HOSA–PLTW CURRICULUM CROSSWALK

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Introduction

HOSA–Future Health Professionals is the largest student organization operating in America's high schools for young people enrolled in health science and biomedical science programs and those interested in pursuing careers in health professions. HOSA–Future Health Professionals works closely with local and state leaders to build a pipeline to attract qualified students to the health industry. HOSA's purpose is to develop leadership and technical skill competencies through a program of motivation, awareness and recognition, which is an integral part of the instructional program. HOSA–Future Health Professionals, a student-led organization provides opportunities for students to develop, practice and refine their academic, technical, leadership, and teamwork skills to achieve seamless transition from education to careers.

Project Lead The Way (PLTW) Biomedical Science (BMS) Program is a sequence of high school courses, aligned with appropriate national learning standards, which follows a proven hands-on, real-world problem-solving approach to learning. Students explore concepts of human medicine and are introduced to topics such as physiology, genetics, microbiology and public health. Through activities, like dissecting a heart, students examine processes, structures and interactions of the human body – often playing roles of biomedical professionals. Students explore prevention, diagnosis and treatment of disease, work collaboratively to investigate and design innovative solutions to health challenges such as fighting cancer with nanotechnology.

Throughout the BMS program, students acquire strong teamwork and communication practices, and develop organizational, critical-thinking, and problem-solving skills. Along the way students investigate a variety of careers in biomedical science. These courses complement traditional science and health science courses and can serve as the foundation for STEM-centered or specialized academies. The program is designed to prepare students to pursue postsecondary education and careers in biomedical science and health professions.

Educators value strategies to enhance and improve student learning and achievement. The HOSA Competitive Events Program is designed to provide a system for recognizing the competencies developed by members through health science and/or biomedical science classroom instruction, related job training and HOSA related activities. Professionals from the health community, appropriate to each event, evaluate individual members and teams, according to set standards of performance.

The HOSA Competitive Events Program provides a constantly expanding and improving series of healthcare related competitive events. Competition within a state is held in the spring as a means of identifying those members eligible for competition at the HOSA International Leadership Conference. Imagine the pride members feel when their names are called and they stand on stage waiting to receive a medallion as a first, second or third place event winner.

Members participate in state and international conferences and meet HOSA members and health professionals from across the state and nation and recently from other nations. Members who participate in the competitive events program are immediately recognized as professionals in training interested in pursuing careers in the health professions. The real benefit of the competitive events program is realized when students prepare for competition. Members gain confidence in their abilities when they improve their skills in preparation for competition and can transfer this learning to other settings.

HOSA's competitive events are aligned to the National Health Science Standards, and helps students graduate career and college ready.

Events are offered in six categories:

- Health Science
- Health Professions
- Emergency Preparedness
- Leadership
- Teamwork
- Recognition

In the listing of events by category, there are four very special competitive events designated by an asterisk (*) for those classified as special needs students with individualized education plans.

HOSA and PLTW are vested in a national partnership to provide a variety of unique strategies to enhance student engagement and learning. This resource provides a customized crosswalk of the PLTW Biomedical Science courses to the HOSA Competitive Events Program. Each "X" in the following crosswalk indicates a connection between content in a particular unit of a PLTW course and indicates an opportunity to include and reinforce knowledge and skills needed for successful preparation for specific HOSA competitive events.

Finally, a crosswalk is provided of the HOSA Competitive Events and the Common Core Standards. In addition, the PLTW Standards and Objectives Alignment Tool, a detailed resource outlining connections between all PLTW courses and specific standards and objectives can be found at http://alignment.pltw.org/. As Common Core State Standards have become widely accepted, interest in how PLTW connects to these standards has increased. PLTW has taken this opportunity to demonstrate standards alignment. The dynamic interface allows users to view standards connected to a course, unit, or lesson.

