

New for 2019-2020

Competitors are no longer required to show event guidelines at ILC. Editorial updates and clarifications have been made to guidelines. Portfolio pages must be numbered in lower right corner. The event rubric has been updated to a new format. Scholarship information has been added to the guidelines.

- Purpose** To provide HOSA members with an opportunity to develop and demonstrate knowledge and skills in a selected health profession.
- Description** This event will consist of three items: a) the development of a career portfolio, b) the demonstration of a selected skill common to the chosen health career and c) the presentation to the judges. The career portfolio will be created by the competitor to show career understanding and documentation of a related work-based learning experience. The skill portion will consist of a digitally recorded demonstration of a skill related to the chosen career. The presentation for judges will allow the competitor to demonstrate their understanding of the career.
- Dress Code** Competitors shall wear official HOSA uniform or proper business attire. Bonus points will be awarded for [proper dress](#).
- Rules and Procedures**
1. Competitors in this event must be active members of HOSA-Future Health Professionals in good standing in the division in which they are registered to compete (Secondary or Postsecondary/Collegiate).
 2. Competitors must be familiar with and adhere to the "[General Rules and Regulations of the HOSA Competitive Events Program \(GRR\)](#)."
 3. The competitor will choose a health career that he/she is planning to pursue.
 - a. The career must be a health profession with at least one clinical skill that can be learned and demonstrated as part of the HOSA competitive event process.
 - b. **The skill may not duplicate a skill in an existing Health Professions or Emergency Preparedness event.**
 - c. The career must be a HEALTH career. For a sample list of health careers, visit the [National Consortium for Health Science Education](#) and [Explore Health Careers](#) websites.
 - d. The career must meet the "Career Selection Requirements" section of these guidelines.
 4. There are three components of this event; 1) career portfolio 2) skill video 3) presentation to judges.

The Career Portfolio

5. The competitor will create an 8-9 page career portfolio that contains evidence of career research and a work-based learning experience. A .pdf of this portfolio will be uploaded to Tallo by May 15th (see below for instructions).
6. The original portfolio to be used by the competitor during judging must be contained in an official HOSA portfolio or notebook from [Awards Unlimited](#) (NBK150, NBK 250, or PBK2002). For the 2019 – 2020 membership year portfolios and notebooks with the old or new HOSA logo will both be accepted.
7. The competitor's original portfolio will not be collected by event personnel.
 - a. Pages should be one-sided and numbered in lower right corner.
 - b. Typed or word-processed.
 - c. Sheet protectors and page dividers may NOT be used.
 - d. The portfolio can be a combination of narrative form and outline style with main concepts and bullet points.
8. The contents of the portfolio MUST be as follows:
 - a. Page 1- **Title Page** includes event name, career title, competitor's name, HOSA chapter name, division, school and state/country; and is neatly presented. (A creative design or pictures may be used but will not affect the score.) One page only.
 - b. Page 2- **Career Summary** Provides career information that is complete, clear, and comprehensive – to include a description of the career, job duties, and employment characteristics.
 - c. Page 3- **Education, Training, Credentialing Professional Association, and Career-related Data and Statistics** Information about educational requirements and options, credentialing requirements and related professional associations. Referenced data related to occupational outlook, employment statistics, and other career-related data.
 - d. Page 4- **Summary** of a career-related interview with a professional in this career that demonstrates thoughtful questioning and comprehension of answers. * *This interview must be with a practicing health professional and may NOT include the competitor's instructor or HOSA advisor.*
 - e. Page 5- **Work-based Learning Summary and Outcomes** Summary of a work-based learning experience that documents a minimum of 8 hours of job shadowing, and describes who, what, where, and when, and demonstrates insight and understanding of the work environment and career. Also includes a thoughtful list of learning outcomes (what the competitor learned) as a result of the work-based learning experience.
 - f. Page 6- **Professional Verification** Letter from a career professional mentor, on professional stationary, one-page only, which includes comments on the competitor's attitude, enthusiasm, work performance, and career potential. The letter should be signed by the mentor. (May be in narrative form.)
 - g. Pages 7-8- **Skill Checklist** (maximum of 2 pages)
 - i. The competitor will select a skill that is performed by professionals

in the chosen career field, will develop a one to two page skill checklist for the selected skill, and will perform the skill while being digitally recorded.

