Health Care Photography provides HOSA members with the opportunity to gain knowledge about different health careers and analyze them through the medium of digital photography. Competitors will photograph three different health professionals performing an aspect of their job, edit the photos using computer software technology as needed, provide a written description of the career. This event aims to inspire members to use photography as a means to explore health careers.

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).”

The Photos

4. **SUBJECT OF PHOTO:** The main subject of each photo should be a health professional in action. The health professional needs to be visible and identifiable in the photo and the photos should portray something about the profession or the skills of the professional. By looking at the photo, an observer should be able to clearly tell which health profession is being portrayed.

   A. For a sample list of health careers, visit the National Consortium for Health Science Education and Explore Health Careers websites.
   B. Photos of only medical “procedures” or “body parts” with no supporting career reference, and photos including the competitor DO NOT meet the guideline requirements.
   C. All photos should be HIPAA compliant.

5. The selection of the three (3) different health professionals to be photographed is at the discretion of the competitor. The pictures must be of three different health professionals in three different fields (i.e., nursing / pharmacy / physical therapy, instead of dentist / dental hygienist / dental assistant). The selected professionals must be willing to share information about their career with the competitor.

6. Competitors may use software to edit and enhance the digital photographs. Editing and cropping of the pictures is permitted, but adding graphics, backgrounds, photo collages, and other elements to the photo is not permitted.
The Portfolio

8. The portfolio requirements are as follows and should be included in the portfolio in this order:
   A. Page 1 - **Title Page** includes event name, competitor’s name, HOSA division, chapter number, school name and state/assoc., all career titles photographed; centered and is neatly presented. (A creative design or pictures may be used but will not affect the score.) One page only.
   B. Page 2 – **Photo #1**, Photo must be 8” X 10” (each photo may be landscape or portrait as competitor chooses). Competitors must write the photo number (#1) in the bottom right corner of the photo.
   C. Page 3 – **Photo #1 Narrative Description**, One-page, narrative description explaining the professional’s job responsibilities, required education/training, benefits/challenges, and any other specific information from this experience that competitors found interesting. Narratives must be:
      i. one-sided, typed,
      ii. 12 pt. Arial font, double-spaced, in English,
      iii. With 1” margins on 8 ½” x 11” paper,
      iv. Using a Running header with last name, event and page number on top right side of each page (not counting title page).
   D. Page 4-5 – **Photo #1 Permission Forms**, The permission forms found at the end of these guidelines need to be included specific to photo #1. A facility permission form AND a patient/subject permission form must be included behind each photo’s narrative description. If photos are taken in the same facility, copies should be placed behind each photo narrative. Photo permission forms should not be placed in clear page/sheet protectors.
   E. Pages 6-9 - **Photo #2**, Narrative & Permission forms (or copies), following rules CDE above.
   F. Pages 10-13 – **Photo #3**, Narrative & Permission forms (or copies), following rules CDE above.

10. Judges will view the three (3) photos and narrative descriptions by each competitor and will use the Round One rating sheet to judge each competitor submission.

Required Digital Uploads

11. The ENTIRE completed portfolio (including photos, narratives, & permission forms) must be submitted to mshosavslc2021@gmail.com as a single PDF document by competitor between March 1st – 5th, 2021 and it closes by 5:00 PM on March 5th, 2021.

Final Scoring

12. Scores from Round One ONLY
HEALTH CAREER PHOTOGRAPHY
PERMISSION FORMS

Instructions

The facility and subject permission forms should be included in the photo notebook/portfolio as described in rule #8 of these guidelines. A separate facility permission form should be included for each photo. If there is more than one subject in a photo, each subject needs to sign the permission form. These forms must follow each photo narrative.

Pages 6-7 of these guidelines contain the permission forms for the facility and the patient/subject(s).

Before taking any photos, the competitor should contact the communications and marketing department of the facility in which they plan to take the photo(s). The competitor should seek permission to take photographs at the facility, explaining the purpose and showing the Health Career Photography event guidelines. Some facilities may require the HOSA member to complete their own permission form, which will remain with the facility, but a copy should be obtained and submitted with HOSA event documents. If photos are taken in the same facility, original should be placed behind 1st photo used, with a copy of form placed behind additional photos.

Once permission has been granted by the facility, competitors must then obtain permission from all people (subjects) visible in the photo, in accordance with HIPAA regulations.

For VSLS, these permission forms, must be included in the portfolio (per Rule #8) to be uploaded to mshosavsclc2021@gmail.com by the May 15th deadline. Check with your state/association for SLC procedures.
HEALTH CAREER PHOTOGRAPHY - PERMISSION FORMS

Photo #(s) _____ Competitor Name __________

*If multiple facilities are used for the three photos, each facility needs a permission form completed.*

**Facility Photo Permission Form**

Facility Name: ________________________________________________________________

Facility Address: ______________________________________________________________

Date(s) Photos Were Taken at the Facility: _________________________________________

Did this facility have their own permission forms the competitor was required to complete?

   YES  or  NO?  (*circle one*) If yes, attach a copy of that permission form to this page.

Name of Authorized Representative from Facility, stating permission was granted for the competitor to take photos at the facility:

   Name (please print): __________________________________________________________

   Title: _____________________________________________________________________

   Signature of Authorized Facility representative: _________________________________

   Date signed: ______________________
HEALTH CAREER PHOTOGRAPHY - PERMISSION FORMS

Patient/Subject Photo Release Form
Each photo, and each patient/subject needs a permission form completed.

Photo # ______ Competitor Name ______________

I understand that, under the United States Health Insurance Portability and Accountability Act of 1996 (HIPAA), I have certain rights to privacy regarding my protected health information. I have received, read, and understand your Notice of Privacy Practices containing a more complete description of the uses and disclosures of my health information.

I hereby authorize HOSA-Future Health Professionals and those acting pursuant to its authority to:
(a) Record my likeness and voice on a video, audio, photographic, digital, electronic or any other medium.
(b) Use my name in connection with these recordings.
(c) Use, reproduce, exhibit or distribute in any medium (e.g. print publications, video tapes, CD - ROM, Internet/www) these recordings for any purpose that HOSA-Future Health Professionals, and those acting pursuant to its authority, deem appropriate, including promotional or advertising efforts.

I will allow these photos to be shared with other professionals and patients strictly in an educational setting. HOSA-Future Health Professionals will have permission to use these photos in the manner described above unless I request it to no longer use them. I waive any right that I may have to inspect and approve the finished product that may be used or the use to which it may be applied now and/or in the future, whether that use is known to me or unknown, and I waive any right to royalties or other compensation arising from or related to the use of the image or product.

A written request form is available to do so. I understand that by allowing HOSA-Future Health Professionals to use my photos, they are able to share “before and after” images to educate and explain procedures, possible results of the treatment, and career information. I understand that I have the option to decline this request, and am not obligated in any way to provide permission to use these photos.

I will allow HOSA-Future Health Professionals to share my digital patient photos with other professionals and students in an educational setting. I release and agree to hold harmless HOSA-Future Health Professionals and those acting pursuant to its authority from liability for any violation of any personal or proprietary right I may have in connection with such use. I understand that all such recordings, in whatever medium, shall remain the property of HOSA-Future Health Professionals. I have read and fully understand the terms of this release.

Please check one option below:
_____ Full Photo Series
_____ Close up photos only (no full face)

Subject Name: _____________________________________ Date: _____________________

Signature: ________________________________________
__________________________________

If subject under 18 years of age, signature of parent is required:

Signature: ________________________________________ Date: _____________________
HEALTH CAREER PHOTOGRAPHY – Judge’s Rating Sheet
Round 1 – The Photos

Section # _________________________  Division: _____ SS _____ PS/C
Competitor # _____________________  Judge’s Signature _________________________

One PDF file with Photography Portfolio Uploaded Online*: Yes ____ No ___
*If the materials are not uploaded, please note that applicable items on the rubric below cannot be judged.

