year, the structure generally includes:

Orientation

The program begins with an orientation session designed to:

- Welcome participants.
- Introduce program expectations.
- Review safety requirements.
- Foster group cohesion through team building activities.
- Build participant confidence and readiness for the program experience.
- Explain schedules and logistics.

Orientation establishes a positive learning environment and prepares students for the experiences ahead.

Agency Rotations

Students participate in scheduled rotations that expose them to different sectors of health care and health sciences.

Rotations may include:

- Hospital departments
- Community health services
- Post-secondary institutions
- Research environments
- Diagnostic services
- Mental health services
- Rehabilitation programs
- Community living organizations

This format allows students to experience a broad range of career opportunities during a relatively short period of time.

Hands-On Learning Activities

A defining characteristic of Adventures in Health Care is the emphasis on active participation.

Activities may include:

- Clinical simulations
- Medical equipment demonstrations
- Laboratory exercises
- Diagnostic procedures
- Rehabilitation activities
- Team-based problem solving
- Patient care demonstrations

Hands-on activities help students better understand both the technical and human aspects of health care professions.

Career Conversations

Throughout the program, students have opportunities to engage directly with health care professionals.

Topics commonly explored include:

- Educational pathways
- Career opportunities
- Workplace expectations
- Professional challenges
- Personal experiences
- Advice for future students

These conversations often become some of the most impactful elements of the program.

Post-Secondary Exploration

Students visit educational institutions and learn about programs that support careers in health care.

Areas of focus include:

- Admission requirements
- Program options
- Student supports
- Financial assistance opportunities
- Campus life
- Career outcomes

This component helps students connect career interests with educational planning.

Learning Objectives

At the completion of the program, students should:

- Demonstrate increased awareness of the wide range of careers available within the health care sector.
- Understand the educational pathways and training requirements associated with various health professions.
- Develop a greater appreciation for the complexity of health care systems and the importance of teamwork in patient care.

- Be better prepared to make informed decisions regarding post-secondary education and career planning.
- Recognize the important role health care plays within communities and the opportunities available within Northern British Columbia.

Student Experience Standards

All program activities should strive to provide:

- Experiences should accurately reflect current health care practices and career opportunities.
- Students should be actively involved whenever possible.
- Activities should be designed to accommodate diverse learning styles and abilities.
- Student safety and well-being must remain a priority at all times.
- Students should experience environments that reflect the standards and expectations of health care workplaces.

Agency Host Expectations

Participating agencies are encouraged to design experiences that:

- Are interactive and engaging.
- Showcase a variety of professions.
- Include opportunities for questions and discussion.
- Reflect real workplace environments.
- Demonstrate teamwork and collaboration.
- Inspire curiosity and exploration.

Experiences should be designed with students in mind and should emphasize participation over observation.

Program Capacity and Group Management

To maximize student engagement, participants are generally organized into smaller groups during rotations.

Small-group learning allows:

- Increased interaction with professionals.
- Better access to equipment and demonstrations.
- Greater opportunities for participation.
- Improved safety and supervision.

Group sizes may vary depending on facility requirements and activity design.

Creating Memorable Experiences

The most successful program activities share several common characteristics:

- Students are actively involved.
- Professionals are enthusiastic and approachable.
- Learning is hands-on.
- Activities are authentic and meaningful.
- Students can visualize themselves in the role being presented.

The objective is not simply to provide information but to create experiences that students will remember long after the program concludes.

Program Delivery Principles

Every Adventures in Health Care experience should strive to:

1. Inspire students.
2. Educate students.
3. Challenge students.
4. Engage students.
5. Support informed decision-making.
6. Showcase career opportunities.
7. Strengthen community connections.

These principles guide program design and help ensure a consistent and high-quality experience regardless of the agencies or professionals involved.

The Student-Centred Approach

At its core, Adventures in Health Care is a student-centred program. Every planning decision, activity, partnership, and learning experience should be evaluated through a simple question:

"Will this create a meaningful and valuable experience for students?"

When that principle remains the focus, the program continues to achieve its purpose of inspiring youth, supporting informed career decisions, and contributing to the future health care workforce of Northern British Columbia.

Chapter 9 – Agency Participation and Host Guide

Introduction

Purpose of Agency Participation

Agency participation is the foundation of Adventures in Health Care. The program was created to provide students with authentic exposure to health care careers and educational pathways that cannot be replicated in a classroom environment. Participating agencies open their doors to students, share their expertise, and provide experiences that help young people understand the realities of working in health care.

Agency involvement serves multiple purposes. It helps students make informed educational and career decisions, creates awareness of local and regional employment opportunities, supports workforce development efforts, and strengthens relationships among organizations that share a commitment to youth development and community well-being.

The Importance of Agency Hosts

Agency hosts are among the most influential contributors to the student experience. Students consistently identify interactions with health professionals and hands-on learning activities as the most memorable and impactful components of the program.

Agency hosts provide students with opportunities to:

- Explore real workplaces.
- Meet professionals from diverse disciplines.
- Learn about educational requirements.
- Observe health care technologies and equipment.
- Experience workplace culture and teamwork.
- Ask questions about careers and professional life.

For many students, agency hosts provide their first direct exposure to health care professions and can have a lasting influence on future educational and career decisions.

Agency Responsibilities

Before the Program

Participating agencies are expected to actively engage in program planning and preparation.

Responsibilities include:

- Confirming participation.
- Identifying an agency representative.
- Attending planning meetings.
- Developing learning activities.
- Confirming presenters and facilitators.
- Reviewing facility and safety requirements.
- Coordinating logistical needs.

Early planning helps ensure a seamless and successful student experience.

During the Program

During program delivery, agencies are responsible for hosting students and delivering the educational experiences they have developed.

Responsibilities include:

- Welcoming participants.
- Delivering presentations and activities.
- Supervising students.
- Maintaining schedules.
- Following safety protocols.
- Encouraging interaction and questions.

The focus should be on creating an engaging, informative, and positive learning environment.

After the Program

Following program delivery, agencies are encouraged to participate in program evaluation and continuous improvement.

Activities include:

- Providing feedback.
- Identifying strengths and challenges.
- Recommending improvements.
- Confirming future participation.
- Sharing success stories and outcomes.

Continuous improvement has been a key contributor to the program's success since its inception.

Designing Effective Student Experiences

The AIHC Learning Model

The Adventures in Health Care model is based on experiential learning. Students learn most effectively when they are actively involved in the learning process rather than simply receiving information.

Successful learning experiences include:

- Active participation.
- Hands-on activities.
- Direct interaction with professionals.
- Real-world demonstrations.
- Opportunities for reflection and discussion.

The objective is to help students experience health care rather than simply learn about it.

What Students Remember Most

Over the years, student evaluations have consistently shown that the most memorable experiences include:

- Hands-on activities.
- Clinical simulations.
- Real equipment demonstrations.
- Personal stories from professionals.
- Small-group interactions.
- Opportunities to ask questions.

These experiences help students visualize themselves in future health care roles.

What to Avoid

Students are most engaged when they are active participants. Hosts should avoid:

- Lengthy lectures.
- Excessive PowerPoint presentations.
- Technical jargon without explanation.
- Passive observation only.
- Information overload.

The goal is engagement, not information volume.

Creating Hands-On Learning Activities

Activity Design Principles

Activities should be:

- Safe.
- Interactive.
- Age appropriate.
- Relevant to career exploration.
- Easy to understand.
- Engaging and memorable.

Students do not need to master a skill; they simply need to understand how it contributes to health care delivery.

Examples of Successful Activities

Examples include:

- Suturing demonstrations.

- Diagnostic imaging simulations.
- Laboratory testing exercises.
- Patient transfer demonstrations.
- Rehabilitation exercises.
- Emergency response scenarios.
- Medical equipment demonstrations.
- Team communication activities.

Activities that allow students to participate directly are generally the most successful.

Time Management

Most activities are delivered within a rotation schedule.

Agency hosts should:

- Begin promptly.
- Keep presentations concise.
- Allow time for questions.
- Ensure smooth transitions.
- Respect the overall schedule.

A well-paced activity helps maintain student engagement throughout the day.

Presenters and Professional Role Models

Selecting Presenters

The most effective presenters are not always the most senior staff members. Students often respond best to individuals who are enthusiastic, approachable, and passionate about their profession.

Consider including:

- New graduates.
- Experienced practitioners.
- Educators.
- Managers.
- Support staff.
- Former program alumni when available.

Sharing Personal Journeys

Students are often interested in understanding how professionals arrived at their careers.

Presenters are encouraged to discuss:

- Educational pathways.
- Career decisions.
- Challenges encountered.
- Memorable experiences.
- Lessons learned.
- Advice for future students.

These personal stories often resonate more strongly than technical information.

Engaging Students

Students should be encouraged to:

- Ask questions.
- Share observations.
- Discuss career interests.
- Participate in activities.

The best sessions feel like conversations rather than lectures.

Career Awareness Expectations

Beyond Traditional Careers

Many students enter the program with awareness of only a few health professions such as nursing or medicine.

Agency hosts are encouraged to highlight:

- Allied health professions.
- Technical occupations.
- Community health careers.
- Administrative roles.
- Research opportunities.
- Support services.

Students should leave with a broader understanding of the health care system.

Career Pathways

Hosts should discuss:

- Educational requirements.
- Training programs.
- Professional certifications.
- Career advancement opportunities.
- Local employment prospects.

This information helps students connect education with future career possibilities.

Safety and Risk Management

Student Safety

Student safety is the highest priority during all program activities.

Agencies are responsible for:

- Identifying potential hazards.
- Providing safety orientations.
- Supervising students appropriately.
- Restricting access where necessary.
- Responding to safety concerns promptly.