- ii. The skill checklist must include all steps that would be performed as part of the skill.
 - iii. **The skill must be one that the competitor can learn to actually perform/demonstrate.** The skill demonstration may use a model but must be performed/simulated and not simply verbalized. The competitor must be seen in the video performing/simulating the skill.
 - iv. The specific text reference used in the development of the skill must be cited. (See rule 8h)
 - v. Any reference(s) used in the development of the skill must be a verifiable and not an individual person.
 - vi. The skill may NOT duplicate a skill in an existing event. (The skill for Clinical Specialty must be an original skill. A similar skill may NOT be a part of another event. See Skill Selection Guidelines on page 10-11.)
 - vii. Competitors should use good judgment and discretion when choosing the skill. Skills that could be interpreted as insensitive, invasive, or of a highly personal nature should be avoided.
 - viii. Remember that the purpose of this event is to develop career awareness. The chosen skill should serve that purpose. For example, a nursing assistant may need to operate a fax machine, but “faxing a document” would not be a good skill to choose for the career of nursing assistant because it does not promote understanding of the chosen career.
 - ix. Steps of the skill must be broken down into logical sub-parts. Skills should have a minimum of 10 steps.
 - x. Two (2) additional copies of the skill checklist must be submitted as part of the portfolio at the scheduled event orientation.
 - xi. *The skill checklist must be word-processed.*
- h. Page 8 or 9- **Reference Page.** A reference page must be prepared for any materials used to create the portfolio, during this lesson that were not created by the team. One page only. *Points will be awarded for compiling a clean, legible reference page, but the formatting of the reference page is not judged.*

Since the American Psychological Association (APA) is the most commonly used resource in the Health Sciences, this information is modified from the APA style to help HOSA members familiarize themselves with it. More information on APA formatting may be found at the [Purdue Online Writing Lab \(OWL\)](#).

Your ONE PAGE ‘References’ title should be centered and sources alphabetized by the author’s last name, first initial from the left margin. References should be single spaced and hanging indents should be used for sources requiring multiple lines. Alphabetize anonymous authors according to the web site or first main word in the title.

***Example:** Web Site (Professional)
CDC.gov. (2017, Feb 15). Health services for teens. *Adolescent and*

School Health. Retrieved from
<https://www.cdc.gov/healthyyouth/healthservices/index.htm>.

- i. **Note to Competitors:** The two (2) copies of the portfolio contents turned in during the event orientation at the International Leadership Conference will be used by the judges and **WILL NOT** be returned to the competitor. CHECK WITH YOUR STATE ADVISOR to determine the process used for state competition. You may be asked to make extra copies of your portfolio contents if you qualify for international competition.

9. The official reference that will be used by the judges is:
 - [Wischnitzer, Dr. Saul & Edith Wischnitzer. *Top 100 Health-Care Careers*. Jist Publishing. Latest edition.](#)

The Skill Video

10. For the skill video, the competitor digitally records the skill.
 - a. The skill may last longer, however, **a recommended maximum of 4 minutes of the skill should be viewed by the judges.**
 - b. The judge(s) will use the skill checklist developed by the competitor to determine the overall skill performance.
 - c. The competitor can edit the skill down to 4 minutes or less if desired.
 - d. The skill presentation must be of a quality in sound and appearance that allows the judge to evaluate the competitor as he/she performs the skill.
 - e. The competitor must be seen in the video performing/simulating the actual skill.
 - f. There is no limit to the length of the skill, however, the amount of time for the judges to view the skill is limited. The competitor may show approximately four (4) minutes of the skill performance that he/she believes will best illustrate his/her competence to perform the skill. The competitor may use the fast forward or reverse functions when showing the skill.
 - g. NOTE: Points will not be subtracted if the skill performance exceeds four (4) minutes, however, competitors will be stopped at the end of six (6) minutes so competitors are encouraged to this presentation time wisely.
 - h. A link to this video demonstration, along with the .pdf of the portfolio, must be uploaded to Tallo by May 15th (see below for instructions).

The Competitive Process

11. All competitors will report to the event site for the required event orientation. Competitors will then report to the event site at their appointed time with:
 - a. The original portfolio
 - b. Two (2) extra copies of the Skill Checklist developed by competitors per rule 8g.
 - c. Two (2) copies of the career portfolio contents will be printed on 8 ½ x 11" white paper, with one staple at the top left corner of the page.
 - The print copies should NOT be in a portfolio, notebook or folder.
 - The print copies will be used by judges and retained by HOSA-Future

Health Professionals. Copies will not be returned to the competitor.

- d. A [photo ID](#) .

The Event Presentation

12. The event will be timed as follows:

- | | |
|---|-----------|
| a. Judges review and rate portfolio contents | 3 minutes |
| b. Competitor invited into room for presentation and skill review | 6 minutes |
| c. Competitor excused, judges complete rating sheet | 1 minute |

13. After the judges review the portfolio contents, the competitor will present to the judge(s) for a maximum of six (6) minutes. The presentation should include the following:

- Explanation of the career (job responsibilities, training, and employment opportunities)
- How the career was selected
- How the competitor's strengths and personal preferences relate to the chosen career
- How the career fits into the healthcare system.

During this time, the competitor will show part(s) of the skill demonstration and talk about the skill performance. The purpose of the presentation and skill review is to evaluate the competitor's knowledge and understanding of the skill and career, as it relates to the health system.