<table>
<thead>
<tr>
<th>A. Overall Portfolio</th>
<th>Excellent 15 points</th>
<th>Good 12 points</th>
<th>Average 9 points</th>
<th>Fair 6 points</th>
<th>Poor 0 points</th>
<th>JUDGE SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Title Page</td>
<td>Title page includes event name, competitor’s name, HOSA division, chapter number, school name, state/association, and all 3 career titles photographed.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Portfolio is not submitted OR title page does not include ALL requirements.</td>
<td></td>
</tr>
<tr>
<td>2. Photos are numbered.</td>
<td>Photos are numbered one through three.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Portfolio not submitted OR photos are not numbered.</td>
<td></td>
</tr>
<tr>
<td>3. Narrative Description Formatting</td>
<td>Narratives for EACH photo are one-sided, typed, 12 pt. Arial font, double-spaced, in English, With 1&quot; margins on 8 ½’ x 11” paper, Using a Running header with last name, event and page number on top right side of each page.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Portfolio not submitted OR pages do not meet ALL requirements</td>
<td></td>
</tr>
</tbody>
</table>

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<th>JUDGE SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. The pictures must be of three different health professionals in three different fields (i.e.: nursing / pharmacy / physical therapy) NOT dentist / dental hygienist / dental assistant</td>
<td>Photos clearly highlight 3 different health professionals. No question that the competitor was able to explore 3 different health careers through participating in this event.</td>
<td>Photos highlight 3 different health professionals, but there is some ambiguity in articulating the differences between the three.</td>
<td>2 of the 3 photos submitted highlight different health professionals. There is question about whether or not the 3rd photo does.</td>
<td>Judge is unsure if the 3 photos highlight different health professionals</td>
<td>Portfolio not submitted OR photos are without question of the same health profession.</td>
<td></td>
</tr>
</tbody>
</table>

*Judges – remember the purpose of this event is to encourage competitors to explore and analyze different health careers through the medium of photography. Three photos all of the same profession/field don’t expand the competitor’s perspective very much. Use your best judgement if the three photos used align with the event’s overall purpose.
### B. PHOTO #1

<table>
<thead>
<tr>
<th></th>
<th>Excellent 10 points</th>
<th>Good 8 points</th>
<th>Average 6 points</th>
<th>Fair 4 points</th>
<th>Poor 0 points</th>
<th>JUDGE SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Focus of occupation within the photo</td>
<td>A clear center of interest is captured in the photo with a clearly defined subject (health professional) performing an aspect of their job. The health professional is clearly visible and identifiable in the photo.</td>
<td>The health professional is at the center of the photo and the career is easily defined. The job aspect the subject is performing is not clearly visible in the photo.</td>
<td>The photo highlights an individual in a health career but the career is not easily defined.</td>
<td>The photo is of a health career but does not focus on the individual performing the occupation.</td>
<td>Photo #1 not submitted OR the photo does not capture a health professional performing functions of their job. The career in this photo is unclear.</td>
<td></td>
</tr>
<tr>
<td>2. Originality of photo</td>
<td>The photo is creative and unique which makes it memorable. The viewer can feel the emotion of the photo through the image alone. The photo brings the occupation “to life” through its imagery.</td>
<td>The photo is a unique image and brings the occupation to life. The “wow-factor” is missing.</td>
<td>The photo is creative but falls short of a unique and original presentation.</td>
<td>The photo has a limited amount of creativity. It does not spark emotion by viewing.</td>
<td>Photo #1 not submitted OR the photo is unoriginal. It does not bring the occupation to life or instill emotion by viewing.</td>
<td></td>
</tr>
<tr>
<td>3. Narrative Description includes:</td>
<td>The competitor describes the experience in detail and brings the profession to life. Includes thorough information covering points a-d. No spelling errors.</td>
<td>A positive description of the experience was captured. A creative description was offered. Information covers points a-d. 1-2 spelling errors</td>
<td>The description of the photo was average and does not leave the reader wanting to know more. Information from points a-d may be limited or vague. 3-4 spelling errors</td>
<td>The description of the photo is basic and does not provide context to the competitor’s experience. Information from points a-d is missing. 5+ spelling errors</td>
<td>Photo #1 not submitted OR no description of the photo was provided.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. the professional’s job responsibilities, b. required education/training, c. benefits/challenges, d. and any other specific information from this experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Proper Exposure / Framing</td>
<td>The photo is high quality and contains proper exposure. The subject is focused/framed, the colors of the photo are vibrant, or effective use of black/white is used, the lighting is bright and captures the subject in action. The viewer’s eye is drawn to the subject of the photo. No graphics, backgrounds, or photo collages included.</td>
<td>The photo is high quality and contains proper exposure. The subject is mostly in-focus but could use some sharpening or light added to be pleasing to the eye.</td>
<td>The photo is focused correctly but needs some sharpening. The subject may or may not be framed properly.</td>
<td>The photo is slightly out of focus, the exposure and/or framing is slightly off.</td>
<td>Photo #1 not submitted OR the image in the photo is not properly framed. The exposure is out of focus, there is no focal center. Graphics, backgrounds, or photo collages are included (which is not allowed).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exposure = “The amount of light which reaches your camera sensor or film”</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

### B. PHOTO #1

<table>
<thead>
<tr>
<th></th>
<th>Excellent 5 points</th>
<th>Good 4 points</th>
<th>Average 3 points</th>
<th>Fair 2 points</th>
<th>Poor 0 points</th>
<th>JUDGE SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Permission Forms</td>
<td>Permission forms for facility/subject are included for photo #1</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Photo #1 not submitted OR permission forms for facility/subject are not included for photo #1.</td>
<td></td>
</tr>
<tr>
<td>C. PHOTO #2</td>
<td>Excellent 10 points</td>
<td>Good 8 points</td>
<td>Average 6 points</td>
<td>Fair 4 points</td>
<td>Poor 0 points</td>
<td>JUDGE SCORE</td>
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<td>The health professional is at the center of the photo and the career is easily defined. The job aspect the subject is performing is not clearly visible in the photo.</td>
<td>The photo highlights an individual in a health career but the career is not easily defined.</td>
<td>The photo is of a health career but does not focus on the individual performing the occupation.</td>
<td>Photo #2 not submitted OR the photo does not capture a health professional performing functions of their job. The career in this photo is unclear.</td>
<td></td>
</tr>
<tr>
<td>2. Originality of photo</td>
<td>The photo is creative and unique which makes it memorable. The viewer can feel the emotion of the photo through the image alone. The photo brings the occupation “to life” through its imagery.</td>
<td>The photo is a unique image and brings the occupation to life. The “wow-factor” is missing.</td>
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<td>The photo has a limited amount of creativity. It does not spark emotion by viewing.</td>
<td>Photo #2 not submitted OR the photo is unoriginal. It does not bring the occupation to life or instill emotion by viewing.</td>
<td></td>
</tr>
<tr>
<td>3. Narrative Description includes: a. the professional’s job responsibilities, b. required education/training, c. benefits/challenges, d. and any other specific information from this experience</td>
<td>The competitor describes the experience in detail and brings the profession to life. Includes thorough information covering points a-d. No spelling errors.</td>
<td>A positive description of the experience was captured. A creative description was offered. Information covers points a-d. 1-2 spelling errors</td>
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<td>The description of the photo is basic and does not provide context to the competitor’s experience. Information from points a-d is missing. 5+ spelling errors</td>
<td>Photo #2 not submitted OR no description of the photo was provided.</td>
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<td>4. Proper Exposure / Framing Exposure = “The amount of light which reaches your camera sensor or film”</td>
<td>The photo is high quality and contains proper exposure. The subject is focused/framed, the colors of the photo are vibrant, or effective use of black/white is used, the lighting is bright and captures the subject in action. The viewer’s eye is drawn to the subject of the photo. No graphics, backgrounds, or photo collages included.</td>
<td>The photo is high quality and contains proper exposure. The subject is mostly in-focus but could use some sharpening or light added to sharpening and make pleasing to the eye.</td>
<td>The photo is focused correctly but needs some sharpening. The subject may or may not be framed properly.</td>
<td>The photo is slightly out of focus, the exposure and/or framing is slightly off.</td>
<td>Photo #2 not submitted OR the image in the photo is not properly framed. The exposure is out of focus, there is no focal center. Graphics, backgrounds, or photo collages are included (which is not allowed).</td>
<td></td>
</tr>
<tr>
<td>5. Permission Forms</td>
<td>Permission forms for facility/subject are included for photo #2</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Photo #2 not submitted OR permission forms for facility/subject are not included for photo #2.</td>
<td></td>
</tr>
</tbody>
</table>
### D. PHOTO #3

<table>
<thead>
<tr>
<th>PHOTO #3</th>
<th>Excellent (10 points)</th>
<th>Good (8 points)</th>
<th>Average (6 points)</th>
<th>Fair (4 points)</th>
<th>Poor (0 points)</th>
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<td>Photo #3 not submitted OR no description of the photo was provided.</td>
<td></td>
</tr>
<tr>
<td>4. Proper Exposure / Framing Exposure = “The amount of light which reaches your camera sensor or film”</td>
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<td>The photo is focused correctly but needs some sharpening. The subject may or may not be framed properly.</td>
<td>The photo is slightly out of focus, the exposure and/or framing is slightly off.</td>
<td>Photo #3 not submitted OR the image in the photo is not properly framed. The exposure is out of focus, there is no focal center. Graphics, backgrounds, or photo collages are included (which is not allowed).</td>
<td></td>
</tr>
</tbody>
</table>

### C. PHOTO #3

<table>
<thead>
<tr>
<th>PHOTO #3</th>
<th>Excellent (5 points)</th>
<th>Good (4 points)</th>
<th>Average (3 points)</th>
<th>Fair (2 points)</th>
<th>Poor (0 points)</th>
<th>JUDGE SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Permission Forms</td>
<td>Permission forms for facility/subject are included for photo #3</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Photo #3 not submitted OR permission forms for facility/subject are not included for photo #3.</td>
<td></td>
</tr>
</tbody>
</table>

Total Points (165):
Healthy Lifestyle provides HOSA members with the opportunity to gain knowledge and skills required to understand healthy living and the impact on health throughout the life span. **Round One is an online test only.** This event aims to inspire members to learn more about health literacy topics and to develop healthy habits for a lifetime.

**General Rules**

1. Competitors in this event must be active members of HOSA and in good standing.

2. Middle School, 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).**”

**Official References**


*As a place to start, competitors are encouraged to learn about how to set SMART goals from the following sites. Other sites may also be used, at the discretion of the competitor, for their own understanding of how to set effective SMART goals.*


Round One Virtual Online Test

5. **Test Instructions:** The written test will consist of 50 multiple choice items in a maximum of 60 minutes.