Confidentiality and Privacy

Students must understand that health care environments require strict confidentiality.

Topics should include:

- Patient privacy.
- Confidential information.
- Professional conduct.
- Respectful behaviour.

Students should never have access to confidential patient information.

Infection Prevention and Control

Agencies should follow all applicable infection prevention and control requirements.

This may include:

- Hand hygiene.
- Personal protective equipment.
- Restricted access areas.
- Health screening requirements.

Safety protocols may vary depending on the environment being visited.

Working with Student Groups

Understanding Students

Participants arrive with different levels of knowledge, confidence, and career certainty.

Some students may be firmly committed to a specific profession while others may simply be exploring options.

Hosts should create an environment where all students feel welcome and comfortable participating.

Creating Inclusive Experiences

Agency hosts should strive to:

- Encourage participation.
- Respect diverse perspectives.
- Use inclusive language.
- Accommodate different learning styles.
- Foster a positive atmosphere.

Every student should feel valued and respected.

Managing Group Dynamics

Successful facilitators:

- Encourage quieter students.
- Manage dominant participants respectfully.
- Maintain focus.
- Promote teamwork.
- Keep activities moving.

Strong facilitation contributes significantly to student engagement.

Agency Recognition and Benefits

Benefits to Agencies

Participation provides agencies with opportunities to:

- Showcase career opportunities.
- Support workforce development.
- Engage with future employees.
- Build community relationships.
- Demonstrate leadership.

Many agencies view participation as an investment in future recruitment and retention.

Benefits to Staff

Staff members often report benefits including:

- Leadership development.
- Mentorship opportunities.
- Increased professional pride.
- Community engagement.
- Enhanced teamwork.

Participation allows staff to share their passion for their profession with future generations.

Lessons Learned Since 2017

Over the years, several consistent themes have emerged.

What Works Well

Students respond most positively to:

- Hands-on activities.
- Small-group learning.
- Interactive demonstrations.
- Enthusiastic presenters.
- Real-world experiences.
- Open discussions.

Common Challenges

Challenges occasionally include:

- Overly technical presentations.
- Excessive lecture time.
- Scheduling conflicts.
- Last-minute staffing changes.
- Limited opportunities for interaction.

These challenges can generally be minimized through planning and communication.

Advice for New Agency Representatives

New representatives should:

- Attend planning meetings regularly.
- Review previous schedules and evaluations.
- Consult experienced hosts.
- Focus on student engagement.
- Start planning early.

The most successful experiences are often simple, interactive, and authentic.

Agency Host Planning Checklist

Six Months Before Program

✓ Confirm participation.

✓ Appoint agency representative.

✓ Attend planning meetings.

Three Months Before Program

✓ Develop learning activities.

✓ Confirm presenters.

✓ Identify logistical needs.

One Month Before Program

✓ Finalize schedules.

✓ Review safety requirements.

✓ Confirm staffing.

One Week Before Program

✓ Prepare materials.

✓ Confirm room and facility access.

✓ Review student numbers.

Program Day

✓ Welcome students.

✓ Deliver activities.

✓ Encourage participation.

✓ Complete evaluations.

Post Program

✓ Provide feedback.

✓ Participate in debrief sessions.

✓ Document recommendations.

✓ Confirm future involvement.

Closing Statement

The success of Adventures in Health Care depends upon the commitment, creativity, and enthusiasm of participating agencies. Every host organization contributes to a collective experience that helps young people better understand health care careers, educational pathways, and the opportunities available within Northern British Columbia.

By sharing their expertise and opening their workplaces to students, agency partners help inspire the next generation of health care professionals and strengthen the future workforce that our communities will depend upon.

This chapter should become the **"go-to guide" for any new agency representative** who inherits responsibility for AIHC. If they read only Chapters 2, 4, and 9, they should fully understand the history, governance, and expectations of participating in the program.

Chapter 10 – Volunteer Management and Program Support

Introduction

Volunteers are essential to the success of Adventures in Health Care. While participating agencies provide educational content and career exploration experiences, volunteers provide the organizational support, supervision, coordination, and leadership necessary to create a safe and successful program.

The volunteer contribution reflects Rotary's commitment to youth development, education, and community service while ensuring students receive a positive and memorable experience.

The Role of Volunteers

Volunteers serve as ambassadors for both the program and the community. They provide support before, during, and after program delivery and help create an environment where students feel welcomed, supported, and encouraged.

Volunteers contribute to:

- Student safety and supervision.
- Event logistics.
- Registration and check-in.
- Program administration.
- Agency coordination.
- Sponsorship and fundraising.
- Student mentorship.
- Alumni engagement.
- Program evaluation.

Their efforts allow agency partners to focus on delivering educational experiences while ensuring operational requirements are met.

Volunteer Philosophy

The role of a volunteer is not to teach health care content but to support the student experience.

Successful volunteers:

- Are approachable and supportive.
- Encourage student participation.
- Demonstrate professionalism.
- Promote a safe environment.
- Represent Rotary positively.
- Help solve problems when challenges arise.

Every interaction between volunteers and students contributes to the overall success of the program.

Volunteer Recruitment

Sources of Volunteers

Volunteers may be recruited from:

- Rotary Club of Prince George Yellowhead.
- Other Rotary Clubs.
- Program alumni.
- Community organizations.
- Health care partners.
- Educational institutions.
- Sponsors and supporters.

Rotary members typically provide most of the volunteer support.

Volunteer Selection

Volunteers should demonstrate:

- Reliability.
- Professionalism.
- Positive communication skills.
- Interest in youth development.
- Ability to work collaboratively.
- Commitment to program values.

The safety and well-being of students must remain the primary consideration when selecting volunteers.

Volunteer Roles and Responsibilities

Registration Team

Responsibilities include:

- Participant check-in.
- Distribution of program materials.
- Verification of forms and documentation.
- Name tag preparation.

The registration process establishes the first impression of the program and should be organized and welcoming.

Student Support Volunteers

Student support volunteers assist participants throughout the program.

Responsibilities include:

- Answering questions.
- Assisting with logistics.
- Monitoring student well-being.
- Supporting transitions between activities.
- Providing encouragement and assistance.

These volunteers often become important mentors and role models.

Chaperones

Chaperones are responsible for:

- Student supervision.
- Monitoring attendance.
- Supporting student conduct expectations.
- Assisting with safety procedures.
- Responding to minor issues and concerns.

Chaperones provide an important layer of support and accountability throughout the event.

Volunteer Expectations

Volunteers are expected to:

- Act professionally at all times.
- Treat students respectfully.
- Follow program policies and procedures.

- Support a safe learning environment.
- Maintain confidentiality where required.
- Work collaboratively with staff and partners.
- Serve as positive role models.

Volunteers represent both Rotary and the Adventures in Health Care program.

Volunteer Orientation

Prior to program delivery, volunteers should receive an orientation that includes:

Program Overview

- Program history.
- Objectives.
- Schedule.
- Partner organizations.

Volunteer Responsibilities

- Assigned roles.
- Expectations.
- Reporting procedures.

Safety Procedures

- Emergency protocols.
- Incident reporting.
- Student supervision expectations.

Student Engagement

- Working with youth.
- Encouraging participation.
- Supporting positive experiences.

Volunteer orientation helps ensure consistency and preparedness.

Student Safety and Supervision

Volunteer responsibilities related to safety include:

- Monitoring student attendance.

- Identifying concerns.
- Reporting incidents.
- Supporting emergency procedures.
- Assisting with student welfare.

Volunteers should never be placed in situations requiring specialized medical, counselling, or professional intervention beyond their qualifications.

Communication Protocols

Effective communication is essential during program delivery.

Volunteers should know:

- Who to contact with concerns.
- How to report incidents.
- Emergency communication procedures.
- Program leadership contacts.

Clear communication helps ensure timely and effective responses to operational issues.

Recognition and Appreciation

The continued success of Adventures in Health Care depends upon volunteer commitment.

Volunteer recognition may include:

- Appreciation events.
- Certificates of recognition.
- Public acknowledgements.
- Rotary recognition.
- Program reports and newsletters.

Recognizing volunteer contributions helps strengthen engagement and encourages continued participation.

Succession Planning

Volunteer development is essential to program sustainability.

The program should seek to:

- Recruit new volunteers annually.
- Mentor future leaders.
- Document volunteer roles.
- Preserve institutional knowledge.
- Encourage leadership development within Rotary and partner organizations.

A strong volunteer base ensures the program remains sustainable and resilient over time.

The Rotary Difference

One of the unique strengths of Adventures in Health Care is the dedication of Rotary volunteers who contribute their time, expertise, and energy in service to youth and community development.

Their commitment reflects Rotary's principle of Service Above Self and helps create opportunities that inspire future generations of health care professionals.

While students may remember the activities, tours, and presentations, they also remember the volunteers who welcomed them, supported them, and demonstrated the spirit of community service that lies at the heart of the program.

The contribution of volunteers is not simply operational—it is foundational to the success of Adventures in Health Care.

Chapter 11 – Risk Management, Safety, and Student Protection

Introduction

The health, safety, and well-being of students, volunteers, staff, and participating partners are the highest priorities of Adventures in Health Care. Every aspect of the program must be planned and delivered in a manner that minimizes risk while maintaining meaningful educational experiences.

Because the program involves youth participants visiting educational institutions, health care facilities, community agencies, and workplaces, all participating organizations share responsibility for maintaining a safe environment and ensuring appropriate supervision.

This chapter outlines the principles, policies, and procedures that support safe program delivery.

Duty of Care

Adventures in Health Care operates under a shared duty of care model. All individuals involved in program delivery have a responsibility to act reasonably and prudently to protect the safety and well-being of participants.