- For the skill video part of the presentation, the competitor will bring a tablet, portable DVD player or laptop computer. The skill can be pre-loaded. HOSA will NOT provide a TV, DVD, electrical power or connecting cables.
- The competitor will show and describe selected parts of the skill. The skill may last longer, however, a recommended maximum of 4 minutes of the skill should be viewed by the judges. The competitor may talk during the skill or fast forward as desired. This process will allow the judges to rate the overall skill performance, and allow the competitor to explain his/her skill performance. Competitors should spend enough time on the skill to allow for fair judging, but not so much time that the skill evaluation detracts from the other components of the presentation to be judged.
- The judge(s) will use the skill checklist developed by the competitor to determine the overall skill performance.
- The timekeeper will announce the time when there is one (1) minute remaining in the presentation. The timekeeper will stop the presentation after six (6) minutes and the competitor will be excused.
- After the competitor leaves, judges have one (1) minute to complete the rating sheet.
- Use of index card notes during the interview are permitted. Electronic notecards (on a tablet, smart phone, laptop, etc...) are permitted, but may not be shown to judges (other than recorded skill video).

14. The portfolio must be submitted for judging in English.
15. In the event of a tie, a tie-breaker will be determined by the areas on the rating sheet section(s) with the highest point value in descending order.
16. By entering this event, the competitor grants permission for their video and portfolio contents to be used in HOSA publications and on the HOSA website.
17. HOSA offers numerous scholarships every year to its members interested in pursuing a variety of health careers. As you consider participating in this competitive event, please keep in mind there may be a HOSA Scholarship offered that fits your interests! For more information on the HOSA Scholarship program, please visit <http://www.hosa.org/scholarships>.

Required Tallo Uploads

18. The following items must be uploaded by the competitor to Tallo: a .pdf of their portfolio and a link to their video demonstration.

Uploading to Tallo

Each competitor must create a profile on Tallo, an online platform that showcases talent and skills and brings students, colleges, companies, and possibilities together. Competitors will create their online profile by visiting – <https://hello.tallo.com/hosa>.

Uploading your materials to Tallo is a requirement for most states and for ILC. Failing to upload the required materials will result in significant point loss at competition. Check the event rating sheet for details on how points are awarded.

- a) The main purpose for the partnership with Tallo is two-fold: (1) to provide the HOSA member with a permanent, professional online portfolio to share with universities and future employers and (2) to obtain valuable analytical membership data for HOSA, including demographic, academic, and career interest information. Entities, outside of Tallo, CANNOT access this information without explicit member permission.
- b) Every competitor must create a profile and upload a .pdf of their portfolio and a link to their video demonstration to the **Clinical Specialty** competitive event opportunity on Tallo. **Detailed instructions** for doing this are in “step g” below and also available at <http://www.hosa.org/tallo> as both a .pdf handout and web tutorial video.
- c) The size limit for any files uploaded to Tallo is 2.5 MB. To avoid an upload error, please be sure to save your .pdf as a compressed file or reduce the size of your embedded images. For instructions on how to do this, please visit: <http://www.hosa.org/filesize>.
- d) Regional and State Process:
 1. Competitors should check with their state advisor to see if Tallo is being used at the state level. If so, competitors should find out the deadlines for any regional or state conferences. State Advisor Contact information can be found here - <http://hosa.org/associations>
 2. The .pdf of the portfolio and a link to the video demonstration must be uploaded prior to the state published deadlines.
 3. States will verify the material has been uploaded prior to any regional or state conferences.
- e) ILC Process:

1. For those who advance to the ILC, the .pdf of the portfolio and a link to the video demonstration must be uploaded to Tallo by midnight PST May 15, 2020.
 2. HOSA-Future Health Professionals will verify the material has been uploaded prior to the International Leadership Conference.
- f) Changing Content:
1. If a competitor uploads the .pdf of the portfolio and a link to the video demonstration for the regional and/or state level, it does not need to be resubmitted for ILC. Uploading the .pdf of the portfolio and a link to the video demonstration ONCE is sufficient for all three levels of competition (regional, state, ILC).
 2. **However**, competitors ARE allowed to change the content of their .pdf of the portfolio and a link to the video demonstration between conferences. IF such content changes are made, competitors should replace their original upload on Tallo with the most current version.
 3. The .pdf of the portfolio and a link to the video demonstration that is in Tallo on May 15, 2020 is considered final and may be used for judging at ILC 2020.
- g) Tallo Instructions
1. Join Tallo-
 - a. Go to <http://www.hosa.org/tallo>.
 - b. Click the “Create Your Profile” button and create your account.
 - c. Add HOSA to your profile-
 - i. Click the blue “Profile” tab at the top left of the screen.
 - ii. Click the blue “Edit Profile” button at the top right of the screen (underneath the account dropdown menu).
 - iii. Select “Associations” from the bar on the left side of the screen.
 - iv. Type in “HOSA-Future Health Professionals” and select from the dropdown menu.
 2. Search for HOSA Competitive Event-
 - a. Select “Opportunities” at the top of your screen when logged in.
 - b. In the “Organization Name” search box type in “HOSA”; wait for the list of pre-populated organizations to appear, and then select your state association from the drop-down box (Example: HOSA-Future Health Professionals | California). Click the blue “Search” box.
 - c. Select your competitive event from the list that appears to the right (Make sure that you have selected the proper state!).
 3. Submit Materials and Apply for Competitive Event-
 - a. Follow the steps and provide required information for your event.
 - b. Click “Apply Now” when ready to submit.
 - c. You have until the state deadline (contact state advisor) or ILC deadline (May 15, 2020) to change any content and re-upload your submissions. The material in Tallo as of May 15, 2020 is considered final for ILC.
 - d. To edit your submission-
 - i. Click the dropdown menu on the top right of your screen in Tallo.
 - ii. Click “My Opportunities” and select your event.
 - iii. Follow the instructions for editing your submission.

Competitors Must Provide:

- [Photo ID](#)
- Official HOSA portfolio or notebook from [Awards Unlimited](#) (NBK150, NBK 250, or PBK2002)
- Two (2) print-outs or photocopies of portfolio
- Tablet, portable DVD player, or laptop computer and recorded skilled performance (electricity is not provided)
- Watch with second hand (optional)
- Upload .pdf of portfolio and link to skill video to Tallo by deadline.

FOR SPECIFICS ON EVENT MANAGEMENT SEE [MANAGING COMPETITIVE EVENTS](#)

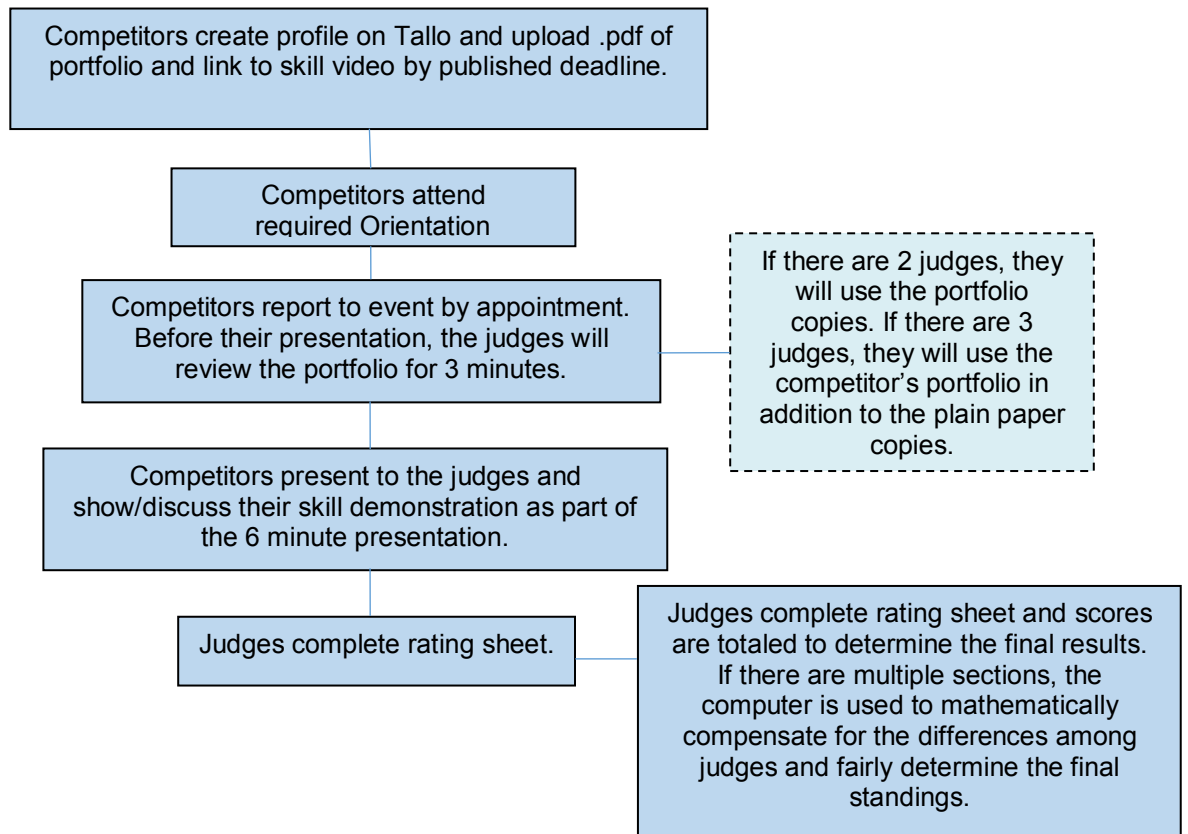
Required Personnel:

- One Event Manager
- One Judge Manager (JM) to provide quality assurance for the event by ensuring that the guidelines are followed and all event documents are complete.
- One Section Leader per section
- Two - three judges per section
- Event assistants as needed
- One timekeeper per section

Facilities, Equipment and Materials (Per Section):

- One room per section, each room with a conference table and chairs. (see [HOSA Room Set](#))
- List of competitors for check-in
- Stopwatch
- Flash card for 1 minute remaining
- Rating sheets – one per judge per competitor
- Evaluation forms – competitor, judge, and personnel
- #2 lead pencils (judges & evaluations)
- Expandable file folder or box (to collect portfolio copies-optional)
- List of competitors who have uploaded materials to Tallo by deadline
- Copy of guidelines for judges
- Hand sanitizer (alcohol based handrub)

Event Flow Chart



CLINICAL SPECIALTY CAREER SELECTION GUIDELINES

HOSA members may choose **ANY HEALTH CAREER** for this event. Competitors must be sure that the career chosen is a health or medical career. For example, careers such as firefighter, flight attendant and special education teacher are not classified as health careers.

The career must be one for which all components of the portfolio can be completed, to include but not limited to: the existence of a professional association, interview and work-based learning opportunity with someone in the chosen career, and career-related data and statistics.

Competitors should be sure to choose a specific “Health Career” and not an area of specialty. For example, “Medical Examiner” is a health career, “Forensics” is not. Sample health careers can be found online at the [National Consortium for Health Science Education](#) and [Explore Health Careers](#) websites.

SKILL SELECTION GUIDELINES

The career must be a health profession with at least one clinical skill that can be learned and demonstrated as part of the HOSA competitive event process. The skill may not duplicate a skill in an existing Health Professions or Emergency Preparedness event. The following skills are in other events and **NOT ALLOWED** for this event:

| Skills in Biomedical Laboratory Science | |
|---|--|
| • Identification of laboratory equipment | • Infection control and transmission-based precautions |
| • Inoculate and streak an agar plate | • Using a microscope |
| • Preparing a Laboratory Solution | • Perform a gram stain |
| • ABO Grouping | |
| Skills in CERT Skills | |
| • Treating life-threatening conditions | • Lifts and carries |
| • Head-to-toe assessment | |
| • Splinting a Closed Fracture | |
| Skills in Clinical Nursing | |
| • Administer medication intramuscular | • Administer medication subcutaneous |
| • Administer medication intradermal | • Inserting a nasogastric tube |
| • Urethral catheterization – Straight | • Performing a sterile wound irrigation |
| • Postmortem care of the body | • Assisting the patient with postoperative exercises |
| Skills in CPR/First Aid and Life Support Skills | |
| • Severe Bleeding and Shock | • Broken Bone/Sprain and Splinting |
| • Severe Burns | • Heat-Related Emergency |
| • Choking | • Adult BLS/CPR |
| • Two-rescuer Adult BLS and AED | • Two Rescuer Adult BLS |
| • Infant CPR | |
| Skills in Dental Science | |
| • Preparing the dental treatment room, including anesthetic syringe | • Seating the dental patient |
| • Dismissing the dental patient | • Patient education: Brushing and flossing |
| • Pouring an Alginate Impression with Plaster – Single Pour | • Identify instruments |
| • Treating contaminated tray in the sterilization center | |