6. **Online Test Plan**

   Health-Related Quality of Life & Well-Being ............................................. 10%
   Prevention and Wellness ........................................................................ 10%
   Physical activity, exercise and fitness ..................................................... 20%
   Healthy eating and optimal weight .......................................................... 20%
   Oral health ................................................................................................ 5%
   Sleep ......................................................................................................... 5%
   Disease prevention .................................................................................... 10%
   - Diabetes
   - Cancer
   - Heart disease
   - Stroke
   - STDs

   Risky behaviors ...................................................................................... 10%
   - Excessive alcohol use
   - Smoking and tobacco use
   - Injury and accident prevention

   Stress management and longevity ......................................................... 10%

7. The test score from Round One will be used to determine the winner.

8. **Sample Test Questions**

   1. How does regular intense physical activity by adults decrease the risk of developing a hip fracture?
      A. Regular intense physical activity increases joint range of motion.
      B. **Regular intense physical activity slows the loss of bone density.**
      C. Regular intense physical activity builds connective tissue around the joints.
      D. Regular intense physical activity decreases pressure on the hip joint.
      HHS PAG pp 38

   2. What is the leading cause of premature and preventable death in the United States?
      A. Tobacco use
      B. Binge drinking
      C. Choking (airway obstruction)
      D. Accidents
      CDC

   3. Which of the following does the *Dietary Guidelines for Americans* recommend that should be eaten twice a week as a main protein food?
      A. Cheese
      B. Beans
      C. **Seafood**
      D. Yogurt
      HHS DGA pp 52

**Final Scoring**

9. Scores from Round One test will determine the final results.
**Event Summary**

Interviewing Skills provides HOSA members with the opportunity to gain knowledge and skills required to apply for and obtain employment. This competitive event requires competitors to prepare a cover letter and resume. This event aims to inspire members to learn more about applying for health-related positions. This event is specifically for HOSA members who are classified under IDEA.

**Eligibility**

In order to participate in this event, the competitor must meet all of the following requirements:

- MUST be classified under the provision of the 2004 reauthorized Individuals with Disabilities Education Act (IDEA).
- Submit a completed STUDENT ELIGIBILITY AND ACCOMMODATION FORM found on page 10 of the guidelines by the state-published deadline.

**General Rules**

1. Competitors in this event must be active members of HOSA and in good standing.
2. Secondary Division is 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).”

**Competitive Process**

4. The competitor prepares a one page cover letter and a one page resume. The cover letter and resume must be factual and accurate. Competitors should include real work experience and education.

**Final Scoring**

5. 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.

**Required Digital Submission**

6. The completed resume, cover letter, and eligibility form must be submitted as a single document, pdf preferred, to mshosavslc2021@gmail.com between March 1st – 5th, 2021 and closes by 5:00 PM on March 5th, 2021.
# INTERVIEWING SKILLS – Judge’s Rating Sheet

<table>
<thead>
<tr>
<th>Section # ________________________</th>
<th>Judge’s Signature ______________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competitor # ____________________</td>
<td></td>
</tr>
</tbody>
</table>

One PDF file with Eligibility form, Resume and Cover Letter Uploaded Online*: Yes ____ No ____
*If the materials are not uploaded, please note that applicable items on the rubric below cannot be judged.

<table>
<thead>
<tr>
<th>A. Cover Letter</th>
<th>Excellent 5 points</th>
<th>Good 4 points</th>
<th>Average 3 points</th>
<th>Fair 2 points</th>
<th>Poor 0 points</th>
<th>JUDGE SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Length</td>
<td>Cover Letter does not exceed one page.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Cover letter not included OR exceeds one page.</td>
<td></td>
</tr>
<tr>
<td>2. Neatness, spelling, grammar</td>
<td>There are no spelling or grammatical errors throughout the entire cover letter.</td>
<td>There are 1-2 minor misspellings or grammatical errors that will be easy to fix to make it appeal to the viewer.</td>
<td>There are 3-4 spelling or grammatical errors in the cover letter.</td>
<td>There are 5-6 spelling or grammatical errors present in the cover letter.</td>
<td>Cover letter not submitted OR there are 7 or more spelling or grammatical errors in the cover letter.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Organization</th>
<th>Excellent 10 points</th>
<th>Good 8 points</th>
<th>Average 6 points</th>
<th>Fair 4 points</th>
<th>Poor 0 points</th>
<th>JUDGE SCORE</th>
</tr>
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<tbody>
<tr>
<td>Letter includes an organized introduction, body and conclusion paragraph. There is a proper salutation at the greeting with a precise contact name. The entire cover letter amounts to no more than one page in length.</td>
<td>Most of the organization is appropriate, but there are a few minor tweaks that could be made to make the cover letter flow better to the viewer.</td>
<td>Some of the organization is correct, but there are a couple major problems that are rather distracting to the viewer.</td>
<td>An attempt was made to organize the cover letter, but there are still significant problems that distract the viewer from reading it from top to bottom.</td>
<td>Cover letter not submitted OR the cover letter has little to no organization, which could mean inconsistent fonts, no separation of paragraphs, or improper ordering of topics.</td>
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</tr>
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</table>

<table>
<thead>
<tr>
<th>4. Content</th>
<th>Excellent 10 points</th>
<th>Good 8 points</th>
<th>Average 6 points</th>
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<td>The content within the main parts of the cover letter includes the necessary information about the competitor (qualifications and strengths that pertain to the job, how they found the job, and how they will impact the company in the future). It makes for a great introduction to the resume.</td>
<td>A few minor pieces of content are missing that are crucial to make the cover letter top-notch.</td>
<td>A lot of the information is present, but a few major, relevant pieces are missing.</td>
<td>There are significant parts of the cover letter that are missing or are inserted improperly.</td>
<td>Cover letter not submitted OR there is little to no content present in the cover letter. No effort was put forth in order to include the necessary information. It is missing all or almost all of the needed information about how they qualify for the job and their strengths pertaining to it, how they found the job, why they will be a good fit with the company.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Resume</td>
<td>Excellent 5 points</td>
<td>Good 4 points</td>
<td>Average 3 points</td>
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</tr>
<tr>
<td>1. Length</td>
<td>Resume does not exceed one page.</td>
<td>N/A</td>
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<td>N/A</td>
<td>Resume not submitted OR resume is more than one page in length.</td>
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<td>2. Neatness, spelling, grammar</td>
<td>There are no spelling or grammatical errors throughout the entire resume.</td>
<td>There are 1-2 minor misspellings or grammatical errors that will be easy to fix to make it appeal to the viewer.</td>
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<td>Resume not submitted OR there are 7 or more spelling or grammatical errors in the resume.</td>
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<tr>
<td>B. Resume</td>
<td>Excellent 15 points</td>
<td>Good 12 points</td>
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<td>Poor 0 points</td>
<td>JUDGE SCORE</td>
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<tr>
<td>3. Content/organization</td>
<td>The competitor includes all five of the required components of the resume and organizes the document in a legible and professional manner. The resume flows smoothly, and action verbs are used to describe the competitor’s strengths.</td>
<td>The competitor includes four of the five required content areas of the resume. The resume flows smoothly but lacks description of experience that allows the judges to gain a clear picture of the employment and educational history.</td>
<td>The competitor includes three of the five required content areas of the resume. Some action verbs were used to describe the competitor’s strengths.</td>
<td>The required components may be included, but do not provide a clear description of the competitor’s work or employment history. Little detail is provided.</td>
<td>Resume not submitted OR the resume does not flow or have experience documented that would relate the competitor to the position.</td>
<td></td>
</tr>
</tbody>
</table>

**Total Points (35):**
Interviewing Skills

STUDENT ELIGIBILITY and ACCOMMODATION FORM REQUESTED

Completed by Competitor & Advisor

This form MUST be completed to provide student eligibility and accommodations for competition. If the student competitor listed on this form does not get the form completed by the deadline (SLC conference due date), then the student competitor will be allowed to compete but will receive 35 penalty points. Points will be deducted in Tabulations.

Please read this document in its entirety for instructions!

The purpose of this form is as follows:

1) to confirm a student’s eligibility for this event
2) to allow the student to request accommodation in this event
3) The “Accommodations Provided at SLC” form (found on the following page) is to confirm what reasonable accommodation was provided at the state/chartered association level (if a student advances to the ILC, the accommodation provided at the state/chartered association level is what will be provided at ILC, within reason).

Student Name: ____________________________________________

Chapter: __________________________ State __________________________

Competitor’s Responsibility: The competitor is responsible for completing Sections 1 and 2 of this form and then uploading it to SharePoint prior to the published deadline for SLC.

SECTION 1: Student Eligibility

- A School Official and Chapter Advisor MUST sign below to verify the named student on this form is classified under the provision of the 2004 reauthorized Individuals with Disabilities Education Act (IDEA). (Students classified under Section 504 are NOT eligible to compete in this event.)
- DO NOT send the actual IEP or other documentation. For purposes of this competition, only this completed form is needed as verification of eligibility for this event.

