

Clinical Specialty

PLEASE NOTE THE FOLLOWING DIFFERENCES IN HOW THIS EVENT WILL BE RUN AT HOSA CANADA'S FALL LEADERSHIP CONFERENCE (FLC) AND SPRING LEADERSHIP CONFERENCE (SLC):

1. Students ARE NOT required to submit a video demonstration of a selected skill common to their chosen health career for FLC. They ARE required to submit a video for SLC, however.
 - a. Please be prepared to send judges a YouTube link to your video, in case it becomes difficult to show it to them via screen sharing.
2. Both FLC and SLC will occur over Zoom. Teams will be emailed their presentation time slots and Zoom invitations ahead of time.
 - a. *If students participate over Zoom, they must have their cameras on for the entire duration of the event and show the judges their surroundings to help us minimize cheating as much as possible.*
3. 8 hours of job shadowing a health professional is not required for either FLC or SLC, due to the ongoing pandemic.
4. The career portfolio should be submitted as a single PDF document through a Google Form which will be made available on Google Classroom. The submission deadline for this year's SLC is April 30th, 11:59PM EST.

New for 2021-2022

The number of required portfolio pages has been reduced to 12.
A Work-based Learning Form has replaced the Professional Verification Letter.
Editorial changes have been made in the guidelines for clarity.
Rating sheet has been updated to reflect guideline changes.

Event Summary

Clinical Specialty provides members with the opportunity to gain knowledge and skills about a health career of their choosing. This competitive event consists of three items: the development of a career portfolio, a video demonstration of a selected skill common to the chosen health career and a live presentation to the judges. This event aims to inspire members to learn more about a health-related career and become skilled future health professionals.

Dress Code Competitors shall wear official HOSA uniform or proper business attire. Bonus points will be awarded for [proper dress](#).

- General Rules**
1. Competitors in this event must be active members of HOSA and in good standing.
 2. Secondary and Postsecondary/Collegiate divisions are eligible to compete in this event.
 3. Competitors must be familiar with and adhere to the “[General Rules and Regulations of the HOSA Competitive Events Program \(GRR\)](#).”
 4. All competitors shall report to the site of the event at the time designated for each round of competition. At ILC, competitor’s [photo ID](#) must be presented prior to ALL competition rounds.

Career Selection

5. The competitor will choose ONE health career that he/she is planning to pursue.
6. The career must be a HEALTH career. For example, careers such as firefighter, flight attendant and special education teacher are not classified as health careers.
7. Competitors should also 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.
8. The career must have at least one clinical skill that can be learned and demonstrated by the competitor.
9. For a sample list of health careers, visit the [National Consortium for Health Science Education](#) and [Explore Health Careers](#) websites.

Skill Selection

10. The selected skill may NOT duplicate any skill currently used in any HOSA

Competitive Event. For a full list, please refer to the “Skill Selection Requirements” found on page 6.

The Career Portfolio

11. The competitor will create a maximum 12-page career portfolio that contains evidence of research, a work-based learning experience, and a technical skill from the same selected health profession. A portfolio (.pdf preferred) will be uploaded to Tallo by May 15th (see below for instructions).
12. Portfolio formatting must include:
 - a. Pages typed, single-sided,
 - b. 12 pt. Arial font, double-spaced, in English,
 - c. 1” margins on 8 ½” x 11” paper,
 - d. Running header with last name, event and page number top right side of each page (not counting title page).
13. The contents of the portfolio may be in narrative form and/or outline style with bullet points, but MUST use section headers and include:
 - a. **Title Page** includes event name, competitor’s name, HOSA division, HOSA Chapter #, school name, chartered association, chosen health profession, & chosen skill. Title page is centered, and one page only (A creative design or pictures may be used but will not affect the score).
 - b. **Career Summary-** Provides career information that is complete, clear, and comprehensive – to include a description of the career, job duties, and employment characteristics. Can also discuss details/traits including (but not limited to): Career environment, technological needs, work schedule, personal characteristics, etc.). Max two pages.
 - c. **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. Max two pages.
 - d. **Interview Summary-** narrative summary of interview with a professional in this career that demonstrates thoughtful questioning and comprehension of answers. Must include name of professional, job title, work location, and experience. Should also reflect questions asked that may not be answered using text or online research. Max two pages. * *This interview must be with a practicing health professional in the competitor’s chosen field and may NOT include the competitor’s instructor or HOSA advisor.*
 - e. **Work-based Learning Form** - Completion of a work-based learning experience (job shadow) and form (pg.9 of the guidelines) documenting a minimum of 8 hours of job shadowing; and when the experience took place. Must be completed by the health professional shadowed for the experience. One page only.
 - f. **Learning Outcomes Summary-** This complete, clear and comprehensive narrative should include the following:
 1. description of who, what, where and when the experience took place
 2. insight and understanding of the work environment and career
 3. a thoughtful summary of learning outcomes as a result of the experience (what the competitor learned)