Duty of care applies to:

- Rotary volunteers.
- Steering Committee members.
- Community Planning Committee members.
- Agency hosts.
- Presenters.
- Educational partners.
- Transportation providers.
- Students themselves.

Every participant has a role in creating and maintaining a safe learning environment.

Risk Management Philosophy

The goal of risk management is not to eliminate all risk but to identify, assess, and manage risks appropriately.

The program follows four guiding principles:

Anticipate

Identify potential risks before they occur.

Prevent

Implement measures that reduce the likelihood of incidents.

Respond

Develop procedures for responding effectively when incidents occur.

Learn

Review incidents and near misses to improve future program delivery.

Risk management is an ongoing process throughout planning and implementation.

Student Safety Standards

Safe Learning Environments

All activities should be conducted in environments that:

- Meet applicable safety standards.
- Are suitable for student participation.
- Are appropriately supervised.
- Have identified emergency procedures.
- Minimize unnecessary exposure to hazards.

Students should never be placed in situations that exceed their knowledge, abilities, or training.

Supervision Requirements

Students must be appropriately supervised throughout all program activities.

Supervision responsibilities include:

- Monitoring attendance.

- Maintaining group accountability.
- Supporting safe behaviour.
- Responding to concerns.
- Providing assistance when required.

The level of supervision may vary depending upon the activity, location, and associated risks.

Student Conduct Expectations

Participation in Adventures in Health Care is a privilege and requires students to conduct themselves responsibly.

Students are expected to:

- Follow instructions from staff and volunteers.
- Respect facilities, equipment, and property.
- Treat others respectfully.
- Maintain professional behaviour.
- Follow safety requirements.
- Respect confidentiality obligations.
- Participate appropriately in activities.

Failure to meet behavioural expectations may result in removal from activities or dismissal from the program.

Parent and Guardian Consent

Students participating in the program must complete all required consent documentation.

Consent forms may include:

- Participation consent.
- Emergency medical information.
- Photography and media permissions.
- Transportation permissions.
- Emergency contact information.

Completed documentation must be secured and accessible to designated program leaders during the event.

Medical Information and Health Considerations

The program must collect relevant information that may affect a student's participation or safety.

Examples include:

- Allergies.
- Medical conditions.
- Medications.
- Dietary restrictions.
- Accessibility requirements.
- Emergency medical considerations.

Personal information must be handled confidentially and only shared with individuals who require the information to support student safety.

Privacy and Confidentiality

Student Privacy

Personal information collected through the application process must be protected and used only for legitimate program purposes.

Access should be restricted to authorized individuals.

Patient Confidentiality

Many program activities occur within active health care environments.

Students must understand that:

- Patient information is confidential.
- Patient privacy must be respected.
- Discussions regarding patients are restricted.
- Photography may be prohibited in certain areas.
- Confidential information must never be shared.

Students should receive confidentiality instruction prior to entering health care environments.

Infection Prevention and Control

Health care facilities operate under strict infection prevention and control standards.

Depending upon facility requirements, students may be required to:

- Practice hand hygiene.
- Wear personal protective equipment.
- Follow screening requirements.
- Restrict access to certain areas.
- Follow facility-specific protocols.

Participating agencies retain authority regarding access to clinical environments.

Facility Safety

Agency hosts are responsible for ensuring that students receive appropriate safety information related to their facilities.

Topics may include:

- Emergency exits.
- Restricted areas.
- Equipment hazards.
- Safe movement within facilities.
- Personal protective equipment requirements.

Students should receive safety briefings before participating in activities.

Transportation Safety

Transportation is often one of the highest-risk operational components of the program.

Transportation procedures should include:

- Approved transportation providers.
- Attendance verification.
- Emergency contact information.
- Clear supervision responsibilities.
- Safe loading and unloading procedures.

Students should never leave scheduled activities without authorization.

Emergency Response Procedures

Medical Emergencies

In the event of a medical emergency:

1. Ensure immediate safety.
2. Contact emergency services if required.
3. Notify the Program Chair or designate.
4. Notify parents or guardians.
5. Complete incident documentation.

Facility Emergencies

Facility-specific emergency procedures take precedence while students are visiting agency sites.

Examples include:

- Fire alarms.
- Evacuations.
- Lockdowns.
- Hazardous material incidents.

Students and volunteers should follow the directions of facility personnel.

Missing Student Procedures

If a student cannot be accounted for:

1. Verify attendance records.
2. Conduct an immediate search of the area.
3. Notify program leadership.
4. Contact emergency services if required.
5. Notify parents or guardians.

Student accountability procedures should be maintained throughout all activities.

Incident Reporting

All incidents should be documented.

Examples include:

- Injuries.
- Medical concerns.
- Behavioural issues.
- Property damage.
- Safety concerns.
- Near misses.

Incident reports should include:

- Date and time.
- Individuals involved.
- Description of the incident.
- Actions taken.
- Recommendations for improvement.

Incident documentation supports accountability and continuous improvement.

Media and Photography

Photographs and videos are often used to celebrate and promote program activities.

All media activities must comply with:

- Parent and guardian consent requirements.
- School district policies.
- Facility restrictions.
- Privacy legislation.

Students who do not provide media consent must be identified and accommodated appropriately.

Volunteer Screening

Where required, volunteers may be asked to complete:

- Criminal record checks.
- Volunteer screening procedures.

- Orientation training.

Screening requirements should reflect current organizational and legal requirements.

Risk Assessment Process

Prior to each program year, participating agencies and the Community Planning Committee should review:

- Facility risks.
- Transportation risks.
- Activity risks.
- Supervision requirements.
- Emergency procedures.

Risk assessments should be documented and reviewed annually.

Continuous Improvement

Risk management is a shared responsibility and an ongoing process.

Following each program, the Community Planning Committee should review:

- Incident reports.
- Safety concerns.
- Near misses.
- Volunteer feedback.
- Student feedback.
- Agency recommendations.

Lessons learned should be incorporated into future planning cycles.

Guiding Principle

The goal of Adventures in Health Care is to provide meaningful and inspiring learning experiences while maintaining the highest standards of safety, supervision, and student protection.

Every decision should be guided by a simple question:

"Can this activity be delivered safely while providing educational value for students?"

When safety and learning are balanced effectively, students gain the confidence to explore new opportunities while families, volunteers, and partner organizations can participate with confidence in the program's commitment to responsible and professional operations.

For the appendices, I would recommend adding:

- Incident Report Form
- Emergency Contact Form
- Medical Information Form
- Student Code of Conduct
- Confidentiality Agreement
- Volunteer Screening Checklist
- Site Safety Checklist
- Transportation Safety Checklist

Chapter 12 – Communications and Stakeholder Engagement

Introduction

Effective communication is essential to the success of Adventures in Health Care. The program relies upon the coordinated efforts of multiple organizations, volunteers, educators, health care professionals, sponsors, students, and families. Clear, timely, and consistent communication helps ensure that participants understand their roles, expectations, and responsibilities while strengthening the partnerships that make the program possible.

Communication also plays an important role in promoting the program, recognizing partner contributions, celebrating student success, and demonstrating the value of the initiative to the community.

Communication Principles

All communications associated with Adventures in Health Care should reflect the following principles:

Accuracy

Information provided to students, families, partners, volunteers, and the public should be accurate, current, and consistent.

Timeliness

Important information should be communicated early enough to allow appropriate planning and preparation.

Transparency

Program decisions, expectations, and requirements should be communicated openly and clearly.

Professionalism

All communications should reflect positively on Rotary, participating partners, and the program.

Respect

Communications should recognize and respect the contributions of all stakeholders.

Internal Communications

Steering Committee Communications

Effective communication between the Rotary Steering Committee and the Community Planning Committee is essential for program success.

Information shared may include:

- Program updates.
- Planning milestones.
- Budget information.
- Risk management issues.
- Sponsorship activities.
- Evaluation results.

Meeting agendas and minutes should be distributed promptly and maintained as part of the program's records.

Community Planning Committee Communications

The Community Planning Committee serves as the primary forum for operational communication among partners.

Communication topics typically include:

- Program development.
- Student recruitment.
- Agency participation.
- Volunteer coordination.
- Logistics planning.
- Safety requirements.
- Evaluation and feedback.

Regular communication helps ensure that all partners remain informed and engaged.

Communications with Students and Families

Student Communications

Students should receive timely information regarding:

- Application requirements.
- Program expectations.
- Program schedules.
- Required forms.
- Safety requirements.
- Transportation arrangements.
- Contact information.

Communications should be clear, concise, and age appropriate.

Parent and Guardian Communications

Parents and guardians play an important role in supporting student participation.

Information provided should include:

- Program objectives.
- Event schedules.
- Safety procedures.
- Emergency contact information.
- Medical and dietary considerations.
- Transportation details.
- Consent requirements.

Providing families with accurate information helps build confidence and trust in the program.

Communications with Participating Agencies

Participating agencies require ongoing communication throughout the planning cycle.

Topics may include:

- Participation confirmation.
- Activity development.
- Scheduling requirements.
- Student numbers.
- Safety information.
- Dietary considerations.
- Volunteer support.
- Evaluation procedures.

Agency representatives should receive sufficient information to prepare meaningful and safe learning experiences.

Communications with Educational Partners

School District No. 57, the College of New Caledonia, and the University of Northern British Columbia play key roles in program delivery.

Regular communication supports:

- Student recruitment.
- Educational programming.
- Facility access.
- Scheduling coordination.
- Career awareness activities.
- Program evaluation.

Strong communication helps ensure alignment between educational objectives and program activities.

Sponsor and Donor Communications

Sponsors and donors provide important financial and in-kind support that contributes to program sustainability.