School Official* Signature: ____________________________________________

*Exceptional children (special education) teacher, guidance counselor, or principal (circle one)

Chapter Advisor Signature: ____________________________________________

SECTION 2: Accommodation Requested

- A School Official or Chapter Advisor completes this section
- Based on the student’s IEP, what, if any, accommodation is being requested for the student to compete in this event? If none, please write “none.”
- Extra time is NOT considered a reasonable accommodation as competitors are provided 10 minutes of extra time to fill out the job application.

SUBMISSION PROCESS for Regional and State/Chartered Association Level:

Once Section 1 and Section 2 are completed, the Competitor must submit this form prior to the State Published Deadline. The form is digitally submitted for VSLC by following the instructions found in the guidelines. Competitors should check with their State Advisor for the process to submit this form for regional/state conferences.
## Interviewing Skills

### ACCOMMODATIONS PROVIDED AT STATE CONFERENCE

*Completed by State Advisor*

**State / Chartered Association:**

**State Advisor’s Responsibility:** The State Advisor is responsible for submitting this entire completed form to HOSA by midnight Eastern Standard Time on May 15, 2021. The form will be submitted via the ILC Special Activity online form. If you did not have competitors in this event at your state conference, write “none” across the form and submit it. One form for each of the four special needs events (LSS, IS, PC, and SS) will be required.

### Process:

- The State HOSA Advisor will be able to view individual student eligibility forms submitted from competitors for the regional/state conference in .
- The state should implement a state-level process for determining what requested accommodations (from SECTION 2 above) will or will not be provided at state conference(s).
- The State HOSA Advisor or other Competitive Event leader from the state/chartered association level, who is familiar with the details of the event, completes this form.
  - Ideally this form will be completed on-site, during competition, so as to provide an accurate record of what accommodation was given to each competitor in this event.
  - List ALL competitors registered for this event at your state conference (make copies of this page as needed)
- What accommodation WAS ACTUALLY PROVIDED at the state conference? Please be specific and explain. If nothing different was done for this competitor, please write, “none.”

<table>
<thead>
<tr>
<th>Competitor Name &amp; School</th>
<th>Accommodation Provided at SLC</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Doe – ABC High School</td>
<td>None</td>
</tr>
<tr>
<td>Jane Doe – DEF Career Center</td>
<td>Clarified directions for competitor when asked</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

For competition at the ILC, HOSA will provide the same accommodations that were provided at the state/chartered association level, within reason.

**State Advisor Signature**

__________________________________________________________________________
Event Summary

Job Seeking Skills provides HOSA members with the opportunity to gain knowledge and skills required to apply for and obtain employment. This competitive event requires competitors to prepare a cover letter and resume. This event aims to inspire members to learn more about applying for health-related positions.

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).”

Competitive Process

5. The competitor prepares a one page cover letter and a one page resume. The cover letter and resume must be factual and accurate. Competitors should include real work experience and education.

Final Scoring

6. 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.

Required Digital Uploads

7. The completed resume, cover letter, and eligibility form must be submitted as a single document, pdf preferred, to mshosavslc2021@gmail.com between March 1st – 5th, 2021 and closes by 5:00 PM on March 5th, 2021.
**JOB SEEKING SKILLS – Judge’s Rating Sheet**

Section # _____________________  Judge’s Signature ____________________________
Competitor # __________________  Division _____ SS _____ PSC

One PDF file with Resume and Cover Letter Uploaded Online*: Yes ____ No ____

*If the materials are not uploaded, please note that applicable items on the rubric below cannot be judged.

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<tr>
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<td>1. Length</td>
<td>Cover Letter does not exceed one page.</td>
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<th>B. Organization</th>
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<th>Good 8 points</th>
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<td>B. Resume</td>
<td>Excellent 5 points</td>
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<td>1. Length</td>
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<td>3. Content/organization</td>
<td>The competitor includes all five of the required components of the resume and organizes the document in a legible and professional manner. The resume flows smoothly, and action verbs are used to describe the competitor's strengths.</td>
<td>The competitor includes four of the five required content areas of the resume. The resume flows smoothly but lacks description of experience that allows the judges to gain a clear picture of the employment and educational history.</td>
<td>The competitor includes three of the five required content areas of the resume. Some action verbs were used to describe the competitor's strengths. Fair level of organization throughout the resume.</td>
<td>The required components may be included, but do not provide a clear description of the competitor's work or employment history. Little detail is provided.</td>
<td>Resume not submitted OR the resume does not flow or have experience documented that would relate the competitor to the position.</td>
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</table>

**Total Points (35):**
**Event Summary**

Prepared Speaking provides HOSA members with the opportunity to improve knowledge and skills surrounding effective oral communication. This competitive event requires competitors to develop a speech related to a selected national topic. The topic for the year aligns to the HOSA membership theme, which is announced at the conclusion of the International Leadership Conference every year.

**2020-2021 Topic: Unlock Your Potential**

**General Rules**

1. Competitors in this event must be active members of HOSA and in good standing.
2. Middle School, 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).”

**Competitive Process**

4. Use of index card notes during the speech is permitted. Electronic notecards (on a tablet, smart phone, laptop, etc.) are permitted, but may not be shown to judges.
5. The prepared speech shall be a maximum of **four (4) minutes** in length.
6. All competitors shall speak on the same announced topic.
7. Props may **NOT** be used.
8. There will be no microphones used for this event.
9. Competitors must create a video of their speech and convert to email format.

**Final Scoring**

10. 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.

**Required Digital Uploads**

11. The submission of speech video must be submitted to mshosavslc2021@gmail.com between March 1st – 5th, 2021 and closes by 5:00 PM on March 5, 2021.
## A. Content

<table>
<thead>
<tr>
<th><strong>1. Appropriate to the Conference Theme</strong></th>
<th><strong>Excellent</strong> 10 points</th>
<th><strong>Good</strong> 8 points</th>
<th><strong>Average</strong> 6 points</th>
<th><strong>Fair</strong> 4 points</th>
<th><strong>Poor</strong> 0 points</th>
<th><strong>JUDGE SCORE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The conference theme is clearly revealed and well-structured into speech.</td>
<td>The conference theme is stated and appropriate for speech.</td>
<td>The conference theme is apparent and not fully threaded into speech.</td>
<td>The conference theme is not clearly communicated throughout speech.</td>
<td>No statement of conference theme in speech.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>2. Coverage of Topic</strong></th>
<th><strong>Excellent</strong> 10 points</th>
<th><strong>Good</strong> 8 points</th>
<th><strong>Average</strong> 6 points</th>
<th><strong>Fair</strong> 4 points</th>
<th><strong>Poor</strong> 0 points</th>
<th><strong>JUDGE SCORE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates command of the topic throughout the speech. Discusses the topic and its significance. Uses the topic as a path for the speech. Student offers explanations and insights that link back to the topic.</td>
<td>Mentions topic and its significance. Uses the topic as a path for the speech. Student offers explanations and insights that link back to the topic.</td>
<td>Mentions topic and briefly explains its significance.</td>
<td>Briefly mentions a topic but does not provide any analysis or reasoning behind the topic.</td>
<td>Did not include much in the way of content or a topic.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>3. Clear focus and point of view</strong></th>
<th><strong>Excellent</strong> 10 points</th>
<th><strong>Good</strong> 8 points</th>
<th><strong>Average</strong> 6 points</th>
<th><strong>Fair</strong> 4 points</th>
<th><strong>Poor</strong> 0 points</th>
<th><strong>JUDGE SCORE</strong></th>
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</thead>
<tbody>
<tr>
<td>Speech was focused and compelling to the audience.</td>
<td>Speech was somewhat compelling; the audience might need stronger evidence in order to gain their support.</td>
<td>Speech evidence was weak, there were a few moments when the audience was compelled to the points being made.</td>
<td>While evidence is provided to prove the main points, the evidence is not compelling and leaves the audience unengaged.</td>
<td>Speech lacked focus and provided no compelling evidence.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **4. Impact** | **Excellent** 10 points | **Good** 8 points | **Average** 6 points | **Fair** 4 points | **Poor** 0 points | **JUDGE SCORE** |
| **Strong and meaningful message** | Effectively appeals to audience emotions (anger, fear, compassion, humor etc.) to deliver the message of the speech. Vivid and emotive language effectively used to create imagery to engage audience emotionally. | Appeals to audience emotions (anger, fear, compassion, humor etc.) to achieve the goal. Creates some effective imagery through language. | While much of the speech was emotionless and a bit dry there were a few moments in which the author succeeded in engaging the audience emotionally. | Few attempts were made to connect to emotional appeals, the speech is dry and lacks emotion to support the message. | No attempt was made to focus the audience on the message through emotional appeals. Fails to appeal to audience emotions. No attempt to use vivid or descriptive language to capture audience emotions |  |

