Event Summary

Biomedical Debate aims to inspire members to be proactive future health professionals by researching a given health topic, evaluating, discussing, and thinking critically about the issue. The team in this event consists of 3-4 people. Team members will participate in the Round One online test containing questions about the annual biomedical topic.

General Rules

1. Competitors in this event must be active members of HOSA-Future Health Professionals, in good standing in the division in which they are registered to compete (Secondary or Postsecondary/Collegiate).

2. Competitors must be familiar with and adhere to the “General Rules and Regulations of the HOSA Competitive Events Program (GRR).”

2020 – 2021 Topic:
Designer Babies: Parents should be allowed to genetically engineer their offspring.

Official References

3. Competitors are encouraged to learn as much as they can about the annual topic. All test questions will be developed from the following references:

   o Klitzman, R, M.D. (2020). Designing babies: How technology is changing the ways we create children. New York, NY: Oxford University Press. (*Note this is a printed book)

   o Cavaliere, Dr. G. (2019, March). Background paper: The ethics of human genome editing.


ROUND ONE: Virtual Online Test

4. Round One Test Instructions: Each team will be evaluated in Round One by a fifty (50) item multiple choice online test. Competitors will be given sixty (60) minutes to complete the test.

5. The team test score average will be used to determine the winner.

6. Sample Questions (Based on a previous topic)

1. What federal agency is responsible for the U.S. recommended immunization schedule?
   A. NIH  
   B. FDA  
   C. WHO  
   D. CDC
   Topic specific website

2. What is the fundamental barrier to vaccination across countries of all income levels?
   A. Vaccine hesitancy  
   B. Fake vaccine-related news and information  
   C. Inequalities in access  
   D. Fear of safety of vaccines
   Topic specific website

3. Of the following vaccine-preventable diseases, which can result in liver failure?
   A. Mumps  
   B. Diphtheria  
   C. Hepatitis A  
   D. Tetanus
   Topic specific website
Event Summary

Creative Problem Solving provides members with the opportunity to analyze the problem-solving process and to work as a team to apply their problem-solving skills in creating a solution to a hypothetical health or HOSA-related problem. Each team consists of 3-4 people. Round One will consist of an online test and the score will be used to determine the winner of this event. This event aims to inspire members to be proactive future health professionals and utilize higher order thinking to solve complex challenges.

General Rules

1. Competitors in this event must be active members of HOSA in good standing in the division in which they are registered to compete (Secondary or Postsecondary/Collegiate).

2. Competitors must be familiar with and adhere to the “General Rules and Regulations of the HOSA Competitive Events Program (GRR).”

3. Each team will consist of 3-4 team members.

Official References

All official references are used in the development of the written test.


Round One Virtual Online Test

4. There will be a maximum of 60 minutes to complete the 50-item multiple choice test.

5. The team test score average will be used to determine the winner.
6. **Round 1: Written Test Plan**

   Creative Thinking 30%
   Clarification of Problems/Developing Objectives 15%
   Examining Constraints/Developing Alternatives 15%
   Problem Solving Strategies & Skills 10%
   Problem Identification 10%
   Generating Ideas & Solutions/Deciding a Course of Action 10%
   Sharing Decisions/Troubleshooting/Implementation 10%

7. **Sample Round One Test Questions**

1. According to John Scully, the former chairman of Apple Computer, what is a key ingredient of successful teams?
   A. **Creativity**
   B. Viability
   C. Reasonability
   D. Profitability
   Fogler pp 27

2. What is the purpose of the outcomes window when considering solutions?
   A. Determine how much it will cost to implement each solution.
   B. Determine if all solutions have been considered.
   C. **List positive and negative consequences of a decision.**
   D. Test to determine if other people will accept or reject the solutions.
   Adair pp 27

3. What is the term for creatively generating associations and connections between dissimilar subjects?
   A. Balancing concepts
   B. **Conceptual blending**
   C. Disassociation
   D. Intermingling ideas
   Michalko pp xiv
Forensic Science provides HOSA members with the opportunity to work as a team to apply their knowledge and skills in creating a solution to a forensic science-related problem. Each team consists of 2 people. Round One is an online test and will evaluate the team’s understanding of forensic science. The test score from Round One will be used to determine the winner of this event. This event aims to inspire members to be proactive future health professionals and critically examine elements of a forensic case.