Communications with sponsors should include:

- Program updates.
- Recognition opportunities.
- Student outcomes.
- Partnership benefits.
- Annual reports.
- Invitations to program activities where appropriate.

Maintaining strong sponsor relationships supports long-term program growth and sustainability.

Community Awareness and Public Relations

Promoting the Program

Public awareness helps attract students, volunteers, sponsors, and community support.

Promotion may include:

- School communications.
- Community presentations.
- Rotary presentations.
- Local media coverage.
- Partner newsletters.
- Community events.

The objective is to increase awareness of both the program and the career opportunities available within the health care sector.

Media Relations

Media coverage provides opportunities to:

- Showcase student experiences.
- Recognize partner contributions.
- Highlight workforce development initiatives.
- Promote health care careers.
- Demonstrate community collaboration.

Media inquiries should be coordinated through designated program representatives.

Social Media

Social media can be an effective tool for sharing program information and celebrating successes.

Appropriate content may include:

- Student activities (with consent).
- Partner recognition.
- Volunteer recognition.
- Program milestones.
- Alumni success stories.
- Sponsor acknowledgements.

All social media activities must comply with School District and privacy requirements.

Recognition Communications

Recognizing contributions is an important part of maintaining strong partnerships.

Recognition may include:

Agency Recognition

Acknowledging participating agencies and their staff.

Volunteer Recognition

Celebrating volunteer contributions and service.

Sponsor Recognition

Recognizing financial and in-kind support.

Educational Partner Recognition

Highlighting the contributions of schools, colleges, and universities.

Student Recognition

Celebrating participation and achievement.

Recognition strengthens relationships and encourages continued involvement.

Program Reporting

At the conclusion of each program cycle, a summary report should be prepared.

The report may include:

- Program statistics.
- Student participation data.
- Partner involvement.
- Financial summary.
- Evaluation results.
- Alumni outcomes.
- Success stories.
- Recommendations for future years.

The annual report serves as both a communication tool and a historical record.

Alumni Communications

As the program matures, communication with alumni becomes increasingly valuable.

Alumni communications may include:

- Follow-up surveys.
- Career outcome tracking.
- Success stories.
- Volunteer opportunities.
- Mentorship opportunities.
- Special events.

Alumni provide valuable evidence of long-term program impact and workforce outcomes.

Brand and Identity

Adventures in Health Care has developed a strong reputation throughout Northern British Columbia.

All communications should reflect:

- Professionalism.
- Collaboration.
- Educational excellence.
- Community service.
- Youth development.
- Workforce development.

Consistency in messaging helps strengthen program recognition and credibility.

Key Messages

Although communication audiences may vary, several key messages remain consistent:

- Adventures in Health Care provides meaningful career exploration opportunities for youth.
- The program supports informed educational and career decision-making.
- The initiative contributes to future health care workforce development.
- Success is achieved through collaboration among Rotary, educational institutions, health care providers, and community partners.

- The program helps build stronger communities by investing in youth.

Communication

Relationship Building

The most important function of communication within Adventures in Health Care is relationship building.

Strong communication fosters trust, strengthens partnerships, encourages collaboration, and creates a shared commitment to student success. The program's continued growth and sustainability depend upon maintaining these relationships and ensuring that all stakeholders remain informed, engaged, and valued.

Effective communication transforms a collection of participating organizations into a unified partnership working toward a common goal: inspiring the next generation of health care professionals.

Chapter 13 – Logistics and Operations Management

Introduction

The success of Adventures in Health Care depends upon effective planning, coordination, and execution. While students experience the program as a seamless learning opportunity, considerable effort takes place behind the scenes to ensure that every aspect of the event operates safely, efficiently, and professionally.

Logistics and operations management encompasses the systems, procedures, and resources required to support students, volunteers, partners, and participating agencies throughout the planning process and during program delivery. It is often said that if logistics are working well, participants hardly notice them. If logistics fail, everyone notices.

This chapter outlines the operational framework that supports Adventures in Health Care and documents the procedures that have evolved through years of program delivery.

Operational Philosophy

The objective of operations management is to create an environment where students can focus on learning and career exploration while partners, volunteers, and presenters can focus on delivering meaningful experiences.

Successful operations are:

- Student-focused.
- Safety-oriented.
- Efficient.
- Flexible.
- Well-communicated.
- Collaborative.
- Reliable.

The goal is to anticipate challenges before they occur and provide solutions before participants are aware of them.

Annual Operational Timeline

Although planning begins many months before program delivery, operational preparations intensify approximately four months prior to the event.

Key operational milestones include:

January

- Student recruitment begins.
- Application portal opens.
- Program promotion by School District No. 57 Career Pathways.
- Initial agency confirmations.

February

- Application deadline.
- Application review.
- Interview scheduling.
- Continued agency planning.

March

- Student interviews.
- Final student selection.
- Student notifications.
- Agency activity confirmation.

April

- Schedule development.
- Volunteer assignments.
- Student documentation collection.
- Final planning meetings.
- Distribution of participant information.
- Host agency confirmations.
- Operational readiness review.

May

- Program delivery.

June

- Debriefing and evaluation.

Student Registration and Documentation

Student registration is coordinated through School District No. 57 Career Pathways.

Required documentation includes:

- Parent or guardian consent.
- Emergency contact information.
- Medical information.
- Food allergy information.
- Media release forms.

This information forms the foundation for operational planning and student safety.

Relevant information is distributed to participating agencies in advance to ensure appropriate accommodations and emergency preparedness.

Student Group Formation

Students are assigned to small learning groups prior to program delivery.

Group assignments are designed to:

- Balance numbers.
- Support supervision.
- Improve interaction.
- Facilitate transportation.
- Enhance student engagement.

Group assignments remain an important logistical tool throughout the program.

Groups may be identified by:

- Colours.
- Numbers.
- Health-care themes.
- Career pathway designations.

Program Scheduling

The master schedule is the central operational document for the program.

The schedule coordinates:

- Student rotations.
- Agency visits.
- Transportation.
- Meals.
- Breaks.
- Volunteer assignments.
- Emergency contacts.

Careful schedule design minimizes travel time while maximizing educational opportunities.

The schedule is distributed to:

- Students.
- Volunteers.
- School District representatives.
- Agency hosts.
- Program leadership.

Host Agency Coordination

Host agencies are the heart of the Adventures in Health Care experience.

Operational coordination with agencies includes:

- Scheduling.
- Activity planning.
- Student numbers.
- Safety requirements.
- Dietary information.
- Facility access.
- Contact information.

Agency representatives receive information well in advance of program delivery to support preparation and coordination.

Meals and Refreshments

Food service has evolved significantly since the early years of the program.

Prior to the pandemic, the program often included:

- Hosted breakfasts.
- Partner dinners.
- Evening networking opportunities.
- Additional social activities.

Following the post-pandemic review, the program adopted a more focused delivery model centered on daytime experiential learning.

Today, meal planning primarily focuses on:

- Host agency student lunches.
- Refreshments.
- Dietary accommodations.
- Food allergy management.

Participating agencies contribute lunches and refreshments as part of their support for the program. Student safety remains the primary consideration in all meal planning.

Volunteer Operations

Rotary volunteers provide operational support throughout the program.

Volunteer responsibilities may include:

- Registration.
- Student support.
- Information services.
- Logistics support.
- Problem resolution.
- Event monitoring.

Clear communication and role assignment are essential to effective volunteer management.

Communications During Program Delivery

Effective communication is critical during program operations.

Communication networks typically include:

- Program Chair.
- Rotary Steering Committee members.
- School District representatives.
- Agency contacts.

- Transportation providers.
- Volunteers.

Information communicated may include:

- Schedule changes.
- Student concerns.
- Transportation updates.
- Emergency notifications.
- Operational adjustments.

The ability to communicate quickly and effectively helps ensure a smooth and safe experience.

Materials and Supplies

Operational materials may include:

- Name tags.
- Student packages.
- Attendance sheets.
- Schedules.
- Signage.
- Evaluation forms.
- Emergency contact lists.

Preparation of materials should be completed prior to registration day.

Event-Day Operations

Program delivery begins long before students arrive. Typical partner host event-day responsibilities include:

Before Student Arrival

- Registration setup.
- Volunteer briefing.
- Material distribution.
- Transportation confirmation.
- Final schedule review.

During Program Delivery

- Schedule coordination.
- Problem resolution.
- Student support.
- Agency support.

End of Day

- Material collection.
- Debriefing.
- Incident reporting if required.

Successful event-day operations depend on preparation, communication, and teamwork.

Contingency Planning

Despite careful preparation, unexpected situations can occur.

Examples include:

- Agency schedule changes.
- Illness.
- Facility issues.
- Technology failures.

The ability to adapt quickly while maintaining program quality is an important operational skill.

Flexibility has become one of the defining characteristics of Adventures in Health Care.

Operational Lessons Learned

Over the years, several operational lessons have emerged:

- Simplicity improves reliability.
- Clear communication prevents problems.
- Strong partnerships solve challenges.
- Flexibility is essential.
- Student safety must remain the highest priority.
- Detailed planning reduces operational stress.
- Volunteers are indispensable to program success.

These lessons continue to shape the planning and delivery of Adventures in Health Care.

Guiding Principle

The purpose of logistics and operations management is not simply to move students from one location to another. It is to create an organized, safe, and supportive environment where meaningful learning can occur.

When operations are effective, students focus on the people they meet, the careers they discover, and the experiences they remember. Behind every successful Adventures in Health Care program is a dedicated team of volunteers, educators, health care professionals, and community partners working together to make those experiences possible.