## B. Organization

<table>
<thead>
<tr>
<th><strong>1. Opening Statement</strong></th>
<th><strong>Excellent</strong> 10 points</th>
<th><strong>Good</strong> 8 points</th>
<th><strong>Average</strong> 6 points</th>
<th><strong>Fair</strong> 4 points</th>
<th><strong>Poor</strong> 0 points</th>
<th><strong>JUDGE SCORE</strong></th>
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<tbody>
<tr>
<td>The competitor clearly establishes the occasion and purpose of the speech, grabs the audience's attention and makes the audience want to listen.</td>
<td>The competitor introduced the speech adequately, including an attention getter and established the occasion and purpose of the speech.</td>
<td>The competitor introduced the topic but did not clearly establish the occasion and/or purpose of the speech. Weak attention getter.</td>
<td>The competitor failed to introduce the speech. Or, the introduction was not useful in indicating what the speech was about.</td>
<td>The competitor did not provide an opening statement.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>2. Cohesion of Body of Speech</strong></th>
<th><strong>Excellent</strong> 10 points</th>
<th><strong>Good</strong> 8 points</th>
<th><strong>Average</strong> 6 points</th>
<th><strong>Fair</strong> 4 points</th>
<th><strong>Poor</strong> 0 points</th>
<th><strong>JUDGE SCORE</strong></th>
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<tbody>
<tr>
<td>Logical, coherent organization helped convey the competitor's message clearly. It was easy to follow and understand. Transitions were appropriate to speech and helped audience follow along.</td>
<td>Logical, coherent organization helped convey the competitor's message clearly. It was easy to follow and understand. Transitions were appropriate to speech and helped audience follow along.</td>
<td>Logical, coherent organization helped convey the competitor's message clearly. It was easy to follow and understand. Transitions were appropriate to speech but were not as helpful to audience understanding.</td>
<td>Logical, coherent organization helped convey the competitor's message clearly. It was easy to follow and understand. Transitions were appropriate to speech but were not as helpful to audience understanding.</td>
<td>The speech was not organized, and audience was not able to follow the message.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### B. Organization

<table>
<thead>
<tr>
<th><strong>Excellent 10 points</strong></th>
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<th><strong>Fair 4 points</strong></th>
<th><strong>Poor 0 points</strong></th>
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</thead>
<tbody>
<tr>
<td>The competitor prepares the audience for ending and ends memorably. They drew the speech to a close with an effective memorable statement. The competitor's message was clear.</td>
<td>The competitor adequately concluded the speech and ended the speech with a closing statement. Clear ending but ends with little impact.</td>
<td>The competitor concluded the speech in a disorganized fashion and/or did not have a closing statement. Competitor's message could have been clearer.</td>
<td>Audience has no idea conclusion is coming. Competitor's message was unclear.</td>
<td>The competitor ended the speech abruptly without an effective conclusion. Competitor had no message.</td>
</tr>
</tbody>
</table>

### C. DELIVERY

<table>
<thead>
<tr>
<th><strong>Excellent 10 points</strong></th>
<th><strong>Good 8 points</strong></th>
<th><strong>Average 6 points</strong></th>
<th><strong>Fair 4 points</strong></th>
<th><strong>Poor 0 points</strong></th>
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</thead>
<tbody>
<tr>
<td>The competitor's voice was loud enough to hear. The competitor varied rate &amp; volume to enhance the speech. Appropriate pausing was employed.</td>
<td>The competitor spoke loudly and clearly enough to be understood. The competitor varied rate OR volume to enhance the speech. Pauses were attempted.</td>
<td>The competitor could be heard most of the time. The competitor attempted to use some variety in vocal quality, but not always successfully.</td>
<td>The competitor's voice is low. Judges have difficulty hearing the presentation.</td>
<td>Judge had difficulty hearing and/or understanding much of the speech due to low volume. Little variety in rate or volume.</td>
</tr>
</tbody>
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<tr>
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</thead>
<tbody>
<tr>
<td>Movements &amp; 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.</td>
<td>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.</td>
<td>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.</td>
<td>The competitor's posture, body language, and facial expressions indicated a lack of enthusiasm for the topic. Movements were distracting.</td>
<td>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.</td>
</tr>
</tbody>
</table>

### C. DELIVERY

<table>
<thead>
<tr>
<th><strong>Excellent 10 points</strong></th>
<th><strong>Good 8 points</strong></th>
<th><strong>Average 6 points</strong></th>
<th><strong>Fair 4 points</strong></th>
<th><strong>Poor 0 points</strong></th>
</tr>
</thead>
</table>

| **Total Points (100):** |

---

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

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

Research Poster provides HOSA members with the opportunity to think critically about a health-related issue in their community; pose a research question surrounding the chosen topic; and conduct research on that topic. All competitors will develop a Research Poster showcasing their findings.

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).”

The Research Question (SS and PSC)

4. Competitors must pose a topic and research question that can be researched in their community.

5. Topics must be health-related, but flexibility is given to competitors to select something of interest and of local importance and relevance.

6. Examples of topics:
   a. Community Based Strategies to Reduce Mental Health Stigma
   b. Combating Post-Partum Depression in Teen Moms
   c. Decreasing Juvenile Incarceration Rates by increasing the Presence of Positive Male Role Models

The Research Process (SS and PSC)

8. Once the research question is identified, competitors will determine the best method(s) for conducting their research. Research methods may include, but are not limited to:
   a. survey(s)
   b. interviews
   c. scientific study
   d. observational ethnography

9. It is the competitor’s responsibility to obtain informed consent for any human subjects engaged in research. More information is available from HHS.gov and their FAQ section.

10. The research must be conducted within the current HOSA membership year (July 2020 – June 2021).
The Research Poster Content (SS and PSC)

11. A Research Poster is developed summarizing the research question and research findings.

12. The best posters are self-contained and self-explanatory. Observers should be able to understand the content of your poster without you being present.

13. The research poster will contain the following eight (8) components:
   1. TITLE
      - The title should highlight the research to be conducted by the competitor and gain attention of the viewers.
      - The competitor’s name, HOSA Division, HOSA Chapter #, School Name, and State/Association should be located on the Research Poster.
      - 100 words maximum (suggested)

   2. ABSTRACT
      - An abstract is a brief summary of the research.
      - Include the overall purpose of the study and the research problem(s) investigated.
      - Describe the basic design of the study and objectives.
      - Explain the major findings found as a result of analysis.
      - Provide a brief summary of interpretations and conclusions.
      - 250 words maximum (suggested)

   3. METHODS
      - Describe the research methods that led to the results.
      - Identify the target population.
      - Explain how data was collected accurately.
      - Explain how the data was analyzed.
      - Explain possible errors and biases in the methods.
      - 200 words maximum (suggested)

   4. RESULTS
      - Describe qualitative and quantitative results.
      - Present the data analysis employed.
      - Explain why the results matter.
      - Use supportive charts and figures.
      - 200 words maximum (suggested)

   5. CONCLUSIONS
      - Emphasize the major results and try to convince why the results are interesting.
      - Explain the relevance of your findings to your community and our world.
      - 200 words maximum (suggested)

   6. REFERENCES
      - List the literature cited that gave guidance to the project.
      - American Psychological Association (APA) is the preferred resource in Health Sciences.
      - 100 words maximum (suggested)

   7. ACKNOWLEDGMENTS
      - Acknowledgements is where the competitor thanks anyone who helped make the project possible.
8. IMAGES
- Crunch the data into graphs, tables, statistics, and/or quotes that illustrate the findings. Include photos and illustrations that reflect the research. Use 2 to 5 images.
- Logos from community agencies involved in the research are acceptable.

The Research Poster Template and Design (SS and PSC)

14. Competitors will create the poster template (the file sent out to have professionally printed) in 48” x 36” landscape orientation.

15. Any computer program of your choosing is acceptable to use to create the poster template, as long as the final digital product can be saved as .pdf and final printed product is 48” x 36” landscape orientation.

16. The above eight (8) items listed in rule #13 must be included, but colors, fonts and overall design are at the discretion of the competitor.

17. Numerous websites are available showcasing sample poster designs and templates to show strengths and weaknesses of sample posters, as a reference for competitors.

18. Tips for successful poster design. These are suggestions only, and not requirements.
   a) 3 Feet Rule
      • Poster must be readable 3 feet away
      • Title font size: Minimum 65 pt.
      • Heading font size: Minimum 48 pt.
      • All other text size: Minimum 24 pt., suggested 36-42 pt.
      • Use bold to provide emphasis, but avoid underline and CAPITALS
   b) Left to Right, Top to Bottom
      • Most readers read top left to bottom, top right to bottom, in that order
      • Strategically placing your content in order will help the reader to follow along and understand the content
   c) Use Bullet Points
      • Focus on highlights
      • Use brief statements, instead of full sentences
   d) Context
      • Write in Active language, avoid using passive language
      • Use third person point of view to provide readers with an objective perspective
      • Use text boxes to write your text. This will make editing and layout adjustments easier.
      • Writing should be left justified
   e) Images
      • Make sure images are high quality to avoid grainy or distorted photos
      • Photos typically print best at 300 dpi or greater and in TIFF format.
      • Use italicized captions (in minimum 18-point font) to help your readers distinguish your caption from the rest of your text. Adding captions will also help your readers to understand what your image represents.
      • Avoid long numeric tables
**Required Digital Uploads** (SS and PSC)

23. A pdf copy of the Research Poster must be submitted as a single document to mshosavslc2021@gmail.com between March 1 – 5, 2021 and closes at 5:00 PM on March 5, 2021.