General Rules

1. Competitors in this event must be active members of HOSA-Future Health Professionals in good standing in the division in which they are registered to compete (Secondary or Postsecondary/Collegiate).

2. Competitors must be familiar with and adhere to the “General Rules and Regulations of the HOSA Competitive Events Program (GRR).”

3. Teams must be composed of two (2) members.

Official References

4. The following official references are used in the development of the online test.

5. Optional References: Competitors should have a strong background in Medical Terminology, Anatomy and Physiology, and Pathophysiology in order to best respond to the round two case study. The following resources are recommended study material to assist competitors with these subjects. Round One test questions are NOT taken from these resources:
ROUND ONE: The Test

6. There will be a maximum of 60 minutes to complete the 50 item multiple-choice test.

7. The team test score average will be used to determine the winner.

Round I: Online Test Plan

- Forensic History and Careers 10%
- Crime Scene and Death Investigation 20%
- Forensic Toxicology and Pharmacology 20%
- Forensic Anthropology 10%
- Forensic Entomology 10%
- Identification of Blood, Bloodstains, Biological Fluids and Stains 10%
- Techniques of DNA Analysis 10%
- Forensic Psychology and Psychiatry 10%

8. Sample Round One Test Questions

1. What is the term for a conscious and deliberate attempt to minimize or deny symptoms of a mental disorder?
   A. Deception
   B. Malingering
   C. **Dissimulation**
   D. Incompetence
   Bell pp 318

2. What is the term for red blood cells undergoing massive destruction when a victim drowns in freshwater?
   A. **Autolysis**
   B. Pneumothorax
   C. Asphyxiation
   D. Sickling of RBCs
   Bertino pp 390

3. Where are blow fly eggs usually found on a dead body?
   A. Close to a wound or natural orifice.
   B. Under any covering such as clothing, leaves, etc.
   C. On the chest or in a hairy body area.
   D. Under the body close to the ground.
   Bell pp 122
Event Summary

Health Career Display provides members with the opportunity to research a career of interest, create a display board of associated career materials, and improve their presentation skills as they communicate the career information to others. This competitive event consists of 1 round and the team consists of 2 people. Round One is the judging of the Health Display Board. This event aims to inspire members to become future health professionals by exciting them about a career of their choosing.

Dress Code

Competitors must be in official HOSA uniform or in proper business attire. Bonus points will be awarded for proper dress. Both team members must be properly dressed to receive bonus points.

General Rules

1. Competitors in this event must be active members of HOSA-Future Health Professionals, in good standing in the division in which they are registered to compete (Secondary or Postsecondary/Collegiate).

2. Competitors must be familiar with and adhere to the “General Rules and Regulations of the HOSA Competitive Events Program (GRR).”

3. The display must be presented by a team of two (2). One health career or a cluster of related health careers may be presented. The career must be a HEALTH career.

Official References

5. For a sample list of health careers, visit the National Consortium for Health Science Education and Explore Health Careers websites.

ROUND ONE: Health Display

6. Assembly of the display will be done before submitting pictures of the display and emailing the reference page. Only the photo of the display and reference page will be judged. Everything other than the display and reference page will be done prior to competition.

7. No equipment/supplies (except tables) will be provided for this event. All equipment/supplies needed must be provided by the team. It is the team’s responsibility to ensure that all equipment is in working condition.

8. Round One will not be attended by competitors. Judges will view the assembled displays through your submission and will use the Round One rating sheet to rate each display. The display helps form the presentation but must stand alone as an effective illustration of the chosen career or career cluster. Teams will be judged on how effectively the display informs others about the career or career cluster. Career information should include, but is not limited to:
A. Job responsibilities
B. Education requirements
C. Entry level salary at the local/national/global level
D. Benefits/challenges associated with this career
E. Additional relevant information

9. The top secondary and postsecondary/collegiate teams from Round One will advance to Round Two, for the oral presentation. Number of advancing teams will be determined by criteria met in Round One and space available for Round Two.