- 4. alignment with chosen health career
 - 5. One page only; including subtitle
- g. **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 selected skill while being digitally recorded.
 - ii. The word-processed skill checklist must follow the template in these guidelines and include at least 10 steps that would be performed as part of the skill. Steps should be broken down into logical sub-parts as needed for clarity.
 - 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 safely performed/simulated and not simply verbalized. The competitor must be seen in the video performing/simulating the skill.
 - iv. 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.
 - v. 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.
 - vi. The judge(s) will use the skill checklist developed by the competitor to rate the overall skill performance.
- i. **Reference Page.** List the literature cited to give guidance to the portfolio. American Psychological Association (APA) is the preferred resource in Health Sciences. One page only. *Points will be awarded for compiling a clean, legible reference page, but the formatting of the reference page is not judged.*
- i. **Note to Competitors :** Competitors may choose to bring their portfolio to ILC competition to reference during the presentation, but no points are awarded on the rating sheet for doing so.
- j. Reminder to refer to [GRR #24](#): By entering this event, competitor’s materials become property of HOSA – Future Health Professionals, and are not returned to the competitors. Competitors are encouraged to retain all original documents and videos, so that between each level of competition materials can be submitted as indicated. Materials will NOT be mailed or shared from Area/Regional to State or to International competition.

The Skill Video

- 14. The competitor will digitally record themselves performing the selected skill, following the same steps from the Skill Checklist they created.
- 15. The skill video must be of a quality in sound and appearance that allows the judge to evaluate the competitor as he/she performs the skill.
- 16. The competitor must be visible in the video performing/simulating the actual skill.

17. The skill video must be short enough to fit within the competitor's six (6) minute presentation. Competitors may choose to share all or part of the skill video during their presentation to judges, but will only have six (6) minutes total for the presentation, including the skill video portion.

The Competitive Process – Presentation to Judges

18. Competitors will report to the event site at their appointed time with:
- a. A tablet, portable DVD player or laptop computer for the skill video part of the presentation. The skill can be pre-loaded. HOSA will NOT provide a TV, DVD, electrical power or connecting cables.
 - b. Competitors may choose to bring their portfolio to ILC competition, to reference during the presentation, but no points are awarded on the rating sheet for doing so.
19. The event will be timed as follows:
- a. Presentation for judges, including skill video review 6 minutes
 - b. Competitor excused, judges review portfolios & complete rating sheet 4 minutes
20. The presentation should include the following:
- a. Explanation of the career (job responsibilities, training, and employment opportunities).
 - b. How the career was selected.
 - c. How the competitor's strengths and personal preferences relate to the chosen career.
 - d. How the career fits into the healthcare system.
 - e. Viewing of the skill video from electronic device competitor brought.
During this time, the competitor will show 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.
 - i. During the six-minute presentation, all or part of the skill video should be shown. The amount of the skill video, and which part(s) of the skill video are shown is at the discretion of the competitor. The competitor should select enough of the skill video to best illustrate his/her competence in performing the skill.
 - ii. The competitor may use the fast forward or reverse functions when showing the skill to judges.
21. 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.
22. 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).

Final Scoring

23. In the event of a tie, a tiebreaker will be determined by the areas on the rating sheet section(s) with the highest point value in descending order.