HOSA–Project Lead The Way Crosswalks

Project Lead The Way	Principles of Biomedical Science					
HOSA Competitive Events	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**
Health Science						
Dental Terminology		X			X	X
Medical Terminology	X	X	X	X	X	X
Medical Spelling	X	X	X	X	X	X
Medical Math	X	X	X	X		
Medical Reading	X	X	X	X	X	X
Knowledge Tests						
Behavioral Health	X					
Human Growth and Development		X	X			
Pathophysiology	X	X	X	X	X	X
Medical Law and Ethics	X	X		X		
Pharmacology	X	X		X		
Nutrition	X		X			
Transcultural Health Care		X			X	X
Health Professions						
Biomedical Laboratory Science	X	X	X	X	X	
Clinical Nursing						
Clinical Specialty	X	X	X	X	X	X
Dental Science						
Home Health Aide						
Medical Assisting	X	X		X		
Nursing Assisting				X		
Personal Care*				X		
Physical Therapy						
Sports Medicine						
Emergency Preparedness						
CERT Skills	X					
CPR/First Aid				X		
EMT	X					
Epidemiology		X	X	X	X	
Life Support Skills*				X		
MRC Partnership						
Public Health		X		X	X	

Project Lead The Way	Principles of Biomedical Science					
HOSA Competitive Events	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**
Leadership						
Extemporaneous Health Poster		X		X	X	
Extemporaneous Writing	X	X	X	X		
Health Career Photography	X	X	X	X	X	
Healthy Lifestyle		X		X	X	
Interviewing Skills*	X	X	X	X	X	
Job Seeking Skills	X	X	X	X	X	
Prepared Speaking	X	X	X	X	X	X
Researched Persuasive Writing and Speaking						X
Speaking Skills*	X	X	X	X	X	X
Teamwork						
Biomedical Debate			X			
Community Awareness		X			X	
Creative Problem Solving	X	X				
Forensic Medicine	X					X
Health Career Display	X	X	X	X	X	X
Health Education		X		X	X	
HOSA Bowl	X	X	X	X	X	X
Medical Innovation		X		X		
Parliamentary Procedure						
Public Service Announcement		X	X	X	X	
Recognition						
Barbara James Service Award						
Health Care Issues Exam	X	X	X	X	X	X
HOSA Happenings						
MRC Volunteer Recognition						
National Service Project						
Outstanding HOSA Chapter						
Outstanding State Achievement						
Outstanding State Leader						

Project Lead The Way	Human Body Systems					
HOSA Competitive Events	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**
Health Science						
Dental Terminology	X					
Medical Terminology	X	X	X	X	X	X
Medical Spelling	X	X	X	X	X	X
Medical Math	X	X	X	X	X	X
Medical Reading	X	X	X	X	X	X
Knowledge Tests						
Behavioral Health		X	X	X		X
Human Growth and Development	X					X
Pathophysiology		X	X	X	X	X
Medical Law and Ethics	X					
Pharmacology		X	X	X	X	X
Nutrition			X	X	X	X
Transcultural Health Care	X					
Health Professions						
Biomedical Laboratory Science	X	X	X	X	X	X
Clinical Nursing						
Clinical Specialty	X	X	X	X	X	X
Dental Science						
Home Health Aide						
Medical Assisting		X			X	
Nursing Assisting				X		
Personal Care*				X		
Physical Therapy				X		
Sports Medicine				X		
Emergency Preparedness						
CERT Skills						
CPR/First Aid						
EMT						
Epidemiology					X	
Life Support Skills*						
MRC Partnership						
Public Health		X		X	X	

Project Lead The Way	Human Body Systems					
HOSA Competitive Events	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Leadership						
Extemporaneous Health Poster	X	X	X	X	X	
Extemporaneous Writing	X	X	X	X	X	X
Health Career Photography	X	X	X	X	X	X
Healthy Lifestyle		X	X	X	X	X
Interviewing Skills*	X	X	X	X	X	X
Job Seeking Skills	X	X	X	X	X	X
Prepared Speaking	X	X	X	X	X	X
Researched Persuasive Writing and Speaking						
Speaking Skills*	X	X	X	X	X	X
Teamwork						
Biomedical Debate			X			
Community Awareness			X	X		X
Creative Problem Solving	X	X	X	X	X	X
Forensic Medicine	X					
Health Career Display	X	X	X	X	X	X
Health Education		X		X	X	
HOSA Bowl	X	X	X	X	X	X
Medical Innovation		X	X			
Parliamentary Procedure						
Public Service Announcement			X	X		
Recognition						
Barbara James Service Award						
Health Care Issues Exam	X	X	X	X	X	X
HOSA Happenings						
MRC Volunteer Recognition						
National Service Project						
Outstanding HOSA Chapter						
Outstanding State Achievement						
Outstanding State Leader						