10. The work must be the work of the competitors, including the artistic aspects of the display. Allowable artwork may include:
   A. Competitor produced illustrations, designs, and/or computer-generated graphics.
   B. Clip art or other graphics used in compliance with copyright laws.
   C. Photographs used in compliance with copyright laws.
   D. Computer or machine generated lettering.

11. The display uses a single wall tri-fold presentation display board that is no larger than 36" H x 48" W, in any color, made of foam or corrugated cardboard. It must be able to stand on a standard conference table furnished on site. There will be one or two teams per table. In addition to the presentation board, the display may include models, mannequins, pamphlets, brochures, or any other method or combination of physical objects to display the project.

12. Computers, electronics, solar power, batteries, or electricity of any kind, may NOT be used.

13. DISPLAY MEASUREMENTS:
   All teams will have the same size table. Once positioned on the table with three-dimensional display items, the maximum dimensions are:
   
   HEIGHT: 36 inches   WIDTH: 48 inches   DEPTH: 24 inches
   
   The display will be measured by the Section Leader or Event Manager before judging begins, from a beginning point to the furthest point of the display.
   A. Height will be measured from the tabletop to the highest point of anything on the display.
   B. Width will be measured from the widest point of anything on the display to the opposite point.
   C. Depth will be measured from the deepest point of anything on the display to the opposite point.
   D. Display materials may not extend beyond the edge of the display table.
   E. Dimensions include models, mannequins and all other display items.
   F. Information or display items outside these dimensions will be considered part of the display and subject to point deductions.
   G. Display board must be in English for judging, and contain competitor names, chapter and division on the back side for identification.
14. Competitors are responsible for the safety and proper functioning of all equipment. Teams **may not** use any flames, body fluids, living organisms, sharps, or any equipment/materials that could expose anyone to risk of bodily harm or danger. Invasive procedures and skin puncturing of any kind are **prohibited**.

15. Reference Page: List the literature cited to give guidance to the project. American Psychological Association (APA) is the preferred resource in Health Sciences. One page only. The reference page must be uploaded to Tallo by ONE team member. Reference page must also include: Event Name, Team Member Names, HOSA Division, HOSA Chapter #, School Name, State/Assoc, Chosen Profession. **Points will be awarded for compiling a clean, legible reference page, but the formatting of the reference page is not judged.**

16. Displays must be picked up by competitors as instructed. Any displays not picked up **within the given timeframe** will become the property of HOSA-Future Health Professionals and may be discarded.

**Final Scoring**

20. Scores from Round One will determine the final results.

21. 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**

24. The following items must be uploaded as a single document, pdf preferred, by ONE member of the team:
   
a. Reference Page and 1-3 photos of display.
   
b. Upload to [MSHOSvslc2021@gmail.com](mailto:MSHOSvslc2021@gmail.com) for Secondary & Postsecondary/Collegiate Divisions.
   
c. Uploads for MS HOSA VS LC will be open from March 1 - March 5, 2021 for MS HOSA VS LC qualified competitors only.
# HEALTH CAREER DISPLAY

## Judge’s Round 1 Rating Sheet – The Display

Section # ____________________________  Judge’s Signature ____________________________

Team # ____________________________  Division: SS ____ PS/Collegiate _____

One PDF file with Reference Page and 1-3 photos of the display 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>Health Career Display – Round 1</th>
<th>A. Overview</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>
</tr>
</thead>
<tbody>
<tr>
<td>1. No Power</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Display not submitted OR power was used.</td>
</tr>
<tr>
<td>2. Health Related Career</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Display not submitted OR does not reflect a health career or a cluster of related health careers.</td>
</tr>
<tr>
<td>3. Safety</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Display not submitted OR equipment presents safety/hazard concern.</td>
</tr>
<tr>
<td>4. Reference Page</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Reference page is not included OR all requirements are not met.</td>
</tr>
<tr>
<td>5. Display Setup</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>All requirements are not met.</td>
</tr>
</tbody>
</table>

### A. Overview

#### Excellent 20 points

Display provides an exceptional representation of the researched career / career cluster. Information is accurate, current, The content of the display is mostly clear, ideas are sequenced in a logical manner. The display provides