Required Digital Uploads

24. The following items must be uploaded by competitor:
- a. Portfolio (as a single document, pdf preferred),
 - b. Link to skill video demonstration,
 - c. to Tallo for Secondary & Postsecondary/Collegiate divisions,
 - d. Uploads for ILC will be open from April 15th - May 15th for ILC qualified competitors only.

Instructions for uploading materials to Tallo (Secondary/Postsecondary divisions only) can be found [HERE](#).

NOTE: Chartered Associations have the option to use hard copy submissions instead of digital submissions. Please check with your State Advisor to determine what process is used in your chartered association. For ILC, only digital submissions will be used for judging if uploaded by May 15th.

Competitors Must Provide:

- [Photo ID](#)
- Tablet, portable DVD player, or laptop computer with recorded skill video (electricity and Wi-Fi is not provided)
- Watch with second hand (optional)
- Upload the portfolio (.pdf preferred) and link to skill video to Tallo by deadline.

CLINICAL SPECIALTY

SKILL SELECTION REQUIREMENTS

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 | • 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 Intra-dermal | • 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 | • Compound Fracture 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 | |
| • Dental Instrument Identification | • Patient Education - Brushing and Flossing |
| • Assembly & Disassembly of Local Anesthetic Syringe | • Preparation, Manipulation, Delivery, & Handling of Alginate Impressions |
| • Seat, Prepare & Dismiss Patient for Basic Dental Exam | • Treatment of Contaminated Tray in the Sterilization Center |
| • Treatment Room Disinfecting & Cleaning | |
| Skills in EMT | |
| • Patient Assessment: Trauma and Medical | • BVM Ventilation: Apneic Adult Patient |
| • Joint Immobilization | • Long Bone Immobilization |
| • 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 | • Changing a Dry Dressing Using Non-sterile Technique |
| • 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 | |
| • Donning & Doffing a Full Set of PPE | • Make an Occupied Bed |
| • Make a Closed Bed | • Admitting a Patient |
| • Transfer Patient from Bed to Chair/Wheelchair | • Measure and Record Vital Signs |
| • Caring for an Ostomy | • Handwashing |
| 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 | • Passive Range of Motion |
| • Ambulating with Crutches | • Cold Pack Application with Ice Bag |
| • 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 (Inversion) | • Taping – Achilles Tendon |
| • Wrapping - Shoulder Spica | • Taping –Wrist/Hand (Circular Wrist/Figure Eight) |
| Skills in Veterinary Science | |
| • Preparation of the Operative Site | • Lifting and Restraining a Dog |
| • Identify Instruments/Equipment | • Simple Fecal Floatation |
| • Preparing a Feline to Obtain a Temperature | • Wrapping a Surgical Pack |
| • 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. (<i>minimum 10 steps required</i>) | |

* 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 include these components and be typed.

HOSA CLINICAL SPECIALITY: Work-based Learning Form

Competitor Name: _____ School : _____

HOSA Advisor Name: _____ Contact Info: _____

| Date(s) of Experience | Time Checked-In: | Time Checked-Out: | Total Hours: | Host Signature: |
|------------------------------|-------------------------|--------------------------|---------------------|------------------------|
| | | | | |
| | | | | |
| | | | | |

Thank you for taking this time to host a HOSA-Future Health Professionals Competitor! Please help them improve by providing the following feedback. HOSA members are responsible for this form as part of their event requirements, so please return it to them at the end of their learning experience. Thank you!

| Objectives to Evaluate | Exceeds Expectation | Met Expectation | Needs Improvement |
|--|----------------------------|------------------------|--------------------------|
| Competitor effectively explained HOSA to host | | | |
| Competitor communicated professionally and effectively to set up experience (email, phone, in person, etc...) | | | |
| Competitor demonstrated punctuality | | | |
| Competitor was professionally/appropriately attired for experience(s) | | | |
| Competitor conducted themselves professionally (positive attitude, engagement, prepared with strong questions, not on phone, etc...) | | | |
| Additional Information <i>(optional advice for this future health professional)</i> | | | |

Host Name: _____ Title: _____

Host Signature: _____ Company Name: _____

CLINICAL SPECIALITY – Judge’s Rating Sheet

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

Portfolio Uploaded Online:* Yes _____ No _____
Link to Skill Video Uploaded Online:* Yes _____ No _____
 *If the materials are not uploaded, please note that applicable items on the rubric below cannot be judged.