Chapter 14 – Financial Sustainability, Sponsorship, and Resource Development

Introduction

The financial history of Adventures in Health Care is a story of community investment, adaptation, and sustainability. Since its inception, the program has relied upon the generosity of Rotary, community partners, educational institutions, health care organizations, volunteers, who recognized the value of investing in youth and the future health care workforce.

Over time, the program has evolved significantly. While its purpose has remained constant, the methods used to deliver, fund, and sustain the program have changed in response to community needs, educational priorities, workforce development objectives, and external events such as the COVID-19 pandemic.

Understanding this evolution is important because it explains how the program arrived at its current structure and provides valuable insight for future leaders responsible for maintaining its success.

From Forestry Roots to a Modern Workforce Development Program

As outlined in Chapter 2, Adventures in Health Care was not created from scratch. The program was built upon the experience and organizational knowledge gained through Adventures in Forestry, a Yellowhead Rotary-sponsored youth career exploration program that operated successfully for more than twenty-five years.

When Adventures in Health Care was launched in 2017, many of the systems used by the Forestry program were adopted and adapted. These included:

- Program planning processes.
- Volunteer management systems.
- Sponsorship approaches.
- Student hosting models.
- Community partnership structures.
- Event logistics and operations.

The Forestry model provided a proven framework that allowed Adventures in Health Care to move quickly from concept to implementation.

For the first three years, the program closely resembled its Forestry predecessor. While the subject matter differed, many of the operational and financial assumptions remained the same.

Looking back over the past decade, however, the support structure environment has changed dramatically. Student expectations, safety requirements, educational partnerships, workforce development priorities, reporting expectations, and community engagement practices have all evolved.

Today, Adventures in Health Care remains rooted in Rotary's experiential learning philosophy, but it operates within a much more complex and collaborative environment than existed when the program first launched.

The Original Funding Model

The original funding concept for Adventures in Health Care was largely inherited from Adventures in Forestry.

Under that model, Rotary clubs from across British Columbia and were invited to nominate and sponsor youth participants. Participating clubs paid registration fees to send one or more students to the program, creating a significant revenue stream that helped support program delivery.

The response was immediate and overwhelmingly positive.

Interest from Rotary clubs exceeded expectations, and many clubs were eager to sponsor youth participation. In some cases, clubs had identified nominees and committed funding well before student selections had even opened.

This funding approach generated substantially more revenue than is available through the current operating model.

The program was therefore able to provide a broader range of activities and experiences, including:

- Hosted breakfasts.
- Evening networking opportunities.
- Partner dinners.
- Social activities.
- Additional student engagement opportunities.

The model worked well and reflected the structure that had proven successful for Adventures in Forestry.

Growth and Emerging Challenges

As the program gained recognition, student demand continued to increase. At the same time, several realities became increasingly apparent.

Although students were being accepted from throughout British Columbia, many local students within School District No. 57 were unable to participate because available spaces were being allocated to Rotary-sponsored students from outside the region.

This created an important discussion regarding the primary purpose of the program.

Was Adventures in Health Care primarily a Rotary youth program serving a broad geographic area, or was it a workforce development initiative intended to support local and regional communities?

Over time, the Steering Committee increasingly viewed the program through a workforce development lens.

The objective was not simply to provide a positive experience for participants but to create opportunities for local youth who may eventually pursue health care careers within Northern British Columbia.

This shift in thinking would later influence several important decisions regarding program structure and funding.

The Pandemic Turning Point

The COVID-19 pandemic marked a significant turning point in the evolution of Adventures in Health Care.

During the suspension of in-person programming from 2020 to 2022, the Rotary Steering Committee undertook a comprehensive review of all aspects of the program.

Topics reviewed included:

- Governance.
- Risk management.
- Student safety.
- Volunteer involvement.
- Program logistics.
- Partnerships.
- Financial sustainability.
- Long-term relevance.

The virtual program years demonstrated that the initiative could continue to engage students under difficult circumstances, but they also highlighted opportunities to simplify and strengthen the program.

As discussions began in 2022 regarding the return of in-person programming, significant public health considerations remained in place.

Masking requirements were still common. Vaccination verification requirements continued in some environments. Uncertainty remained regarding future restrictions and operational requirements.

The Steering Committee recognized that restarting the program presented an opportunity to re-examine practices and determine what elements remained essential to achieving the program's objectives.

Refocusing on School District No. 57

One of the most significant outcomes of the post-pandemic review was the decision to focus participation exclusively on students within School District No. 57.

This represented a major departure from the original Rotary nomination model.

The decision was driven by several considerations:

- Strengthening local workforce development objectives.
- Increasing opportunities for local students.
- Simplifying supervision and safety requirements.
- Reducing logistical complexity.
- Strengthening the partnership with School District No. 57.
- Aligning resources with community needs.

The result was immediate.

Rather than reducing demand, local interest increased significantly. Applications quickly exceeded available spaces, reinforcing the continuing need for a structured application and interview process.

The program had successfully transitioned from a provincial nomination model to a locally focused workforce development initiative.

Streamlining Program Delivery

The post-pandemic review also led to significant changes in program delivery. Several extracurricular activities inherited from the Forestry model were scaled back or eliminated.

These included:

- Hosted breakfasts.
- Evening activities.
- Partner dinners.
- Additional social programming.

While these activities had contributed to the overall experience, they also required substantial financial resources and volunteer capacity. The revised model redirected resources toward the program's core purpose: experiential learning and career exploration.

The focus shifted toward:

- Agency visits.
- Health care career exposure.
- Educational pathway exploration.
- Student engagement.
- Workforce awareness.

This streamlined approach reduced operational costs for Rotary and all partner agencies while maintaining the quality and impact of the educational experience.

The Hidden Value of Community Contributions

A significant portion of the program's value is contributed through in-kind support.

Examples include:

- School District staffing and coordination.
- Northern Health professional participation.
- CNC and UNBC facility access.
- Agency host contributions.
- Volunteer hours.
- Educational resources.
- Administrative support.
- Transportation assistance.

- Meals and refreshments.

If these contributions were fully costed, the annual value of Adventures in Health Care would be substantially greater than the cash expenditures today. The program remains one of the strongest examples of community collaboration and shared investment in youth development.

Current Financial Model

Today, Adventures in Health Care operates through a combination of:

- Rotary support.
- Agency support.
- In-kind contributions.
- Volunteer contributions.

This model allows the program to remain accessible to students while maintaining high-quality educational experiences.

Financial priorities include:

- Meals and refreshments.
- Program materials.
- Recognition activities.
- Administrative support.

Lessons Learned

Over the years, several important lessons have emerged:

- Community ownership creates sustainability.
- Partnerships are more valuable than individual funding sources.
- Alumni outcomes provide powerful evidence of impact.
- Simplicity often improves sustainability.
- Workforce development outcomes strengthen sponsor support.
- Strong relationships are the foundation of long-term success.

These lessons continue to guide financial and strategic decision-making.

Vision for the Future

As Adventures in Health Care enters its second decade, the focus shifts from annual program delivery toward long-term sustainability.

Future opportunities may include:

- Multi-year sponsorship agreements.
- Strategic funding partnerships.
- Expanded alumni engagement.
- Enhanced outcome measurement.
- Virtual learning initiatives.
- Regional collaboration.
- Program innovation.

The objective is not growth for its own sake, but the continued ability to provide meaningful opportunities for future generations of students.

Guiding Principle

The true strength lies in the collective commitment of volunteers, educators, health care professionals, community organizations, sponsors, and partners who believe that investing in young people strengthens communities.

Every contribution—whether financial, volunteer, or in-kind—is an investment in future health care professionals, stronger communities, and a healthier Northern British Columbia.

The responsibility of future leaders is to preserve that investment, build upon it, and ensure that Adventures in Health Care remains available to inspire and guide young people for many years to come.

Chapter 15 – Program Evaluation, Alumni Tracking, and Measuring Impact

Introduction

From its inception, Adventures in Health Care has been committed to continuous improvement and accountability. While student participation numbers provide one measure of success, the true impact of the program is reflected in the educational and career journeys of participants after they leave the program.

Evaluation provides valuable information that helps organizers improve program delivery, strengthen partnerships, demonstrate community impact, support sponsorship development, and measure long-term outcomes. Through systematic evaluation and alumni tracking, Adventures in Health Care has been able to document meaningful evidence of its contribution to health care workforce development throughout Northern British Columbia.

Why Evaluation Matters

Evaluation serves several important purposes:

- Measures program effectiveness.
- Identifies opportunities for improvement.
- Supports accountability to sponsors and partners.
- Documents community impact.
- Demonstrates workforce development outcomes.
- Guides future planning and decision-making.
- Supports program sustainability.

Evaluation is not simply a reporting requirement; it is a tool for learning and continuous improvement.

Evaluation Philosophy

The program evaluates success using both short-term and long-term measures.

Short-Term Outcomes

Short-term outcomes focus on the immediate student experience and may include:

- Student satisfaction.
- Career awareness.
- Educational awareness.
- Program engagement.
- Partner satisfaction.
- Volunteer satisfaction.

Long-Term Outcomes

Long-term outcomes focus on the educational and career decisions made by participants after completing the program.

These outcomes provide the strongest evidence of program impact and community value.

Student Evaluation

At the conclusion of each program, students are asked to provide feedback regarding their experience.

Evaluation topics may include:

Program Quality

- Overall satisfaction.
- Quality of activities.
- Value of learning experiences.
- Program organization.

Career Awareness

- Increased awareness of health careers.
- Understanding of educational pathways.
- Exposure to new professions.

Educational Planning

- Influence on post-secondary planning.
- Increased motivation to pursue educational goals.
- Clarification of career interests.

Personal Growth

- Increased confidence.
- Improved understanding of workplace expectations.
- Greater appreciation for health care professions.