#### Good 16 points

The information on the display is somewhat vague and does not clearly define the career/cluster. The sequencing of ideas throughout the display is unclear. The display includes limited information with support the career or

#### Average 12 points

#### Fair 8 points

#### Poor 0 points

Display not submitted OR information on the display is unclear and does not provide understanding of

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HOSA Health Career Display Guidelines (January 2021)  Page 4 of 8
<table>
<thead>
<tr>
<th>B. Career Information Includes:</th>
<th>Excellent 5 points</th>
<th>Good 4 points</th>
<th>Average 3 points</th>
<th>Fair 2 points</th>
<th>Poor 0 point</th>
<th>JUDGE SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Job responsibilities</td>
<td>Detailed information on the job responsibilities is given along with an excellent description of five or more tasks specific to the health career.</td>
<td>Job responsibilities were provided. Good information on the job description were given with four specific tasks described.</td>
<td>A description of the job was provided. Three specific tasks were described.</td>
<td>A brief mention of the job responsibilities was given, and only one to two specific tasks were described.</td>
<td>Display not submitted OR no mention of job responsibilities or tasks associated with the job were provided.</td>
<td></td>
</tr>
<tr>
<td>2. Education requirements</td>
<td>Detailed and thorough description of the educational requirements with information on any degrees with courses, certificates, licenses, or other special requirements. Estimated time required to complete requirement is also given.</td>
<td>There is a description of the educational requirements. It provides information on any degrees, certificates, licenses, or other special requirements.</td>
<td>There is a short description of the educational requirements.</td>
<td>There is an incomplete description of the educational requirements.</td>
<td>Display not submitted OR there is no description of the educational requirements.</td>
<td></td>
</tr>
<tr>
<td>3. Entry level salary at the local/ national/ global level</td>
<td>A detailed and accurate description of the salary and wage information for this career is provided at the local, national and global levels. The team provides the yearly, monthly, and hourly rate for this position. Opportunities for advancement and future earnings are provided.</td>
<td>Salary at the local/ national/ global level is provided in the display along with a brief summary of the wage details.</td>
<td>A description of the salary range for this career is provided without specific details.</td>
<td>There is a vague description of the salary range for this career/cluster.</td>
<td>Display not submitted OR there is no description of the salary range for this career.</td>
<td></td>
</tr>
<tr>
<td>4. Benefits/ challenges associated with this career</td>
<td>The display effectively highlights five or more benefits and challenges associated with this career.</td>
<td>The display shares highlights of four benefits or challenges commonly associated with this career.</td>
<td>The display describes three benefits or challenges with the career/cluster.</td>
<td>The display mentions one or two benefits or challenges of the specific career or career cluster.</td>
<td>Display not submitted OR there was no mention of benefits or challenges with the career.</td>
<td></td>
</tr>
<tr>
<td>5. Additional relevant career information</td>
<td>Can discuss details/trait including (but not limited to): Career environment, technological needs, work schedule, personal characteristics, etc.</td>
<td>The display features five or more additional relevant details associated with the career/ career cluster.</td>
<td>The display features four additional details related to the career or career cluster.</td>
<td>The display features three additional details relevant to the career.</td>
<td>The display shares two additional details about the career.</td>
<td></td>
</tr>
</tbody>
</table>
### C. Display Visuals