**Final Scoring**

24. Scores from the Research Poster determine final results. 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.
# Research Poster

**Judge’s Rating Sheet – Secondary Division**

**Poster Only**

<table>
<thead>
<tr>
<th>Section #</th>
<th>Competitor Name &amp; #</th>
<th>Division: SS</th>
<th>Judge’s Name</th>
</tr>
</thead>
</table>

## A. Overview

<table>
<thead>
<tr>
<th>JUDGE SCORE</th>
<th><strong>Excellent</strong> 10 points</th>
<th><strong>Good</strong> 8 points</th>
<th><strong>Average</strong> 6 points</th>
<th><strong>Fair</strong> 4 points</th>
<th><strong>Poor</strong> 0 points</th>
</tr>
</thead>
</table>

1. **Research Question**

- The Research Question posed is health-related, specific, and reflects a deep understanding of an issue that needs addressing in the competitor's local community. It is evident the competitor was thorough in developing the question.

2. The Research Question is health-related but could benefit from being more specific and more action-oriented. There is some detail lacking to make it stand out.

3. The Research Question sufficiently addresses a health topic, but leaves the judges wanting more clarification or information to fully understand the question posed.

4. The Research Question is confusing, not fully thought out, and/or not a good representation of a health issue.

5. The Research Question is drastically lacking substance or is not included at all.

## B. Poster Content

<table>
<thead>
<tr>
<th>JUDGE SCORE</th>
<th><strong>Excellent</strong> 5 points</th>
<th><strong>Good</strong> 4 points</th>
<th><strong>Average</strong> 3 points</th>
<th><strong>Fair</strong> 2 points</th>
<th><strong>Poor</strong> 0 points</th>
</tr>
</thead>
</table>

1. **Title**

- A title is included and the poster contains: competitor’s name, Division, Chapter #, School Name, and State/Association.

2. The title is missing or all requirements are not met.

3. **References**

- At least one reference is included on the poster.

4. Poster not submitted OR No references are included on the poster.

5. **Acknowledgements**

- At least one person or community organization is acknowledged on the poster.

6. Poster not submitted OR No acknowledgements are made on the poster.

## B. Poster Content

<table>
<thead>
<tr>
<th>JUDGE SCORE</th>
<th><strong>Excellent</strong> 15 points</th>
<th><strong>Good</strong> 12 points</th>
<th><strong>Average</strong> 8 points</th>
<th><strong>Fair</strong> 4 points</th>
<th><strong>Poor</strong> 0 points</th>
</tr>
</thead>
</table>

1. **Abstract**

- The Abstract does an excellent job summarizing the research. It clearly describes the purpose of the research, the overall methods, major findings, and a succinct summary of the conclusions. The abstract leaves the judges excited about learning more!

2. The Abstract included sufficient details to the purpose of the research, some of the methods, some findings, and is a good summary of the conclusions. The judges are curious about learning more.

3. The information provided in the Abstract to summarize the purpose, methods, findings, and conclusions is limited and/or some of these components are missing.

4. Some information was provided in the Abstract but was mostly surface-level and key points were missing.

5. Poster not submitted OR The Abstract is missing or did not describe all key items.
### B. Poster Content

<table>
<thead>
<tr>
<th>5. Methods</th>
<th><strong>Excellent 15 points</strong></th>
<th><strong>Good 12 points</strong></th>
<th><strong>Average 8 points</strong></th>
<th><strong>Fair 4 points</strong></th>
<th><strong>Poor 0 points</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The research methods are explicitly explained, including: 1) target population 2) how data was collected 3) how data was analyzed 4) how data was shared 5) A review of possible errors and biases is also included.</td>
<td>The research methods were explained. Some supporting points needed more detail, but all 5 items were covered.</td>
<td>Some of the research methods were explained but included only 4 of the 5 requirements.</td>
<td>The research methods explanation was limited and only included 2 or 3 of the 5 requirements.</td>
<td>Poster not submitted OR The research methods were not explained or included and/or left the judges with more questions than answers.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Results</th>
<th><strong>Excellent 15 points</strong></th>
<th><strong>Good 12 points</strong></th>
<th><strong>Average 8 points</strong></th>
<th><strong>Fair 4 points</strong></th>
<th><strong>Poor 0 points</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The results of the research are presented and explained in a way that makes sense and can be easily understood. It is clear what was discovered and an additional explanation about why the results matter is included.</td>
<td>The results of the research are presented and explained but some questions remain. It is clear what was discovered but additional explanation about why the results matter is needed.</td>
<td>The results of the research are limited and significant gaps are evident. No explanation of why the results matter.</td>
<td>Poster not submitted OR The results of the research are not included and no description given of why they matter.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Conclusions</th>
<th><strong>Excellent 15 points</strong></th>
<th><strong>Good 12 points</strong></th>
<th><strong>Average 8 points</strong></th>
<th><strong>Fair 4 points</strong></th>
<th><strong>Poor 0 points</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The conclusion provides a short and solid justification of the research question, explains the relevance of findings to the community and/or world, and explains why the results are conclusive.</td>
<td>The conclusion is mostly concise and does a good job of summarizing the justification of the research question, the relevance of the results, and why they are conclusive. More information is needed.</td>
<td>The conclusion provides minimal justification of the research question. Questions remain as to how the results can be used or why the results are conclusive.</td>
<td>There is not a solid justification of the research question nor how results are relevant nor if they are conclusive.</td>
<td>Poster not submitted OR The competitor failed to include conclusions or the conclusions drawn were out of scope.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Images</th>
<th><strong>Excellent 15 points</strong></th>
<th><strong>Good 12 points</strong></th>
<th><strong>Average 8 points</strong></th>
<th><strong>Fair 4 points</strong></th>
<th><strong>Poor 0 points</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2-5 images (graphs, tables, illustrations, photos, logos, etc.) are included. Images used add excellent value to the overall poster, complimenting the text, illustrating the findings, and reflecting key research. They stand out above others.</td>
<td>2-5 images are included and they do a good job of adding overall value to the poster and accurately representing the details of the research and process. They however, lack the special ‘wow factor’</td>
<td>2-5 images are included that adequately connect to the research. They do not enhance nor distract from the poster.</td>
<td>2-5 images are included but their connection to the research and process is only fair. They distract from the overall appeal of the poster and/or do not accurately reflect the research project.</td>
<td>Poster not submitted OR 0-1, or more than 5 images are included</td>
<td></td>
</tr>
</tbody>
</table>

### C. Poster Design

<table>
<thead>
<tr>
<th>1. Poster Size</th>
<th><strong>Excellent 5 points</strong></th>
<th><strong>Good 4 points</strong></th>
<th><strong>Average 3 points</strong></th>
<th><strong>Fair 2 points</strong></th>
<th><strong>Poor 0 points</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Poster is 48” x 36” landscape orientation</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Poster not submitted OR Poster is not 48” x 36” and/or landscape orientation</td>
<td></td>
</tr>
<tr>
<td>C. Poster Design</td>
<td>Excellent 10 points</td>
<td>Good 8 points</td>
<td>Average 6 points</td>
<td>Fair 4 points</td>
<td>Poor 0 points</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------</td>
<td>---------------</td>
<td>------------------</td>
<td>--------------</td>
<td>---------------</td>
</tr>
<tr>
<td>2. Artistic Design</td>
<td>The artistic quality is exceptional. The design is vibrant, balanced, visually pleasing and pushes the boundaries of artistic expression. The design choices take the poster to the next level and has that “wow factor”</td>
<td>The artistic quality is good; the design stands out. The design elements seem to be well-thought out and comprehensive.</td>
<td>The poster incorporates balanced design choices, showcasing some artistic features. Some of the poster lacks artistic details that took away from the overall visual of the poster.</td>
<td>Basic levels of artistic design are incorporated into the poster. Better design/color choices should be incorporated to assure the design of the poster is pleasing to the eye.</td>
<td></td>
</tr>
<tr>
<td>C. Poster Design</td>
<td>Excellent 15 points</td>
<td>Good 12 points</td>
<td>Average 8 points</td>
<td>Fair 4 points</td>
<td>Poor 0 points</td>
</tr>
<tr>
<td>3. Appearance / Organization</td>
<td>The poster is exceptionally neat, organized, and error-free. Information is clearly displayed and easy to understand and follow. Content is strategically placed to enhance the research and the poster can easily be seen from 3 feet away.</td>
<td>Poster is neat and organized. The content has a logical flow with only minimal errors and does a good job enhancing the research process.</td>
<td>The poster was basic and could use more organization and thought to be understood.</td>
<td>The poster lacked organization and/or contained several spelling errors. The flow of information seemed to be out of order and it was difficult to read the poster from 3 feet away.</td>
<td>Poster not submitted OR</td>
</tr>
</tbody>
</table>

**TOTAL POINTS (130)**
Researched Persuasive Writing and Speaking

Event Summary

Researched Persuasive Writing and Speaking provides HOSA members with the opportunity to gain knowledge and skills required for researching a health issue, preparing written documentation supporting a thesis. This competitive event requires competitors to develop a written paper, either for or against, the provided annual health topic.

Topic for 2020-2021:
Technology Use: Does it Make Us More or Less Connected?

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).”

The Research Paper

5. The research paper will include the following four (4) pages:
   - Page 1: Title Page
   - Pages 2 and 3: Body of paper
   - Page 4: Reference page

6. **Title Page:** Create a title page, including the event name, Competitor Name, HOSA Division, HOSA Chapter #, School Name, State/Assoc, Title of Paper including Topic Stance, Title page centered, One page only. (A creative design or pictures may be used but will not affect the score.)