Student feedback has consistently demonstrated high levels of satisfaction and engagement.

Agency and Partner Evaluation

Participating agencies provide valuable feedback regarding:

- Activity effectiveness.
- Student engagement.
- Operational logistics.
- Scheduling.
- Communication.
- Future recommendations.

Partner feedback contributes directly to ongoing program refinement.

Volunteer Evaluation

Volunteers are encouraged to provide feedback regarding:

- Program organization.
- Student engagement.
- Logistics.
- Safety procedures.
- Operational challenges.
- Opportunities for improvement.

Volunteer perspectives often identify practical operational improvements.

Community Planning Committee Review

Following each program, the Community Planning Committee conducts a formal review of program outcomes.

The review may include:

- Student evaluations.
- Agency feedback.
- Volunteer feedback.
- Budget review.
- Risk management review.
- Operational observations.
- Recommendations for future years.

Lessons learned are documented and incorporated into future planning.

Alumni Tracking Initiative

One of the most significant developments in the history of Adventures in Health Care has been the creation of an alumni tracking process.

Recognizing that the true value of the program could only be measured over time, Rotary and program partners began collecting information regarding the educational and career outcomes of former participants.

The purpose of alumni tracking is to better understand:

- Educational pathways pursued by participants.
- Post-secondary enrollment patterns.
- Health care career choices.
- Workforce outcomes.
- Community impact.

The alumni tracking initiative has become one of the program's most valuable evaluation tools.

Alumni Outcomes

Over the years, alumni tracking has demonstrated that a significant percentage of former participants pursue education and careers within health-related fields.

Examples include graduates entering:

- Nursing.
- Medicine.
- Dentistry.
- Pharmacy.
- Physiotherapy.
- Occupational Therapy.
- Respiratory Therapy.
- Medical Laboratory Sciences.
- Medical Imaging.
- Mental Health Services.
- Paramedicine.
- Community Health Services.
- Health Administration.
- Research and Health Sciences.

These outcomes provide evidence that the program contributes to the development of the future health care workforce.

Understanding Program Impact

The impact of Adventures in Health Care extends beyond students who ultimately enter health care professions.

Many participants report that the program helped them:

- Confirm a career choice.
- Eliminate careers that were not a good fit.
- Narrow educational options.
- Better understand post-secondary requirements.
- Increase confidence in decision-making.
- Develop motivation to pursue educational goals.

This clarity is an important outcome in itself.

Reducing Educational Uncertainty

One of the program's most important contributions is helping students make informed decisions before entering post-secondary education.

By providing meaningful exposure to health care careers and educational pathways, Adventures in Health Care helps students:

- Select appropriate high school courses.
- Explore educational requirements early.
- Make informed post-secondary choices.
- Reduce uncertainty regarding career direction.
- Avoid unnecessary educational detours.

For many participants, this results in greater confidence and purpose during the transition from high school to post-secondary education.

Workforce Development Impact

The program was originally developed, in part, to address workforce challenges facing Northern British Columbia.

Through career awareness and educational exploration, Adventures in Health Care contributes to:

- Local workforce development.
- Increased awareness of regional opportunities.
- Retention of youth within Northern communities.
- Development of future health professionals.
- Strengthening of rural and regional health services.

The program represents a long-term investment in community capacity and workforce sustainability.

Measuring Success

Success may be measured using indicators such as:

Participation Metrics

- Number of applicants.
- Number of participants.
- School representation.

- Program completion rates.

Satisfaction Metrics

- Student satisfaction.
- Volunteer satisfaction.
- Partner satisfaction.

Educational Outcomes

- Post-secondary enrollment.
- Health science program participation.
- Educational pathway selection.

Career Outcomes

- Entry into health-related professions.
- Employment within health care sectors.
- Return of graduates to Northern communities.

Community Impact

- Partnership growth.
- Sponsor engagement.
- Program expansion.
- Workforce development contributions.

Reporting Impact

Evaluation results should be shared with:

- Rotary.
- School District No. 57.
- Northern Health.
- Educational partners.
- Sponsors and donors.
- Community stakeholders.

Impact reporting helps demonstrate accountability and strengthens support for future program delivery.

Continuous Improvement

The commitment to continuous improvement has been one of the defining characteristics of Adventures in Health Care.

Evaluation findings should be used to:

- Improve student experiences.
- Strengthen partnerships.
- Enhance operational effectiveness.
- Support future growth.
- Preserve program excellence.

Every program year provides opportunities to learn, adapt, and improve.

Guiding Principle

The success of Adventures in Health Care cannot be measured solely by the number of students who participate each year. Its true impact is reflected in the decisions students make afterward—the educational pathways they pursue, the careers they explore, and the contributions they ultimately make to their communities.

Whether the program helps a student confirm a career aspiration, discover a new opportunity, or gain confidence in their future direction, it has achieved its purpose. Through evaluation, alumni tracking, and long-term outcome measurement, Adventures in Health Care continues to demonstrate that investing in youth today helps build stronger communities and a stronger health care workforce for tomorrow.

Chapter 16 – Sustainability, Growth, and Future Development

Introduction

One of the strengths of Adventures in Health Care has been its ability to evolve while remaining true to its original purpose. Since the inaugural program in 2017, the initiative has grown from a local career exploration opportunity into a recognized model for youth engagement, workforce awareness, and community partnership development.

As communities, educational systems, and health care organizations continue to change, Adventures in Health Care must also adapt to meet emerging needs and opportunities. This chapter focuses on the long-term sustainability of the program and outlines considerations for future growth and development.

Sustainability Philosophy

The sustainability of Adventures in Health Care depends on more than financial resources. Long-term success requires the preservation of relationships, leadership, institutional knowledge, community support, and organizational capacity.

Sustainability is achieved when:

- Community partners remain engaged.
- Leadership transitions are successful.
- Financial resources remain stable.
- Program quality is maintained.
- Student demand remains strong.
- Outcomes continue to demonstrate community value.

The goal is not simply to continue operating, but to ensure that the program remains relevant, impactful, and responsive to future workforce needs.

Preserving Institutional Knowledge

One of the greatest risks to any long-running community program is the loss of organizational knowledge when key individuals retire, relocate, or transition into new roles.

Adventures in Health Care has experienced significant success because of the commitment and expertise of Rotary volunteers, School District staff, health care

professionals, and community partners. Preserving that knowledge is essential to future sustainability.

Strategies include:

- Maintaining this operational manual.
- Documenting planning processes.
- Maintaining historical records.
- Preserving contact lists and partnership information.
- Recording lessons learned and best practices.
- Mentoring future leaders.

The development of this manual is itself an important succession-planning tool.

Leadership Succession

Strong leadership has been a defining characteristic of Adventures in Health Care.

To ensure continuity, the program should actively identify and mentor future leaders within:

- Rotary community.
- School District No. 57.
- Northern Health.
- Educational institutions.
- Community partner organizations.

Succession planning should include:

- Leadership mentoring.
- Shared responsibilities.
- Knowledge transfer.
- Committee participation.
- Documentation of key processes.

The objective is to ensure that no single individual becomes indispensable to the program's continued success.

Maintaining Strong Partnerships

The program's greatest asset is its partnership network.

Future sustainability depends upon maintaining positive relationships with:

- School District No. 57.
- Northern Health.
- College of New Caledonia.
- University of Northern British Columbia.
- AiMHi and community organizations.
- Participating agencies.
- Sponsors and donors.
- Rotary members and volunteers.

Relationships should be nurtured through:

- Regular communication.
- Recognition.
- Shared planning.
- Evaluation and feedback.
- Mutual support.

Strong partnerships create resilience and adaptability.

Responding to Workforce Needs

Health care workforce demands continue to evolve.

Future program development should consider:

- Emerging professions.
- New technologies.
- Changing educational pathways.
- Rural workforce challenges.
- Indigenous health initiatives.
- Mental health and wellness services.
- Community-based care models.

The program should remain responsive to workforce trends while continuing to provide broad career exploration opportunities.

Capacity and Growth Considerations

Since its inception, student demand has consistently exceeded available spaces.

As interest continues to grow, the program may consider various approaches to expanding capacity while maintaining quality.

Potential options include:

Increased Participant Capacity

Expanding the number of students served annually while maintaining the existing delivery model.

Multiple Cohorts

Offering separate spring and fall cohorts or multiple program offerings throughout the year.

Tiered Delivery Models

Combining introductory experiences with advanced opportunities for returning participants.

Regional Expansion

Supporting additional communities interested in developing similar programs.

Virtual Learning Components

Incorporating technology to expand access and supplement in-person experiences.

Any growth should be carefully planned to ensure program quality remains the highest priority.

The Virtual Track Opportunity

The experience gained during the COVID-19 pandemic demonstrated that virtual learning can effectively complement experiential education.

A future virtual track could:

- Introduce careers prior to program participation.
- Support students in remote communities.
- Provide follow-up learning opportunities.
- Showcase professions not available locally.
- Increase educational accessibility.

Virtual learning should complement, rather than replace, the immersive experiential nature of the program.

Supporting Other Communities

The success of Adventures in Health Care in Prince George has inspired similar programs in:

- Peace Region.
- Northwest.
- Cariboo.

Additional communities have also expressed interest in developing similar initiatives.

Prince George may continue to play a leadership role by:

- Sharing resources.
- Providing mentorship.
- Sharing lessons learned.
- Supporting program development.
- Promoting collaboration among Adventures programs.

This collaborative approach strengthens workforce development efforts across Northern British Columbia.

Alumni Engagement

Program alumni represent an important opportunity for future growth and sustainability.

Former participants can contribute as:

- Mentors.
- Volunteers.
- Guest speakers.
- Planning committee members.