<table>
<thead>
<tr>
<th>Artistic Design</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>
</tr>
</thead>
<tbody>
<tr>
<td>The artistic quality is exceptional. The artwork is vibrant, balanced, visually pleasing and pushes the boundaries of artistic expression. The design choices take the display to the next level.</td>
<td>The artistic quality is good; the artwork stands out. The design elements seem to be well-thought out and comprehensive.</td>
<td>The display incorporates balanced design choices, showcasing some artistic features. Some of the design lacks artistic details that took away from the overall visual of the display.</td>
<td>Better design/color choices should be incorporated to assure the artwork on the display is pleasing to the eye,</td>
<td>Basic levels of artistic design are incorporated into the display.</td>
<td>Display not submitted OR the design is simplistic and not visually appealing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Creativity and Originality</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>
</tr>
</thead>
<tbody>
<tr>
<td>The display incorporates creativity and innovation that make it unique. The display has the “wow-factor” and stands out in the room above all others.</td>
<td>The display is innovative and creative. It offers something unique but is missing the wow-factor.</td>
<td>The display has moderate levels of creativity and originality.</td>
<td>Better design/color choices were captured in this health care display. It blends in with the other competitors.</td>
<td>Basic elements of creativity and innovation were captured in this health career display.</td>
<td>Display not submitted OR little creativity or originality was captured in the display of this health care display. More effort needed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Appearance / Organization</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>
</tr>
</thead>
<tbody>
<tr>
<td>The display is exceptionally neat, organized, and error-free. Information is clearly displayed and easy to understand and follow.</td>
<td>Display is neat and organized. The content has a logical flow with only minimal errors.</td>
<td>The display was basic and could use more organization and thought to be understood.</td>
<td>The display lacked organization and/or contained several spelling errors. The flow of information seemed to be out of order.</td>
<td>Better organization and/or presentation was captured.</td>
<td>Display not submitted OR the display is either too busy or lacks enough detail to support the content.</td>
</tr>
</tbody>
</table>

**Total Points (105):**
### HEALTH CAREER DISPLAY – The Presentation – Round 2

<table>
<thead>
<tr>
<th>A. Presentation Content</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>
<th>JUDGE SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understanding of the Career</td>
<td>The presenters shared exceptional insight and depth of knowledge on the career or career cluster.</td>
<td>The presenters shared knowledge and understanding of the career or career cluster.</td>
<td>The presenters demonstrated some command of the knowledge of the career/ career cluster.</td>
<td>The presenters shared knowledge of the career/ career cluster but failed to effectively teach the judges.</td>
<td>The presenters shared little to no knowledge of the career/ career cluster. The judges were left with more questions than answers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Why This Career?</td>
<td>Compelling examples of the significance of the presenter’s choice of career field. Relevant, engaging stories were shared that brought the presentation to life.</td>
<td>The team shared engaging examples of why they selected their career field. Stories were shared to add a personal touch to the career selection.</td>
<td>The team told the story for why they chose their career field but were unable to provide relevant examples to bring the story to life.</td>
<td>The team attempted to tell a story of the significance of choosing their career field, but the story was irrelevant to the career field.</td>
<td>The team was unable to connect a story for why they chose their career field of interest.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Presentation of Career Information</td>
<td>The presentation of the career information was exceptionally organized, clear, and included relevant details to highlight the career/ career cluster.</td>
<td>The content and messaging of the career information were presented in a clear and concise manner.</td>
<td>Information shared by presenters was mostly organized and included few details of the career/ career cluster.</td>
<td>Presenters shared little knowledge of the career field, and the information shared was not delivered in a clear and concise manner.</td>
<td>Little to no information was presented to the judges on the career information.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A. Presentation Content</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>4. Display Incorporated into Presentation</td>
<td>The display enhanced the messaging of the career/ career cluster and helped bring the presentation to life.</td>
<td>The display helped tell the story of the career/ career cluster. It complemented the presentation effectively.</td>
<td>The team did an adequate job of using the display to support the presentation.</td>
<td>The display somewhat enhanced the presentation on the career/ career cluster yet seemed to miss key points of emphasis.</td>
<td>The display seemed to be an “afterthought” to the presentation. There was a disconnect between what was featured on the display and the presentation.</td>
<td></td>
</tr>
<tr>
<td>5. How the Career Fits into the Healthcare System</td>
<td>The team effectively presented the relevance of how the career aligns to the healthcare system and the outlook for the career.</td>
<td>The team moderately highlighted the significance of how the career fits into the healthcare system.</td>
<td>The team shared how the career fits into the healthcare system but did not provide significant detail.</td>
<td>The team briefly mentioned how the career fits into the healthcare system.</td>
<td>The team did not share how the career fits into the healthcare system.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Presentation 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>
</table>
## MS HOSA
### Virtual Health State Conference
#### Health Career Display