Project Lead The Way	Medical Interventions			
HOSA Competitive Events	Unit 1	Unit 2	Unit 3	Unit 4
Health Science				
Dental Terminology	X			X
Medical Terminology	X	X	X	X
Medical Spelling	X	X	X	X
Medical Math	X	X	X	
Medical Reading	X	X	X	X
Knowledge Tests				
Behavioral Health			X	
Human Growth and Development		X		
Pathophysiology	X	X	X	X
Medical Law and Ethics	X	X	X	X
Pharmacology	X			X
Nutrition				
Transcultural Health Care		X		
Health Professions				
Biomedical Laboratory Science	X	X	X	X
Clinical Nursing				
Clinical Specialty	X	X	X	X
Dental Science				
Home Health Aide				
Medical Assisting		X		
Nursing Assisting		X		
Personal Care*		X		
Physical Therapy			X	X
Sports Medicine				
Emergency Preparedness				
CERT Skills				
CPR/First Aid				
EMT				
Epidemiology	X		X	
Life Support Skills*				
MRC Partnership				
Public Health	X	X	X	X

Project Lead The Way	Medical Interventions			
HOSA Competitive Events	Unit 1	Unit 2	Unit 3	Unit 4
Leadership				
Extemporaneous Health Poster	X		X	
Extemporaneous Writing	X	X	X	X
Health Career Photography	X	X	X	X
Healthy Lifestyle	X	X	X	X
Interviewing Skills*			X	X
Job Seeking Skills			X	X
Researched Persuasive Writing and Speaking	X			
Speaking Skills*	X	X	X	X
Teamwork				
Biomedical Debate	X	X		
Community Awareness	X	X	X	
Creative Problem Solving		X		X
Forensic Medicine				X
Health Career Display	X	X	X	X
Health Education	X		X	
HOSA Bowl	X	X	X	X
Medical Innovation	X	X	X	X
Parliamentary Procedure				
Public Service Announcement	X			X
Recognition				
Barbara James Service Award				
Health Care Issues Exam	X	X	X	X
Outstanding HOSA Chapter				
HOSA Happenings				
MRC Volunteer Recognition				
National Service Project				
Outstanding State Leader				

Project Lead The Way	Biomedical Innovation							
HOSA Competitive Events	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Health Science								
Dental Terminology		X						
Medical Terminology	X	X	X	X	X	X	X	X
Medical Spelling	X	X	X	X	X	X	X	X
Medical Math	X	X	X	X	X	X	X	X
Medical Reading	X	X	X	X	X	X	X	X
Knowledge Tests								
Behavioral Health	X	X			X			
Human Growth and Development		X						
Pathophysiology	X	X	X	X	X	X	X	X
Medical Law and Ethics	X				X		X	
Pharmacology			X					
Nutrition								
Transcultural Health Care					X			
Health Professions								
Biomedical Laboratory Science	X	X	X	X	X	X	X	X
Clinical Nursing	X	X						
Clinical Specialty	X		X	X	X		X	
Dental Science								
Home Health Aide								
Medical Assisting		X					X	
Nursing Assisting	X	X					X	
Personal Care*	X	X					X	
Physical Therapy	X							
Sports Medicine								
Emergency Preparedness								
CERT Skills	X							
CPR/First Aid								
EMT	X							
Epidemiology	X	X		X	X			
Life Support Skills*								
MRC Partnership								
Public Health			X	X	X			