- Sponsors.
- Health care professionals.

As the alumni network grows, it can become one of the program's most valuable assets.

The long-term vision is to see former participants return to support the next generation of students.

Measuring Long-Term Success

Long-term success should be measured not only by annual participation but also by broader community outcomes.

Indicators may include:

- Alumni educational outcomes.
- Workforce participation.
- Community partnerships.
- Program expansion.
- Sponsor retention.
- Volunteer engagement.
- Leadership development.

The ultimate measure of success is the program's ability to remain relevant and impactful over time.

Challenges and Opportunities

Future challenges may include:

- Partner capacity limitations.
- Volunteer recruitment.
- Leadership transitions.
- Funding requirements.
- Increasing demand.

At the same time, opportunities exist to:

- Expand capacity.
- Strengthen alumni engagement.
- Increase regional collaboration.
- Leverage technology.
- Enhance workforce development outcomes.

Recognizing both challenges and opportunities helps support informed planning.

Looking to the Future

The future of Adventures in Health Care will be shaped by the same principles that guided its creation:

- Community collaboration.
- Youth development.
- Experiential learning.
- Service above self.
- Workforce development.

While delivery methods may evolve, the fundamental purpose remains unchanged: helping young people explore opportunities, make informed decisions, and contribute to healthier communities.

Guiding Principle

Adventures in Health Care was never intended to be a one-time project. It was designed as a long-term community investment in youth, education, and workforce development.

The responsibility of today's leaders is not simply to deliver the next program, but to ensure that future generations of students continue to benefit from the opportunities, partnerships, and experiences that have made Adventures in Health Care a successful and enduring Rotary initiative.

The true legacy of the program will be measured not by the number of years it operates, but by the number of lives it influences and the communities it helps strengthen for years to come.

Chapter 17 – Appendices

Introduction

The appendices provide the operational tools, templates, reference materials, and historical records that support the planning and delivery of Adventures in Health Care. While the preceding chapters describe the philosophy, governance, and operational practices of the program, the appendices contain the practical documents used by organizers, volunteers, partners, and participants.

These materials should be reviewed annually and updated as required to reflect current practices, policies, and program needs.

The appendices are intended to preserve institutional knowledge, support succession planning, and provide future organizing committees with proven tools and resources for successful program delivery.

Appendix A

Summary of Recommendations Rural Health Care and Recruitment

- Encourage British Columbians from rural, remote and isolated communities to pursue health-related careers and provide increased support for professional development for existing rural health care providers.

- Work with communities to promote the professional and personal benefits of living and working in rural B.C. and improve scheduling and work assignments to create a stable health care workforce in rural, remote and isolated areas of the province.

- Broaden opportunities for communities to collaborate with health authorities to identify local needs and concerns and develop solutions through mechanisms such as community advisory committees.

- Promote the wider application of a rural lens in the development of all health care policies, programs and initiatives.

- Mandate knowledge exchange within and between institutions, regional health authorities, and the First Nations Health Authority, to enhance the continuous cycle of assessment and improvement, and scale up effective service innovations

- As part of the K-12 health and wellness programming, provide age-appropriate information to children and youth regarding the health risks associated with substance abuse and dependence

- Provide more public education and awareness regarding addiction as a chronic illness to help diminish stigma and negative preconceptions about addiction and those living in recovery.

The Select Standing Committee on Health - Legislative Assembly of British Columbia – March 1, 2017

Appendix B

Close-out Report

Prince George

Year 9 - 2025

EXECUTIVE SUMMARY

Adventures in Health Care, a Rotary initiative, is a youth-focused, experiential learning program that introduces high school students to career and educational pathways in the health care sector. Now in its ninth year, this collaboration addresses critical workforce challenges in rural and northern British Columbia by helping students to learn more about themselves and post-secondary education and employment options in health sciences.

Spearheaded by the Rotary Club of Prince George Yellowhead, this multi-day, in-person program is delivered in partnership with School District 57, Northern Health Authority (NHA), College of New Caledonia (CNC) and University of Northern British Columbia (UNBC). Each partner plays a key role in program design, delivery, and resource support. Together, these organizations provide students with immersive, hands-on experiences—including hospital tours, health care simulations, campus visits, and direct interaction with professionals.

Yellowhead Rotary chairs the planning meetings as well as coordinates and provides support with logistics, meals, volunteer chaperones, registration, and travel for out-of-town participants. School District No. 57 oversees student selection and pre-event training. CNC and UNBC deliver academic and simulation-based programming, while Northern Health offers real-world exposure to clinical environments and staff.

In 2025, the program introduced several new elements:

- A community health session hosted by BC Cancer
- Involvement of alumni volunteers, now enrolled in post-secondary health programs or working in the field

Student feedback from the 2025 event confirmed overwhelmingly positive outcomes:

- All participants reported the program met or exceeded expectations
- CNC's hands-on "Saving Emily" simulation ranked highest among daily highlights

- Students expressed strong interest in speaking with more health care professionals
- Meals and peer-to-peer interaction were also highly rated

The program's long-term impact is evident through follow-up surveys of its alumni from 2017–2019:

- 75% pursued post-secondary education
- 97% of those chose health-related programs
- Many are now employed by Northern Health or continuing their studies at CNC or UNBC

Going forward, the program seeks to:

- Expand to new communities through Rotary partnerships
- Increase bursary and scholarship opportunities
- Deepen student-professional engagement
- Continue building a sustainable local health workforce pipeline

The Adventures in Health Care Program is a proven, community-driven model that connects youth to real opportunities in health care. With strong outcomes, growing alumni engagement, and committed inter-agency collaboration, it serves as a blueprint for rural workforce development in British Columbia.

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1 PROJECT OVERVIEW

1.1 Background

The health care sector is an important part of the socio-economic fabric of rural British Columbia, creating employment for a highly skilled workforce while addressing social challenges faced by residents of northern British Columbia.

Given the importance of health care, there is a strong interest to strengthen linkages with this industry, our High Schools, Colleges, University, and our youth. The Rotary Adventures brand and programs have involved more than 75 years of partnerships with Rotary Clubs in Canada and community organizations and businesses. The Rotary Adventures programs provide a platform for them to partner with their community in developing a local program with marketing, registration, travel, communications, accommodation, security and food services for events designed for youth participants.

The collaboration aims to provide young people with valuable experiences and insights into the health care sector, fostering future interest and involvement in this critical field.

The key to the success of the Prince George Adventures in Health Care Program is the joint and delivery efforts and collaboration of Northern Health, College of New Caledonia, University of Northern British Columbia and School District No. 57 along with the Rotary Club of Prince George Yellowhead.

1.2 Key Roles for Agencies

Rotary Club of Prince George Yellowhead

The role of the Rotary Club of Prince George Yellowhead is to extend the recognized Adventures brand, develop and provide oversight of the Adventures in Health Care Program in Prince George with support of the other collaborating agencies, organize, and oversee the Adventures in Health Care event. The other roles of the Rotary Club with respect to the Program include chairing the planning meetings, providing resources to be adult chaperones for students, assist as registrars for the event, partnering in delivering meals with the collaborating agencies, coordinating travel and safe return of any out-of-town students and marketing through the Rotary network.

School District No. 57

The role of School District No. 57 is a to support the development of the overall Adventures in Health Care Program to meet high school education standards. For Year 9 School District No. 57 lead the program by providing in kind support throughout the year to reduce the cost to student participants, marketing the Program through its school networks both within and outside of the school district, developing the application package, leading the School District No. 57 student application evaluation and interview process, and providing staff throughout the event as support to the students and collaborating agencies. In addition, they delivered an online mandatory participant lab safety course.

Northern Health

The role of Northern Health is to design and provide a comprehensive, engaging, and exciting Program for its portion of the event agenda including facility tours consistent in theme with other portions of the event. For Year 9 Northern Health has further supported the development of the Adventures in Health Care Program by providing in kind and financial support and venues to reduce the cost to student participants, hosting their lunch lunch during its portion of the event, marketing the program though Northern Health and other health sector networks and health care professionals.

College of New Caledonia

The role of the College of New Caledonia is to design and provide a comprehensive, engaging, and exciting Program for its portion of the event agenda consistent in theme with other portions of the event. With respect to Year 9 the College of New Caledonia developed and delivered the agenda items related to its portion of the event and provided financial and in kind support, and venues to reduce the cost to student participants, providing their lunch during its portion of the event, marketing the program through post-secondary sector networks and health education.

University of Northern British Columbia

The role of the University of Northern British Columbia is to design and provide a comprehensive, engaging, and exciting Program for its portion of the event agenda consistent in theme with other portions of the event. For Year 9 the University of Northern British Columbia further supported the development of the Adventures in Health Care Program by providing in kind and financial support, providing their lunch during its portion of the event and venues to reduce the cost to student participants, marketing the Program through post-secondary sector networks and education professionals.

1.3 Organizing Committee Members and Volunteers

The Adventures in Health Care Program – Prince George was planned and developed as a joint initiative of all collaborating agencies. The key contributors are listed in Table 1.

Table 1: List of Organizers by Agency – 2025 Member

Yellowhead Rotary Club Ron Davis -Cathy Hellyer

Northern Health Sandra Rossi

Emelye McFarlane- Katrina Molendyk - Leah Likes

College of New Caledonia - Jennifer Scott -Dan Ramacharran

University of Northern British Columbia - Nathan Lachowski-Tammy Klassen-Ross

School District No. 57 - Steven Foster

The design and delivery of the Adventures in Health Care Program would not have been possible without the support of many agency staff and volunteers that organized hands on education modules for student participants during the event. The support of agency staff and volunteers were also vitally important for the student interview and selection process.