<table>
<thead>
<tr>
<th>1. Voice</th>
<th>Pitch, tempo, volume, quality</th>
<th>Each competitor's voice was loud enough to hear. The competitors varied rate &amp; volume to enhance the speech. Appropriate pausing was employed.</th>
<th>Each competitor spoke loudly and clearly enough to be understood. The competitors varied rate OR volume to enhance the speech. Pauses were attempted.</th>
<th>Each competitor could be heard most of the time. The competitors attempted to use some variety in vocal quality, but not always successfully.</th>
<th>Most of the competitor's voices were low. Judges have difficulty hearing the presentation.</th>
<th>Judge had difficulty hearing and/or understanding much of the speech due to low volume. Little variety in rate or volume.</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Presentation Delivery</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Stage Presence</td>
<td>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 competitors 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>Most of 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>
<tr>
<td>4. Team Participation</td>
<td>Excellent example of shared collaboration in the presentation of the project. Each team member spoke and carried equal parts of the project presentation.</td>
<td>Only one person on the team was actively engaged in the presentation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCORE</th>
<th>JUDGE</th>
<th>SCORE</th>
<th>JUDGE</th>
<th>SCORE</th>
<th>JUDGE</th>
<th>SCORE</th>
<th>JUDGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td></td>
<td>6 points</td>
<td></td>
<td>4 points</td>
<td></td>
<td>2 points</td>
<td></td>
</tr>
<tr>
<td>8 points</td>
<td></td>
<td>4 points</td>
<td></td>
<td>3 points</td>
<td></td>
<td>2 points</td>
<td></td>
</tr>
<tr>
<td>6 points</td>
<td></td>
<td>4 points</td>
<td></td>
<td>3 points</td>
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<td>4 points</td>
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<td>3 points</td>
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<td>2 points</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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**Total Points (90):**

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HOSA Health Career Display Guidelines (January 2021)
Event Summary

Health Education provides members with the opportunity to gain knowledge and skills required to select a health-related concept or instructional objective, then prepare a lesson for a targeted group of learners. This competitive event involves creating a lesson plan. Each team consists of 2-4 members. This event aims to inspire members to be proactive future health professionals by educating others on health-related concepts.

General Rules

1. Competitors in this event must be active members of HOSA in good standing in the membership division in which they are registered to compete (Middle School, Secondary or Postsecondary/Collegiate).

2. Competitors must be familiar with and adhere to the “General Rules and Regulations of the HOSA Competitive Events Program (GRR).”

The Health Lesson

3. The specific topic and goal of instruction will be the decision of the team and may not be repeated from previous years. The topic must be health-related. Team members may create their own media tools, or may use prepared media (video, software and/or print) as part of their lesson.

4. The team will determine a target audience for their lesson. The content of the lesson must be appropriate to this audience.

5. The team will develop goals and objectives for the lesson, along with a detailed lesson plan. The team will also develop an appropriate method of evaluating instruction.

The Lesson Plan

6. Documentation of the lesson will be submitted electronically by ONE member of the team and formatted according to the instructions below. Each page will be counted and numbered (up to 20 pages maximum), beginning with the title page.

7. The plan will contain the following parts:

   A. Lesson Plan Title Page to include: Event Name, team member names, HOSA Chapter Number and school, title of lesson, target audience age/grade level, number of participants. One page only.

   B. Lesson Outline: A maximum of 2 pages of a timed outline that shows the segments of the lesson. This outline will help judges evaluate the opening, organization, delivery, and close of the instructional presentation.
C. **Materials:** A maximum of 9 pages of materials related to or used in the lesson. These materials may include, but are not limited to, photographs of the lesson, lesson handouts, scripts, worksheets, and multimedia printouts.

D. **Feedback Tools:** A maximum of 4 pages of lesson evaluation tools or feedback. These materials may include tests, written evaluations, surveys, or any other written feedback used to evaluate audience learning.

E. **Reference Page:** List the literature cited to give guidance to the portfolio. American Psychological Association (APA) is the preferred resource in Health Sciences. One page only. *Points will be awarded for compiling a clean, legible reference page, but the formatting of the reference page is not judged.*

F. Pages above the maximum allowance will not be evaluated and no points will be given for information in excess pages.

G. Pages will be:
   i. Pdf FORMAT
   ii. one-sided, typed,
   iii. in 12 pt. Arial font, double-spaced,
   iv. on 8 ½” x 11” paper with 1” margins,
   v. numbered on top right side of each page (not counting title page), and have a Running header with last name, & name of event.