| Skills in EMT | |
|--|--|
| • Patient Assessment: Trauma and medical | • BVM Ventilation: Apneic Adult Patient |
| • Spinal immobilization: Seated and lying | • Long bone injury |
| • Joint injury | • Bleeding control/shock management |
| • Cardiac arrest management/AED | • Oxygen administration by non-rebreather mask |
| Skills in Home Health Aide | |
| • Taking an adult tympanic temperature | • Taking an apical pulse |
| • Emptying a urinary drainage unit | • Applying clean dressing and ointment to broken skin |
| • Giving a back rub | • Caring for dentures |
| • Moving a client up in bed using a drawsheet | • Applying elasticized stockings |
| Skills in Medical Assisting | |
| • Perform a Telephone Screening | • Receive a New Patient and Create an Electronic Chart |
| • Obtain and Record a Patient Health History | • Measure Height and Weight |
| • Prepare/assist with a Routine Physical Exam | • Screen for Visual Acuity |
| • Test Urine with Reagent Strip | • Sterile Gloving |
| Skills in Nursing Assisting and Personal Care | |
| • Handwashing | • Make an occupied bed |
| • Make an unoccupied bed | • Position patient in bed |
| • Transfer patient from bed to chair/wheelchair | • Measure and record vital signs |
| | • Discharging patient |
| Skills in Pharmacy Science | |
| • Patient screening for pharmacist consult | • Verifying Rx Content & DEA # |
| • Withdrawing liquid from vial | • Identifying equipment |
| • Compounding an oral suspension | • Aseptic Garbing, Hand Washing, and Gloving |
| • Filling a Prescription | |
| Skills in Physical Therapy | |
| • Ambulating with a transfer (gait) belt | • Ambulating with a walker |
| • Ambulating with a cane | • Range of motion |
| • Ambulating with crutches | • Ice pack application |
| • Transfer from supine to sitting position | • Donning & removing transmission-based isolation garments |
| Skills in Sports Medicine | |
| • Anatomical landmark identification | • Joint action & maximum range of motion identification |
| • Taping - ankle | • Taping – Achilles Tendon |
| • Wrapping - shoulder spica | • Taping –wrist/hand |
| Skills in Veterinary Science | |
| • Preparation of the operative site | • Lifting and restraining a dog |
| • Identify 15 instruments | • Simple fecal floatation |
| • Preparing a feline to obtain a temperature | • Apply/remove gauze restraint muzzle |
| • Identification of companion animal breeds | |

Clinical Specialty

SKILL CHECKLIST TEMPLATE

Competitor #: _____ Judge's Signature: _____

Reference*: Title _____
 Author _____
 Copyright _____ Page numbers _____

| Skill _____ | JUDGE USE ONLY: Comments |
|-------------|-----------------------------|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| 8. | |
| 9. | |
| 10. | |
| 11. | |
| 12. | |
| 13. | |
| Etc. | |

** The skill performed must come from a verifiable text resource and must follow the steps in the resource. A teacher, health professional, or parent cannot serve as the skill resource.*

***This template can be adapted by the competitor to create a custom skill checklist, but it must be typed.*

CLINICAL SPECIALITY – Judge’s Rating Sheet

Section # _____ Division: _____ SS _____ PS/Collegiate
 Competitor # _____ Judge’s Signature _____

| A. Items Evaluated | Excellent | Good | Average | Fair | Poor | JUDGE SCORE |
|---|---|--|--|---|--|-------------|
| <p>No partial points are given in Section A.</p> <p>All seven items MUST be completed to receive 40 points.</p> <p>If any portion is missing, Section A is scored a 0</p> <p>For more information on the all/none points, please visit: http://www.hosa.org/judge</p> | <p>Points for following Guidelines:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The skill does NOT duplicate any skill in an existing Health Professions or Emergency Preparedness event <input type="checkbox"/> .pdf of portfolio and link to skill video uploaded to Tallo by the <i>published deadline</i> <input type="checkbox"/> The portfolio pages are numbered, does not exceed 9 single-sided pages, word processed, and submitted in English <input type="checkbox"/> Official HOSA Portfolio used, and two copies submitted <input type="checkbox"/> Sheet protectors and page dividers are NOT used <input type="checkbox"/> The Title Page includes event name, career title, competitor's name, chapter name, division, school, and state/country <input type="checkbox"/> Nothing except portfolio and skill video shown to judges <p style="text-align: center;">All or nothing: 40 points or 0 points</p> | | | | | |
| B. Portfolio | Excellent 10 points | Good 8 points | Average 6 points | Fair 4 points | Poor 2 points | JUDGE SCORE |
| <p>1. Career Summary Content (page 2)</p> | <p>The Career Summary provides career information that is: 1. complete, clear and comprehensive 2. includes a description of the career 3. description of job duties, and 4. employment characteristics</p> | <p>The Career Summary provides 3 of the 4 criteria in the portfolio</p> | <p>The Career Summary includes 2 of the 4 criteria in the portfolio</p> | <p>The Career Summary includes 1 of the 4 criteria in the portfolio</p> | <p>The competitor does not include a career summary in the portfolio.</p> | |
| <p>2. Education, Training, Professional Association and Career Data Content (page 3)</p> | <p>This data content provides information about: 1. educational requirements and options 2. credentialing requirements 3. related employment statistics 4. other career-related data.</p> | <p>The data content provides 3 out of 4 listed criteria in the portfolio</p> | <p>The data content provides 2 of 4 listed criteria in the portfolio</p> | <p>The data content provides 1 of four listed criteria in the portfolio</p> | <p>The candidate does not include educational, training, professional association or career data content in the portfolio.</p> | |