Yellowhead Rotary continued experimenting with the Community Day in 2025, with BC Cancer hosting a half-day session, increasing the program's depth by offering hands-on learning about cancer prevention, early detection, and career opportunities in oncology. This collaboration broadened the educational impact and strengthened ties between health care providers and local youth.

This year also saw the addition of a new group of volunteers, Alumni of the program itself, now young adults attending U.N.B.C. and C.N.C., with some having earned their undergraduate degree and continuing studies while others are now working at Northern Health at the University Hospital.

1.4 Related Activities

The Adventures in Health Care Program is part of a larger set of activities designed to introduce students to career and educational opportunities including:

- School District No. 57 Career Programs which introduce students to a wide variety of career paths.
- Work Experience 12 course offered by School District No. 57 high schools, as well as work placements for select programs in School District No. 57
- Futures in Health at CNC and Careers in Health Care at UNBC field trips offered by the College of New Caledonia and University of Northern British Columbia in partnership with School District No. 57
- College of New Caledonia and University of Northern British Columbia campus tours, scholarships, and bursaries
- Northern and Rural Pathways to Medicine
- Northern Medical Program
- Northern Health career fairs and recruitment web site – specifically those branded "Grow Our Own".
- Engage and support with reference materials other Rotary Clubs to develop their own local Adventures in Health Care program.

It is expected that collaboration on the Adventures in Health Care Program will lead to expanded Program offerings delivered by these agencies to further develop career pathways in health sciences in rural British Columbia.

1.5 Project Objectives (from the Project Charter)

The Objectives of the Adventures in Health Care are:

1. To support the continued development of the rural health care sector within British Columbia

2. To design a youth-focussed event in 2026 and beyond that creates youth awareness of educational and career opportunities within the health care sector.

3. To increase the supply of health care professionals

4. To contribute to the student population and post-secondary education enrolment in northern British Columbia

5. To develop and continue to refine an application process and select as many students as possible for the Adventures in Health Care Program in Prince George.

6. Provide a forum for health care delivery agencies and education providers to collaborate to design and build partnerships that are linked with but go beyond the Prince George Adventures in Health Care

7. In the future as the Program develops, pursue sustainable Rotary Health Care Bursaries/Scholarships at CNC and UNBC as well as other northern post-secondary schools.

8. Participate in an advisory role with other Rotary clubs who are investigating the program concept with an eye to duplicate the Prince George model.

1.6 Duration of Commitment – Memorandum of Understanding

Discussions around establishing a formal Memorandum of Understanding (M.O.U.) began following the 2019 program. With ongoing turnover in partner leadership roles and a reliance on informal communication and past practices, misunderstandings had become more common. To address this, a formal M.O.U. was introduced in 2022. It now serves as a clear reference point for all parties, supporting continuity, clarity, and accountability. The M.O.U. is reviewed annually by Rotary and program partners at the start of each planning cycle in the fall.

2 OUTCOMES

2.1 Participant Survey Response - 2025

During the event, the student participants were asked to provide feedback. All participants responding to the survey indicated that the program met or exceeded expectations.

- Participants were very positive about all hands-on experiences and negative to lectures in the typical classroom settings.
- The highlights identified by students each day were many, but overall CNC topped the rankings with a team approach that really impressed the youth. The team concept to focus on "saving Emily" with a wind-up team survey using the Kahoot platform.
- The meals and snacks were well received by the students on all four days although the introduction of breakfasts this year had very little uptake by the youth.
- Participants seem to take note of, and express positive comments about being in an environment of likeminded (health care focused) students and organizers.
- There was a general indication of wanting to talk to more professionals.
- Although not expressed in words, it was clear from observations during the four days that some where doing school work during the lunch breaks. Clearly the three days off of school is a stretch for some, particularly so close to exams.

2.2 Survey – Alumni 2017/18/19

- Reflections(pre-pandemic) - With the program in existence for 9 years, all the students from the first three years (2017, 2018 and 2019) have graduated not only from high school but also undergraduate studies. Rotary has stayed in contact with most of them and is able to report what if anything they have done after high school.

Status – The pre-pandemic cohort are now between twenty-one and twenty-four years of age. From the same survey we updated these 113 young adults and where they are regarding post-secondary education and/or employment status. The participation rate in post-secondary studies was 75% with 90% in health sciences.

2.3 Funding Sources

Funding support for Adventures in Health Care – Prince George through 2024 was supported by key community and educational partners, including Northern Health, the College of New Caledonia (CNC), the University of Northern British Columbia (UNBC), and the Rotary Club of Prince George Yellowhead.

Since 2017, all program surpluses and deficits have been managed by the Rotary Club of Prince George Yellowhead in accordance with the 2016 Adventures in Health Care Charter, with funds held exclusively for the benefit and sustainability of Adventures in Health Care – Prince George.

2.4 Volunteer and Agency Staff Support

The hard costs of the Adventures in Health Care – Prince George program do not reflect the significant in-kind contributions of volunteer and agency staff time. These individuals are essential to the development, marketing, coordination, application review, and student selection processes that ensure the program's success. The dedication and effort invested by agency partners and Yellowhead Rotary volunteers are invaluable, and the program could not operate effectively without their ongoing support.Looking Forward

2.5 Suggested Improvements from Agency Representatives

- Continue to engage the media with the same approach used in 2025.
- Examine vegetarian component of meals to see if there are opportunities for improvement.
- Rotary to investigate funding support of meals from the greater community.
- Involve more Rotary and now Alumni volunteers at the event to support daily needs of students, emergencies, etc.

3 GROWTH

It's a testament to the program's success and the value it brings to the participants that the program has been recognized as valuable and duplicated not once but thrice with the launch of sister programs in the Northwest in Terrace in 2023, the Peace Regi on in 2024 and Quesnel in 2025.

4 CONCLUSIONS

The overriding feedback from the students leads us to believe that by participating in hands-on experiences in a variety of activities the students have gained practical knowledge and skills that complimented their formal high school education.

This practical aspect has enhanced their understanding and provided a tangible connection between theory and real-world application, fostering deeper engagement and motivation.

Consequently, students seem to become more driven to excel in their studies and complete their educational programs more efficiently. This underscores the importance of incorporating experiential learning opportunities, particularly in fields like healthcare, to optimize student learning outcomes and overall academic success.

Ron Davis, Chair

Adventures in Health Care - Prince George

ROTARY CLUB OF PRINCE GEORGE - YELLOWHEAD

July, 2025

APPENDIX C

Alumni reflections - 2025

Jessica Alsop, Powell River

- Attended in 2019
- Bachelor of Health Sciences – May, 2024

I attended the Healthcare program in 2019. It was a huge reason why I decided to explore speech and language pathology and what originally sparked my interest. I am a huge fan of the program! I attend STFX University in Nova Scotia. After I graduate next year, I am hoping to start my Master's Degree in Speech and Language Pathology

Rachel Aussem, Prince George

- Attended in 2018
- U.N.B.C. - Bachelor of Social Work, 2024

Adventures in Healthcare allowed me to discover what I did not want to do, which is incredibly useful information. It helped me find my space in social work and supports my role in advocating for acknowledgment of social workers in healthcare spaces.

Josie Duque, Prince George

- Attended in 2017
- U.N.B.C. - Undergraduate – Biomedicine – 2023
- U.B.C. School of Dentistry – Class of 2027

In 2017, one of the first sessions at the College of New Caledonia was in the dental labs. The minute I stepped foot there and learned about all the various aspects of dentistry it solidified that I wanted to study dentistry!

I graduated from UNBC with Bachelor of Health Sciences in Biomedicine last year and am now just finishing my first year at UBC Dentistry school – class of 2027.

Molly Patterson, Prince George

- Attended in 2019
- U.N.B.C. - Biomedicine – 2025

I had absolutely no idea what I wanted to do, but after finishing the program I had a much better idea of what it would take to go into medicine, which is now my goal. I would strongly recommend this program for those that have a keen interest in health care but have no plan or career pathway.

Jasmine Turnbull, Terrace

- Attended in 2018
- U.N.B.C. -Undergraduate - Nursing – 2024

. Adventures in Health Care allowed me to experience a snippet of many health science careers ultimately leading me to choose a career in nursing! I graduated from UNBC 2024 and am about to start my first job at Mills Memorial in Terrace BC.

I remember this program fondly as I met wonderful people who have moved on to various healthcare professions, it also broadened my understanding of what other health professions do. It has made collaboration within the hospital settings less stressful.

Savannah Reeves, Prince George

- Attended in 2017
- U.N.B.C. – Nursing – 2023

I attended Adventures in Health Care when I was in grade 10 in 2017. I am a Registered Nurse at UHNBC working on the Internal Medicine Unit for just over one year now. I'm looking forward to going into teaching at UNBC for the nursing program as I have realized how much I enjoy education and the impact it has on young healthcare professionals.

The annual surveys from the program participants and their families over the years continue to confirm the positive results of the program. This suggests that the program meets its objectives and providing valuable experiences for those involved. In addition, the feedback has been instrumental in maintaining and improving the program, as it highlights what aspects are working well and what areas may benefit from further

attention or development. The addition of new agencies has also helped to broaden the program offerings.

The hard data collected tells us that those who continue through high school and choose the health care field enter the workforce three to four years earlier than the norm for most professions. Since its inception in 2017, the program has delivered a hands-on one-to-one program to five hundred and fifty students and online to four hundred high school students across British Columbia.

Final Note

The appendices are living documents and should be reviewed annually by the Rotary Steering Committee and Community Planning Committee. While operational practices may evolve over time, maintaining current and accurate supporting documents ensures continuity, preserves organizational knowledge, and supports the long-term sustainability of Adventures in Health Care.