9 Teams are encouraged to retain all original documents and videos, so that between each level of competition materials can be submitted as indicated. Materials will NOT be mailed to or shared with International competition.

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 Submissions**

17. The completed lesson plan as instructed above must be submitted as a single document, pdf format, by ONE member of the team to mshosavslc2021@gmail.com between the March 1 – 5, 2021 and closes by 5:00 PM on March 5, 2021.
# HEALTH EDUCATION – Judge’s Rating Sheet

<table>
<thead>
<tr>
<th>A. Quality of Portfolio</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. Title Page</td>
<td>Event Name, team member names, HOSA chapter number, school name, Title of lesson, target audience age or grade level, number of participants. One page only.</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>Portfolio not submitted OR all requirements are not met.</td>
</tr>
<tr>
<td>2. Reference Page</td>
<td>The reference page is included in the portfolio submission.</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>Portfolio not submitted or no reference page is included in the portfolio.</td>
</tr>
<tr>
<td>3. Spelling, grammar, punctuation, neatness</td>
<td>There are no spelling or grammatical errors throughout the entire portfolio. The portfolio is very neat and presentable.</td>
<td>There are a few minor misspellings or grammatical errors that will be easy to fix to make it appeal to the viewer. The portfolio is neat, with only minor examples where the pages could be better organized.</td>
<td>There is a mix of good spelling and proper grammar and improper grammar. The portfolio is presentable, although some pages appear to be cluttered or busy.</td>
<td>There are either several misspellings or there is very little correct grammar present in the portfolio. Portfolio needs more organization or attention to detail.</td>
<td>Portfolio not submitted OR there are many misspellings and overall weakness within the portfolio. The portfolio looks unprofessional.</td>
<td></td>
</tr>
<tr>
<td>4. ALL PAGES are formatted correctly.</td>
<td>All requirements are met: Typed, one-sided, in 12 pt. Arial font, double-spaced, in English, with 1” margins on 8 ½” x 11” paper, and contain: Running header with last name, event and page number top right side of each page (not counting title page).</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>Portfolio not submitted OR all requirements are not met.</td>
</tr>
<tr>
<td>5. Max Pages (no pages above 20 will be judged)</td>
<td>Pages do not exceed 20 total.</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>Portfolio not submitted OR portfolio exceeds maximum page limit.</td>
</tr>
</tbody>
</table>

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

One PDF file with Portfolio Uploaded Online*: Yes ____ No ____
<table>
<thead>
<tr>
<th>A. Quality of Portfolio</th>
<th>Excellent 8 points</th>
<th>Good 6 points</th>
<th>Average 4 points</th>
<th>Fair 2 points</th>
<th>Poor 0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Lesson Outline</td>
<td>The lesson was clearly defined with key elements, a timed outline, and a detailed explanation of the execution of the lesson. Clear evidence of the lesson is provided. The evidence provided shows the lesson had a strong opening, delivery and closing.</td>
<td>The timed outline provides explanation of the lesson format. Some details are provided to bring the instructional presentation to life.</td>
<td>The lesson outline adequately defines the details of the lesson.</td>
<td>Little evidence of a lesson plan outline is provided.</td>
<td>Portfolio not submitted OR outline is included in the lesson outline. No evidence of the instructional presentation were included.</td>
</tr>
<tr>
<td>7. Materials</td>
<td>Exceptional examples of teaching materials (such as lesson handouts, scripts, worksheets, multimedia printouts, photos, etc.) are showcased in this portfolio that highlight the quality of instruction provided during this lesson.</td>
<td>The lesson plan materials are good quality. They add value to the portfolio.</td>
<td>The materials developed for this lesson are average. They have a basic level of quality.</td>
<td>The lesson plan materials need extra attention to make them average quality.</td>
<td>Portfolio not submitted OR the lesson plan materials were poor quality and did not enhance the portfolio.</td>
</tr>
<tr>
<td>8. Feedback Tools</td>
<td>Exceptional examples of lesson feedback tools (such as tests, written evaluations, surveys, or other items to evaluate audience learning) are showcased in the portfolio and provided feedback from audience members.</td>
<td>Good examples of lesson feedback tools are provided in the portfolio.</td>
<td>The examples used to provide feedback were average and could use more attention to detail.</td>
<td>The feedback tools used to evaluate lesson plans were not effective.</td>
<td>Portfolio not submitted OR no feedback tools were provided.</td>
</tr>
</tbody>
</table>