| Portfolio | Excellent 10 points | Good 8 points | Average 6 points | Fair 4 points | Poor 2 points | JUDGE SCORE |
|---|--|--|---|--|---|----------------|
| 3. Interview with Professional Content (page 4) <i>*Interview must be with a practicing health professional and may NOT include the competitor's instructor or HOSA advisor.</i> | This section provides a detailed summary of summary of: 1. a career-related interview with a professional in a specific health career field 2. demonstrates thoughtful questioning and comprehension of the answers. 3. incorporates specific information that can only be learned through conversation or interaction with a professional | The candidate provides responses to all of the criteria in column 1, but does not provide enough detail to gain full understanding of the interview. | The competitor provides 3 of the 4 criteria describing the interview with the professional. | The competitor provides 2 of the 4 criteria describing the interview with the professional | The competitor did not include details highlighting an interview with a professional in the portfolio OR it was obvious the local HOSA Advisor was used | |
| 4. Work-based Learning Summary and Outcomes Content (page 5) | This summary of a work-based learning experience included the following evidence: 1. documents proving a minimum of 8 hours of job shadowing 2. description of who, what, where and when the experience took place 3. demonstrates insight and understanding of the work environment and career 4. a thoughtful list of learning outcomes (what the competitor learned) as a result of the experience. | The work-based learning summary includes 3 of the 4 criteria in the portfolio | The work-based learning summary includes 2 of the 4 criteria in the portfolio | The work-based learning summary includes 1 of the 4 criteria in the portfolio | The candidate does not include a work-based learning summary | |
| Portfolio | Excellent 5 points | Good 4 points | Average 3 points | Fair 2 points | Poor 1 point | JUDGE SCORE |
| 5. Professional Verification Content (page 6) | The letter from the mentor Includes: 1. Mentor's credentials and area of practice 2. Submitted on professional stationery 3. Maximum 1-page in length 4. includes comments on the competitor's attitude, enthusiasm, work performance, and career potential. 5. signed by the mentor. (May be in narrative form) | The mentor's letter must include 4 of the 5 criteria listed in the portfolio | The mentor's letter includes 3 of the 5 criteria listed in the portfolio | The mentor's letter includes 2 of the 5 criteria listed in the portfolio | The competitor does not include a Personal Verification letter of recommendation in the portfolio. | |

| Portfolio | Excellent 10 points | Good 8 points | Average 6 points | Fair 4 points | Poor 2 points | JUDGE SCORE |
|--|---|---|---|---|---|------------------------|
| 6. Skill Checklist (page 7-8) Skill checklist may be up to two pages | <p>The competitor completes all the criteria:</p> <ol style="list-style-type: none"> 1. Is digitally recorded performing the actual skill 2. Include all the steps that would be performed as part of the skill. 3. The skill must be one that the competitor can perform/demonstrate. 4. Include Reference Page 5. Must be from a verifiable text. 6. May not duplicate a skill in an existing event. 7. Skill is not too invasive, sensitive, or personal or not specific to chosen field 8. Develop a career awareness. 9. Break down skills into logical subparts. | The competitor completes 7 or more of the skill criteria | The competitor completes 5 or more criteria on the skill checklist | The competitor completes 4 or fewer criteria on the skill checklist | The competitor does not include the skill checklist | |
| Portfolio | Excellent 5 points | Good 4 points | Average 3 points | Fair 2 points | Poor 1 point | JUDGE SCORE |
| 7. Reference Page (page 8 or 9) included | The reference page is included in the portfolio. | NA | NA | NA | No reference page is included in the portfolio. | |
| 8. Neatness of Portfolio Overall | No errors in formatting, grammar or appearance were detected in the portfolio. | The portfolio had 1-2 errors- | 3-4 errors in formatting or grammar were detected in the portfolio. | 5-6 errors in formatting or grammar were detected in the portfolio. | The portfolio had more than 6 errors in formatting or grammar and it was difficult to follow. | |
| C. Presentation | Excellent 10 points | Good 8 points | Average 6 points | Fair 4 points | Poor 2 points | JUDGE SCORE |
| 1. Understanding of the career (job responsibilities, training, employment opportunities) | The competitor thoroughly and accurately understands the requirements that go into the job, is able to explain how to prepare for training and how to access opportunities for employment. | The competitor understands the job requirements and how to prepare for the job but fails to address how to access opportunities for employment. | The competitor demonstrates an average understanding of the career highlighted in the presentation and struggles to make a connection to job responsibilities, training or future employment opportunities. | The competitor demonstrates a basic understanding of the roles of the career. Very little detail is provided. | The competitor does not provide evidence of understanding the job responsibilities, training required or future employment opportunities within their presentation. | |