| A. Portfolio | Excellent 5 points | Good 4 points | Average 3 points | Fair 2 points | Poor 0 points | JUDGE SCORE |
|---|---|---|---|--|---|----------------|
| 1. Title Page | Title page includes: event name, competitor’s name, HOSA division, chapter number, school name, chartered association, chosen health career, and chosen skill. | N/A | N/A | N/A | Portfolio not submitted OR title page does not include all requirements OR is not present. | |
| A. Portfolio | Excellent 10 points | Good 8 points | Average 6 points | Fair 4 points | Poor 0 points | JUDGE SCORE |
| 2. Career Summary Content | The Career Summary provides complete, clear and comprehensive career information that includes: 1. a description of the career, 2. description of job duties, and 3. employment characteristics | The Career Summary provides 3 of the 4 criteria in the portfolio and/or The data provided is superficial, or vague | The Career Summary includes 2 of the 4 criteria in the portfolio and/or The data provided is superficial, or vague | The Career Summary includes 1 of the 4 criteria in the portfolio and/or The data provided is incorrect, or questionable | Portfolio not submitted OR the competitor does not include a career summary in the portfolio. | |
| 3. Education, Training, Professional Association and Career Data Content | This data content provides complete, clear and comprehensive information about: 1. educational requirements and options 2. credentialing requirements 3. Professional Association info 4. related employment statistics 5. additional career-related data. | The data content provides 5 out of 6 listed criteria in the portfolio and/or The data provided is superficial, or vague | The data content provides 4 of 6 listed criteria in the portfolio and/or The data provided is superficial, or vague | The data content provides 3 of 6 listed criteria in the portfolio and/or The data provided is incorrect, or questionable | Portfolio not submitted OR the competitor does not include educational, training, professional association or career data content in the portfolio. | |

| A. Portfolio | Excellent 10 points | Good 8 points | Average 6 points | Fair 4 points | Poor 0 points | JUDGE SCORE |
|---|--|---|--|---|---|------------------------|
| 4. Interview Summary <i>*Interview must be with a practicing health professional and may NOT include the competitor's instructor or HOSA advisor.</i> | The interview summary provides a complete, clear and comprehensive narrative of: <ol style="list-style-type: none"> 1. a career-related interview with a professional in a specific health career field (including name, workplace & profession) 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 interview summary provides 3 of the 4 criteria in column 1, but does not provide enough detail to gain full understanding of the interview. | The interview summary provides basic description of the interview with the professional listed in question and answer form OR includes mostly information that can be researched online. | The interview provides mostly information that can be researched online. It is questionable whether or not an interview took place. | Portfolio not submitted OR 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. | |
| A. Portfolio | Excellent 5 points | Good 4 points | Average 3 points | Fair 2 points | Poor 0 points | JUDGE SCORE |
| 5. Work-based Learning Form | The Work-based Learning Form completely documents: <ol style="list-style-type: none"> 1. minimum 8 hours of job shadowing 2. name of host, title, location of shadow, 3. evaluation of student performance 4. signature of host | N/A | The Work-based Learning Form is missing information and/or The information provided is questionable | N/A | The competitor did not include the Work-based Learning Form | |
| A. Portfolio | Excellent 10 points | Good 8 points | Average 6 points | Fair 4 points | Poor 0 points | JUDGE SCORE |
| 6. Learning Outcomes Summary | The complete, clear and comprehensive Learning Outcomes Summary of a work-based learning experience included the following: <ol style="list-style-type: none"> 1. description of who, what, where and when the experience took place 2. demonstrates insight and understanding of the work environment and career 3. a thoughtful summary of learning outcomes (what the competitor learned) as a result of the experience 4. aligns with chosen health career 5. One page only; including subtitle | The Learning Outcomes Summary includes 4 of the 5 criteria in the portfolio but some information provided is superficial, or vague | The Learning Outcomes Summary includes 3 of the 5 criteria in the portfolio, and/or information provided is superficial, or vague | The Learning Outcomes Summary includes 2 of the 5 criteria in the portfolio | The competitor does not include a work-based learning summary | |