D. Quality of the Lesson:

<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 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Health related</td>
<td>Lesson is health related.</td>
<td>N/A</td>
<td>N/A</td>
<td>Either presentation OR portfolio not submitted OR lesson is not health related.</td>
</tr>
<tr>
<td>2. Meaningful, relevant, importance to audience</td>
<td>Lesson is exceptionally meaningful, relevant, and important for the audience. The topic is vital for this audience to know!</td>
<td>The lesson is relevant and important for the audience. The topic is beneficial for the audience.</td>
<td>The lesson offers some meaningful and important content but it is unclear if this topic is beneficial to the audience or not.</td>
<td>There is little value connected to this lesson for the audience.</td>
</tr>
<tr>
<td>3. Engaging, interesting</td>
<td>The lesson is extremely engaging and will captivate the interest of the audience.</td>
<td>The lesson is engaging and interesting to the audience.</td>
<td>Some of the lesson is engaging and considered moderately interesting by the audience.</td>
<td>The lesson is slightly engaging to the audience</td>
</tr>
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<td>---------------------------</td>
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<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
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</tr>
<tr>
<td>4. Appropriateness to targeted audience</td>
<td>The quality of instruction was appropriate for the age of the audience. Much thought and consideration went into the instruction to assure the content would be well-received.</td>
<td>Instruction was appropriate to targeted audience.</td>
<td>The instruction was moderately age-appropriate to the targeted audience.</td>
<td>Instruction was slightly appropriate for the targeted audience.</td>
</tr>
<tr>
<td>5. Lesson creativity and originality</td>
<td>The lesson is highly creative, original, and incorporates real and authentic learning.</td>
<td>The lesson is unique and original in content.</td>
<td>The lesson plan was mostly creative and only somewhat original in content.</td>
<td>The lesson was fairly creative but lacked original content.</td>
</tr>
</tbody>
</table>

**Total Points (99):**

* 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

HOSA Bowl provides team members with the opportunity to gain knowledge and skills on various topics and situations in health, HOSA, and parliamentary procedure. Each team consists of exactly four (4) members. Round One is a written test. The average Round One team score will determine the winner of this event. This event aims to inspire members to be proactive future health professionals and motivate them to participate in teams, while learning about health, HOSA and parliamentary procedure topics.

General Rules

1. Competitors in this event must be active members of HOSA 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).”

Official References

4. The references for verification shall be:

   - NIH Medline Plus Magazine: Summer, Fall and Spring editions.
   - Content from the HOSA website including HOSA publications, HOSA Handbook, HOSA and HOSA, Inc. Bylaws, Policy and Procedures Manuals.
Virtual Online Test

6. There will be a maximum of 60 minutes to complete the 50-item multiple choice test.

7. The team test score average will be used to determine the winner.

8. The percentage of questions for the written test will be as follows:

   - HOSA Related 15%
   - Parliamentary Procedure 10%
   - Current Health Topics 10%
   - Health-related 65%
     - History and trends
     - Health care systems
     - Health careers
     - Legal and ethical
     - Medical terminology
     - Anatomy and physiology
     - Nutrition and diets
     - Safety
     - Infection control
     - Math Conversions

9. Sample Round One Questions

1. What type of shock is due to a decreased blood volume that may be caused by internal or external bleeding?
   A. Anaphylactic
   B. Hypovolemic
   C. Cardiogenic
   D. Septic

   Taber’s pp 1194

2. When is it appropriate for a President/Chairman of a group to vote?
   A. During an election of officers
   B. If the motion deals with allocating funds
   C. To make or break a tie vote
   D. When the vote pertains to the organization bylaws

   RRORNR IB pp 69

3. Which of the following in not included in the HOSA mission statement to empower HOSA-Future Health Professionals to become leaders in the global health community?
   A. Collaboration
   B. Experience
   C. Education
   D. Recognition