| Presentation | Excellent 10 points | Good 8 points | Average 6 points | Fair 4 points | Poor 2 points | JUDGE SCORE |
|--|--|---|---|--|---|------------------------|
| 2. Ability to relate personal strengths and preferences to the career | The competitor was able to relate personal strengths and preferences to the selected career by identifying several (4 or more) strong connections to the characteristics of the job requirements and their own attributes and abilities. | The competitor was able to make 3 or more somewhat strong connections between their own personal strengths and the preferences to the career of choice. | The competitor made 2 fairly weak connections to personal attributes and the preferences to the career of choice | The competitor identified 1 weak connection between their own personal strengths and the aptitudes required of the career of choice. | The competitor was not able to make any connections between their own aptitudes and abilities and the career of choice. | |
| 3. Ability to articulate how the career fits into the healthcare system | The competitor demonstrated a strong understanding of how the chosen career fits into the healthcare system. | The competitor understands how the chosen career fits into the healthcare system but struggled to articulate this well. | The competitor vaguely addressed how the career fits into the healthcare system | The competitor does not appear to understand how the career fits into the healthcare system | The competitor did not provide any connection between the career and the healthcare system. | |
| C. Presentation | Excellent 5 points | Good 4 points | Average 3 points | Fair 2 points | Poor 1 points | JUDGE SCORE |
| 1. Voice Pitch, tempo, volume, quality | The speaker's voice was loud enough to hear. The speaker varied rate & volume to enhance the speech. Appropriate pausing was employed. | The speaker spoke loudly and clearly enough to be understood. The speaker varied rate OR volume to enhance the speech. Pauses were attempted. | The speaker could be heard most of the time. The speaker attempted to use some variety in vocal quality, but not always successfully. | The Speaker's voice is low. Judges have difficulty hearing the presentation. | Judge had difficulty hearing and/or understanding much of the speech due to low volume. Little variety in rate or volume. | |
| 2. Stage Presence Poise, posture, eye contact, and enthusiasm | Movements & gestures were purposeful and enhanced the delivery of the speech and did not distract. Body language reflects comfort interacting with audience. Facial expressions and body language consistently generated a strong interest and enthusiasm for the topic. | The speaker maintained adequate posture and non-distracting movement during the speech. Some gestures were used. Facial expressions and body language sometimes generated an interest and enthusiasm for the topic. | Stiff or unnatural use of nonverbal behaviors. Body language reflects some discomfort interacting with audience. Limited use of gestures to reinforce verbal message. Facial expressions and body language are used to try to generate enthusiasm but seem somewhat forced. | The speaker's posture, body language, and facial expressions indicated a lack of enthusiasm for the topic. Movements were distracting. | No attempt was made to use body movement or gestures to enhance the message. No interest or enthusiasm for the topic came through in presentation. | |
| 3. Diction*, Pronunciation** and Grammar | Delivery emphasizes and enhances message. Clear enunciation and pronunciation. No vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone heightened interest and complemented the verbal message. | Delivery helps to enhance message. Clear enunciation and pronunciation. Minimal vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone complemented the verbal message | Delivery adequate. Enunciation and pronunciation suitable. Noticeable verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Tone seemed inconsistent at times. | Delivery quality minimal. Regular verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Delivery problems cause disruption to message. | Many distracting errors in pronunciation and/or articulation. Monotone or inappropriate variation of vocal characteristics. Inconsistent with verbal message. | |

| D. Skill Performance Video | Excellent 10 points | Good 8 points | Average 6 points | Fair 4 points | Poor 2 points | JUDGE SCORE |
|--|---|---|--|---|--|-------------|
| | <p>The submission includes a digitally recorded video that:</p> <ol style="list-style-type: none"> 1. lasts around 4 minutes of skill demonstration (No points will be deducted for exceeding 4 minutes) 2. the video contains high-quality audio 3. the video is of quality appearance 4. The competitor must be seen in the video performing the actual skill | <p>The submission includes 3 of the 4 criteria required by the skill performance video.</p> | <p>The submission 2 of the 3 criteria required by the skill performance video.</p> | <p>The presenter includes 1 of the 4 criteria required by the skill performance video.</p> | <p>The presenter submits a low-quality video that doesn't meet the requirements.</p> <p>The competitor is not seen in the video and it is unclear if it actually the competitor demonstrating the skill.</p> | |
| <p>Judges will use the competitor-prepared skill checklist when evaluating the skill performance to gain an overall opinion of the skill level of the competitor in the demonstration of the skill.</p> | <p>Through the video skill demonstration, the judge can clearly tell the competitor has a mastery of the chosen skill.</p> | <p>Through the video skill demonstration, the judge can tell the competitor has a strong command of the chosen skill.</p> | <p>Through the video skill demonstration, the judge can see the competitor has an understanding of the chosen skill.</p> | <p>Through the video skill demonstration, the judge can see the competitor lacks understanding of the chosen skill.</p> | <p>Through the video skill demonstration, the judge can tell the competitor is not competent showing the chosen skill.</p> | |
| Total Points (170): | | | | | | |

* Definition of Diction – Choice of words especially with regard to correctness, clearness, and effectiveness.

** Definition of Pronunciation – Act or manner of uttering officially