7. **Body of Paper** formatting:
   A. Pages are one-sided, typed
   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)

8. **Reference Page:** List the literature cited to give guidance to the written paper and speech. American Psychological Association (APA) is the preferred resource in Health Sciences. One page only. Points will be awarded for
9. No plagiarism is allowed and work must be that of the competitors per the GRR #14-16.

Final Scoring

10. Should a tie occur, scores on the rating sheet section(s) with the highest point value(s) will be used, in descending order, to break the tie.

11. Winner will be determined by the written paper only.

Required Digital Uploads

12. The completed paper must be submitted as a single PDF document to mshosavslc2021@gmail.com between March 1st – 5th, 2021 and closes by 5:00 PM on March 5th, 2021.
### RESEARCHED PERSUASIVE WRITING AND SPEAKING

#### Judges Rating Sheet

<table>
<thead>
<tr>
<th>Section # ______________________</th>
<th>Competitor # ______________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division: <strong>SS</strong> PS/C</td>
<td>Judge’s Signature</td>
</tr>
</tbody>
</table>

*One PDF File of the completed paper Uploaded Online*: Yes _ No

### C. Written Paper

<table>
<thead>
<tr>
<th>Excellent 10 points</th>
<th>Good 8 points</th>
<th>Average 6 points</th>
<th>Fair 4 points</th>
<th>Poor 0 points</th>
<th>JUDGE SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Opening Statement</strong></td>
<td>Writer grabs attention of reader. The introduction is creative, imaginative and thoughtful. Thesis clearly revealed and well-structured for the paper. Forecasts body of paper in a memorable and effective way.</td>
<td>Writer somewhat grabs the attention of the reader. Thesis stated and appropriate for the paper. Forecasts body so audience knows main points in brevity.</td>
<td>Audience is reading with some engagement. Thesis needs strength or structure. Forecast incomplete.</td>
<td>Attention device is unrelated to the topic. Thesis missing OR forecast statement missing.</td>
<td>Paper not submitted OR attention device is missing. Thesis inappropriate or missing AND forecast is missing or indistinguishable.</td>
</tr>
</tbody>
</table>

| **2. Coverage of Event Topic and Quality of Information** | Information included high-quality details that support the topic in a thorough manner. Research was in-depth and beyond the obvious, revealing new insights. Overall, the coverage of the topic was excellent. | Information included sufficient detail relevant to the topic. Research seemed to be in-depth. The coverage of the topic was good. | The quality of the information was limited to support the topic. The competitor provided an average amount of coverage on the topic. | Some information provided was relevant to the topic. Research provided was mostly surface-level and the competitor missed key points of the topic. | Paper not submitted OR information was unreliable and interfered with ability of the audience to understand the speech. Research was irrelevant to the topic and the competitor missed the point of the topic. |

| **3. Originality** | Writing reflects the original thoughts of the author and extends a creative or unique idea, question or concept on the topic. No evidence of plagiarism. | Writing reflects the original thoughts of the author and provides some unique ideas on the topic. No evidence of plagiarism. | Some original thoughts are provided by the author. Creativity is experimented with on the topic. No evidence of plagiarism. | Limited originality is provided by the author on the topic. No evidence of plagiarism. | Paper not submitted OR There was evidence of plagiarism. |

| **4. Conclusion** | Conclusion is concise and summarizes supporting points: restates the thesis in a new way. The reader is | Conclusion is mostly concise and summarizes the supporting points. The reader is indifferent with | Conclusion provides a summary of supporting points: it does not restate the thesis. | Conclusion may be attempted but does not summarize or restate thesis. | Paper not submitted OR no conclusion is apparent in the essay. |

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MS HOSA Virtual SLC 2021 Guidelines (December 2020)  
Page 3 of 5
<table>
<thead>
<tr>
<th>C. Written Paper</th>
<th>Excellent 20 points</th>
<th>Good 15 points</th>
<th>Average 10 points</th>
<th>Fair 5 points</th>
<th>Poor 0 points</th>
<th>JUDGE SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Persuasiveness</td>
<td>The paper was exceptionally persuasive and convincing. The competitor provided well-researched evidence that reinforced their position on the topic.</td>
<td>The paper was somewhat persuasive and provided some reasons to agree with the competitor’s point of view.</td>
<td>The paper provided limited evidence of competitor’s point of view and was not very persuasive.</td>
<td>Paper not submitted OR the paper was not persuasive and did not provide evidence to support the competitor’s point of view.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Written Paper</th>
<th>Excellent 5 points</th>
<th>Good 4 points</th>
<th>Average 3 points</th>
<th>Fair 2 points</th>
<th>Poor 0 points</th>
<th>JUDGE SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Title Page</td>
<td>Title Page includes Competitor Name, HOSA Division, HOSA Chapter #, School Name, State/Assoc, Title of Paper including Topic, Stance, Title page centered. One page only.</td>
<td>Writing has some voice and is easily read aloud. Appropriate transitions are used to move from one supporting detail to the next. Word choice and syntax offer surprise, clarity and “just right” wording.</td>
<td>Vocabulary or writing style needs further development in sentence variety, word choice, and fluency. Some basic transitions used.</td>
<td>Sentences are short, fragmented or run-ons. Flow of essay is hard to follow. Few to no transitions are used.</td>
<td>Paper not submitted OR title page does not include all requirements OR is not present.</td>
<td></td>
</tr>
</tbody>
</table>

| 7. Transitions | Writing has voice and is easily read aloud. Appropriate transitions are used to move from one supporting detail to the next. Word choice and syntax offer surprise, clarity and “just right” wording. | Writing has voice and is easily read aloud. Transitions are used, but better wording could have been used. | Vocabulary or writing style needs further development in sentence variety, word choice, and fluency. Some basic transitions used. | Sentences are short, fragmented or run-ons. Flow of essay is hard to follow. Few to no transitions are used. | Paper not submitted OR no flow to writing. Difficult for reader to follow. No transitions used |

| 8. Grammar | Zero (0) grammatical errors found in this essay. | 1-2 grammatical errors were found in this essay. They do not detract from the general flow of the essay. | 3-4 errors were found in the essay, and they detract from the overall flow of the essay. | There are 5-6 grammatical errors present which detract from the overall meaning and flow of the essay. | Paper not submitted OR more than 6 errors were found in this essay. The errors are glaring, and the essay is difficult to read. |

<p>| 9. Spelling &amp; Punctuation | Zero (0) errors in spelling and punctuation were found in this essay. | 1-2 errors in spelling or punctuation were found in this essay. | 3-4 errors in spelling or punctuation were found in this essay. | 5 errors in spelling or punctuation were found in this essay. | Paper not submitted OR more than 5 errors in spelling or punctuation were documented |</p>
<table>
<thead>
<tr>
<th>C. Written Paper</th>
<th>Excellent 5 points</th>
<th>Good 4 points</th>
<th>Average 3 points</th>
<th>Fair 2 points</th>
<th>Poor 0 points</th>
<th>JUDGE SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Reference Page</td>
<td>The reference page is included with the paper and includes: Event name, Competitor/Team Member Names, HOSA Division, HOSA Chapter #, School Name, State/Assoc</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>Paper not submitted OR no reference page is included OR all items are not included.</td>
<td></td>
</tr>
</tbody>
</table>

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.
Event Summary

Speaking Skills provides HOSA members with the opportunity to improve knowledge and skills surrounding effective oral communication. This competitive event requires competitors to develop a speech related to a selected national topic. The topic for the year aligns to the HOSA membership theme, which is announced at the conclusion of the International Leadership Conference every year. This event is specifically for HOSA members who are classified under IDEA.

2020-2021 Topic: Unlock Your Potential

Eligibility

In order to participate in this event, the competitor must meet all of the following requirements:

- MUST be classified under the provision of the 2004 reauthorized Individuals with Disabilities Education Act (IDEA).
- Submit a completed STUDENT ELIGIBILITY AND ACCOMODATION FORM found on page 7 of the guidelines by the state-published deadline
- General Rules
  1. Competitors in this event must be active members of HOSA and in good standing.
  2. Middle School, 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).”

Competitive Process

5. Use of index card notes during the speech is permitted. Electronic notecards (on a tablet, smart phone, laptop, etc.) are permitted, but may not be shown to judges.

6. The prepared speech shall be a maximum of four (4) minutes in length.

8. All competitors shall speak on the same announced topic.

9. Props may NOT be used.

10. There will be no microphones used for this event.

11. Competitors must create a video of their speech and convert to a YouTube format.
Final Scoring

11. 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.

Required Digital Uploads

12. The eligibility form must be submitted as a single document, pdf preferred, by competitor to mshosavslc2021@gmail.com between March 1st – 5th, 2021 and closes by 5:00 PM on March 5, 2021.