| A. Portfolio | Excellent 10 points | Good 8 points | Average 6 points | Fair 4 points | Poor 0 points | JUDGE SCORE |
|--|--|--|--|--|---|------------------------|
| 7. Skill Checklist | The competitor completes all 7 criteria: 1. Selected a skill that aligns with the chosen career 2. The skill can be performed/demonstrated by competitor. 3. The skill is not too invasive or sensitive. 4. The skill helps develop health career awareness. 5. The checklist includes at least 10 steps from text/resource that would be performed as part of the skill. 6. The skill is broken down into logical subparts, including all necessary steps. 7. Skill checklist is no more than 2 pages. | The competitor completes 6 of the criteria | The competitor completes 4-5 of the criteria, and/or some steps seem to be out of order. | The competitor completes 3 or fewer criteria and/or some steps seem to be incorrect. | Portfolio not submitted OR the competitor does not include the skill checklist. | |
| A. Portfolio | Excellent 5 points | Good 4 points | Average 3 points | Fair 2 points | Poor 0 points | JUDGE SCORE |
| 8. Reference Page | The reference page is included in the portfolio | N/A | N/A | N/A | Portfolio not submitted or no reference page is included in the portfolio. | |
| 9. Neatness of Portfolio Overall | No errors in formatting, grammar, spelling or appearance were detected in the portfolio. | The portfolio had 1-2 errors. | The portfolio had 3-4 errors. | The portfolio had 5-6 errors. | Portfolio not submitted OR the portfolio had more than 6 distracting errors in formatting, spelling or grammar making it was difficult to follow. | |
| 10. Formatting | All portfolio pages have a running header, are numbered in top right corner, typed, single-sided, Arial 12 pt font, double spaced, 1" margins | N/A | N/A | N/A | Portfolio not submitted OR all requirements are not met. | |
| 11. Max Pages (no pages above 12 will be judged) | Pages do not exceed 12 total. | N/A | N/A | N/A | Portfolio exceeds maximum page limit OR portfolio not submitted. | |

| B. Presentation Content | Excellent 10 points | Good 8 points | Average 6 points | Fair 4 points | Poor 0 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. | |
| B. Presentation Content | Excellent 10 points | Good 8 points | Average 6 points | Fair 4 points | Poor 0 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 Delivery | Excellent 5 points | Good 4 points | Average 3 points | Fair 2 points | Poor 0 points | JUDGE SCORE |
| 1. Voice Pitch, tempo, volume, quality | The competitor's voice was loud enough to hear. The competitor varied rate & volume to enhance the speech. Appropriate pausing was employed. | The competitor spoke loudly and clearly enough to be understood. The competitor varied rate OR volume to enhance the speech. Pauses were attempted. | The competitor could be heard most of the time. The competitor attempted to use some variety in vocal quality, but not always successfully. | Judges had difficulty hearing /understanding much of the speech due to little variety in rate or volume. | The competitor's voice is too low or monotone. Judges struggled to stay focused during the majority of presentation. | |
| 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 competitor 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 competitor'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. | |

| C. Presentation Delivery | Excellent 5 points | Good 4 points | Average 3 points | Fair 2 points | Poor 0 points | JUDGE SCORE |
|--|---|---|--|---|---|--------------------|
| 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 0 points | JUDGE SCORE |
| 1. Video Submission & Inclusion in the Presentation | The submission includes a digitally recorded video that: 1. contains high-quality audio 2. is of high quality visual appearance and effective angle 3. shows the competitor performing the actual skill appropriately 4. is utilized as intended during presentation to reflect a deep understanding of chosen career | The submission includes all of the criteria required but is not as strong as it could be. | The submission includes 2 of the 4 criteria required and/or submission is of average quality. | The submission includes 1 of the 4 criteria required, OR the competitor is not seen in the video, OR not enough of the video was shown to accurately judge skill. | The skill video was not uploaded OR shared during the presentation. | |
| 2. Skill Not Duplicated | Does NOT duplicate a skill in an existing HOSA event (judges refer to listing) | N/A | N/A | N/A | Skill duplicates an existing HOSA skill | |
| Total Points (145): | | | | | | |

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

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