13. The submission of video must be submitted to mshosavslc2021@gmail.com between March 1st – 5th, 2021 and closes by 5:00 PM on March 5th, 2021.
### A. Content

<table>
<thead>
<tr>
<th>Excellent 10 points</th>
<th>Good 8 points</th>
<th>Average 6 points</th>
<th>Fair 4 points</th>
<th>Poor 0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Appropriate to the Conference Theme</strong></td>
<td>The conference theme is clearly revealed and well-structured into speech.</td>
<td>The conference theme is stated and appropriate for speech.</td>
<td>The conference theme is apparent and not fully threaded into speech.</td>
<td>No statement of conference theme in speech.</td>
</tr>
<tr>
<td><strong>2. Coverage of Topic</strong></td>
<td>Demonstrates command of the topic throughout the speech. Discusses the topic and its significance. Uses the topic as a path for the speech. Competitor offers explanations and insights that enhance the understanding of the topic.</td>
<td>Mentions topic and its significance. Uses the topic as a path for the speech. Competitor offers explanations and insights that link back to the topic.</td>
<td>Mentions topic and briefly explains its significance. Briefly mentions a topic but does not provide any analysis or reasoning behind the topic.</td>
<td>Did not include much in the way of content or a topic.</td>
</tr>
<tr>
<td><strong>3. Clear focus and point of view</strong></td>
<td>Speech was focused and compelling to the audience. Speech is somewhat compelling; the audience might need stronger evidence in order to gain their support. Speech evidence was weak, there were a few moments when the audience was compelled to the points being made.</td>
<td>While evidence is provided to prove the main points, the evidence is not compelling and leaves the audience unengaged.</td>
<td>Speech lacked focus and provided no compelling evidence.</td>
<td></td>
</tr>
<tr>
<td><strong>4. Impact</strong></td>
<td>Effectively appeals to audience emotions (anger, fear, compassion, humor etc.) to deliver the message of the speech. Vivid and emotive language effectively used to create imagery to engage audience emotionally.</td>
<td>Appeals to audience emotions (anger, fear, compassion, humor etc.) to achieve the goal. Creates some effective imagery through language. While much of the speech was emotionless and a bit dry there were a few moments in which the author succeeded in engaging the audience emotionally.</td>
<td>Few attempts were made to connect to emotional appeals, the speech is dry and lacks emotion to support the message.</td>
<td>No attempt was made to focus the audience on the message through emotional appeals. Fails to appeal to audience emotions. No attempt to use vivid or descriptive language to capture audience emotions</td>
</tr>
</tbody>
</table>

### B. Organization

<table>
<thead>
<tr>
<th>Excellent 10 points</th>
<th>Good 8 points</th>
<th>Average 6 points</th>
<th>Fair 4 points</th>
<th>Poor 0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Opening Statement</strong></td>
<td>The competitor clearly establishes the occasion and purpose of the speech, grabs the audience's attention and makes the audience want to listen.</td>
<td>The competitor introduced the speech adequately, including an attention getter and established the occasion and purpose of the speech.</td>
<td>The competitor introduced the topic but did not clearly establish the occasion and/or purpose of the speech. Weak attention getter.</td>
<td>The competitor failed to introduce the speech. Or, the introduction was not useful in indicating what the speech was about.</td>
</tr>
<tr>
<td><strong>2. Cohesion of Body of Speech</strong></td>
<td>Logical, coherent organization helped convey the competitor's message clearly. It was easy to follow and understand. Transitions were appropriate to speech and helped audience follow along.</td>
<td>The competitor used a logical order to deliver the message but may have minor lapses in organization. Transitions were appropriate to speech but were not as helpful to audience understanding.</td>
<td>The competitor attempted to use an organizational pattern, but it was not always effective. competitor rambled at times and/or did not stay on topic.</td>
<td>The speech was difficult to follow due to a lack of organization and rambling. Some cohesion was demonstrated in the delivery.</td>
</tr>
<tr>
<td>B. Organization</td>
<td>Excellent 10 points</td>
<td>Good 8 points</td>
<td>Average 6 points</td>
<td>Fair 4 points</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------</td>
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<td>-----------------</td>
<td>--------------</td>
</tr>
<tr>
<td>3. Closing</td>
<td>The competitor prepares the audience for ending and ends memorably. They drew the speech to a close with an effective memorable statement. The competitor's message was clear.</td>
<td>The competitor adequately concluded the speech and ended the speech with a closing statement. Clear ending but ends with little impact.</td>
<td>The competitor concluded the speech in a disorganized fashion and/or did not have a closing statement. Competitor's message could have been clearer.</td>
<td>Audience has no idea conclusion is coming. Competitor's message was unclear.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Delivery</th>
<th>Excellent 10 points</th>
<th>Good 8 points</th>
<th>Average 6 points</th>
<th>Fair 4 points</th>
<th>Poor 0 points</th>
<th>JUDGE SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Voice Pitch, tempo, volume, quality</td>
<td>The competitor's voice was loud enough to hear. The competitor varied rate &amp; volume to enhance the speech. Appropriate pausing was employed.</td>
<td>The competitor spoke loudly and clearly enough to be understood. The competitor varied rate OR volume to enhance the speech. Pauses were attempted.</td>
<td>The competitor could be heard most of the time. The competitor attempted to use some variety in vocal quality, but not always successfully.</td>
<td>The competitor's voice is low. Judges have difficulty hearing the presentation.</td>
<td>Judge had difficulty hearing and/or understanding much of the speech due to low volume. Little variety in rate or volume.</td>
<td></td>
</tr>
<tr>
<td>2. Stage Presence Poise, posture, eye contact, and enthusiasm</td>
<td>Movements &amp; 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.</td>
<td>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.</td>
<td>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.</td>
<td>The competitor's posture, body language, and facial expressions indicated a lack of enthusiasm for the topic. Movements were distracting.</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

Total Points (100):

*Definition of Diction – Choice of words especially with regard to correctness, clearness, and effectiveness.
**Definition of Pronunciation – Act or manner of uttering officially
Speaking Skills
STUDENT ELIGIBILITY and ACCOMMODATION FORM REQUESTED
Completed by Competitor & Advisor

This form MUST be completed to provide student eligibility and accommodations for competition. **If the student competitor listed on this form does not get the form completed by the deadline, then the student competitor will be allowed to compete but will receive 35 penalty points. Points will be deducted in Tabulations.**

Please read this document in its entirety for instructions!

The purpose of this form is as follows:
1) to confirm a student’s eligibility for this event
2) to allow the student to request accommodation in this event
3) The “Accommodations Provided at SLC” form (found on the following page) is to confirm what reasonable accommodation was provided at the state/chartered association level (if a student advances to the ILC, the accommodation provided at the state/chartered association level is what will be provided at ILC, within reason).

**Student Name:**

**Chapter:** _____________________________ **State** _____________

**Competitor's Responsibility:** The competitor is responsible for completing Sections 1 and 2 of this form and then uploading it to Tallo prior to the published deadline for SLC.

**SECTION 1: Student Eligibility**
- A School Official and Chapter Advisor MUST sign below to verify the named student on this form is classified under the provision of the 2004 reauthorized Individuals with Disabilities Education Act (IDEA). (Students classified under Section 504 are NOT eligible to compete in this event.)
- DO NOT send the actual IEP or other documentation. For purposes of this competition, only this completed form is needed as verification of eligibility for this event.

**School Official** Signature: _____________________________
*Exceptional children (special education) teacher, guidance counselor, or principal (circle one)

**Chapter Advisor Signature:** _____________________________

**SECTION 2: Accommodation Requested**
- A School Official or Chapter Advisor completes this section
- Based on the student’s IEP, what, if any, accommodation is being requested for the student to compete in this event? If none, please write “none.”
- Additional time is **NOT** considered a reasonable accommodation for this event.

**SUBMISSION PROCESS for Regional and State/Chartered Association Level:**
Once Section 1 and Section 2 are completed, the Competitor must submit this form prior to the State Published Deadline. The form is digitally submitted for ILC by following the instructions found in these guidelines. Competitors should check with their State Advisor for the process to submit this form for regional/state conferences.
State / Chartered Association: 

**State Advisor's Responsibility:** The State Advisor is responsible for submitting this entire completed form to HOSA by midnight Eastern Standard Time on May 15, 2021. The form will be submitted via the ILC Special Activity online form. If you did not have competitors in this event at your state conference, write “none” across the form and submit it. One form for each of the four special needs events (LSS, IS, PC, and SS) will be required.

**Process:**
- The State HOSA Advisor will be able to view individual student eligibility forms submitted from competitors for the regional/state conference in Tallo.
- The state should implement a state-level process for determining what requested accommodations (from SECTION 2 above) will or will not be provided at state conference(s).
- The State HOSA Advisor or other Competitive Event leader from the state/chartered association level, who is familiar with the details of the event, completes this form.
  - Ideally this form will be completed on-site, during competition, so as to provide an accurate record of what accommodation was given to each competitor in this event.
  - List ALL competitors registered for this event at your state conference (make copies of this page as needed)
- What accommodation WAS ACTUALLY PROVIDED at the state conference? Please be specific and explain. If nothing different was done for this competitor, please write, “none.”

<table>
<thead>
<tr>
<th>Competitor Name &amp; School</th>
<th>Accommodation Provided at SLC</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Doe – ABC High School</td>
<td>None</td>
</tr>
<tr>
<td>Jane Doe – DEF Career Center</td>
<td>Clarified directions for competitor when asked</td>
</tr>
</tbody>
</table>

For competition at the ILC, HOSA will provide the same accommodations that were provided at the state/chartered association level, within reason.

*State Advisor Signature* ____________________________