Project Lead The Way	Biomedical Innovation							
HOSA Competitive Events	**Unit1**	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**	**Unit 7**	**Unit 8**
Leadership								
Extemporaneous Health Poster	X	X	X	X	X	X	X	
Extemporaneous Writing	X	X	X	X	X	X	X	
Health Career Photography	X		X	X	X		X	
Healthy Lifestyle				X	X			
Interviewing Skills*								X
Job Seeking Skills								X
Prepared Speaking	X	X	X	X	X	X	X	X
Researched Persuasive Writing and Speaking	X							X
Speaking Skills*	X	X	X	X	X	X	X	X
Teamwork								
Biomedical Debate				X	X			X
Community Awareness				X	X			
Creative Problem Solving	X	X	X	X	X	X	X	X
Forensic Medicine	X						X	
Health Career Display	X		X	X	X		X	X
Health Education				X	X			
HOSA Bowl	X	X	X	X	X	X	X	
Medical Innovation	X	X	X	X	X	X		X
Parliamentary Procedure								
Public Service Announcement				X	X			
Recognition								
Barbara James Service Award								
Health Care Issues Exam	X	X	X	X	X	X	X	X
HOSA Happenings								
MRC Volunteer Recognition								
National Service Project								
Outstanding HOSA Chapter								
Outstanding State Leader								

HOSA–Future Health Professionals
Competitive Events Overviews

HOSA Handbook, Section B •http://www.hosa.org/node/117

Event Guidelines. Each guideline contains the following information:

- Purpose
- Description of Event
- Dress Code
- Rules and Procedures
- Test Plan
- Official Reference Materials
- Required Personnel for Administration
- Facilities, Equipment and Materials to Conduct the Event/Activity
- Sample Test Questions—new test items or scenarios are developed annually
- Event Flow Chart

Health Science Events

Dental Terminology. Encourages students to improve their ability to identify, spell, define and apply the terminology and language of careers in the dental field, to include prefixes, suffixes, roots and anatomy, physiology, pathophysiology and occupations. Methodology: 100 multiple-choice item test; 90 minutes.

Medical Spelling. Encourages students to improve their ability to define and spell medical terms and terms associated with healthcare careers. Methodology: Round One—50-item written multiple-choice test; 60 minutes; Round Two—Spelldown with elimination when terms are misspelled.

Medical Terminology. Encourages students to improve their ability to identify, spell, define and apply the prefixes, suffixes, roots and anatomy, physiology, pathophysiology and healthcare careers. Methodology: 100 multiple-choice item test; 90 minutes.

Medical Math. Encourages students to improve their ability to identify, solve, and apply mathematical principles involving temperature, weights, and measures used in the healthcare delivery system. Methodology: 50 multiple-choice item test; 90 minutes.

Medical Reading. Encourages students to improve their reading comprehension, oral communication, and evaluate information. Methodology: Methodology: 50 multiple-choice item test; 60 minutes. Competitors will read five required books.

Knowledge Tests. Encourages students to explore and learn about selected healthcare careers and to assess knowledge in health-related areas. Methodology: 100 multiple-choice item test; 90 minutes. Knowledge Tests include: Behavioral Health, Human Growth and Development, Transcultural Health Care, Medical Law and Ethics, Nutrition, Pathophysiology, and Pharmacology.

Health Professions Events

Biomedical Laboratory Science. Provides students an opportunity to develop and demonstrate knowledge and skills in the medical laboratory and healthcare biotechnology careers. Methodology: Round One—50-item written multiple-choice test; 60 minutes; Round Two—Performance of a selected skill procedure(s) identified in a written scenario requiring the use of critical thinking skills.

Clinical Nursing. Provides students an opportunity to develop and demonstrate knowledge and skills in clinical nursing. Methodology: Round One—50-item written multiple- choice test; 60 minutes; Round Two—Performance of a selected skill procedure(s) identified in a written scenario which requires the use of critical thinking skills.

Clinical Specialty. Provides students an opportunity to develop and demonstrate knowledge and skills in a selected health profession. Methodology: This event will consist of two items: (a) development of a career portfolio, and (b) demonstration of a selected skill common to chosen health profession. The career portfolio requirement shows career understanding and documentation of a related work-based learning experience. The skill portion will consist of the digitally recorded demonstration of a skill-related to the chosen career.

Dental Science. Provides students an opportunity to develop and demonstrate knowledge and skills in dental careers. Methodology: This event consists of two rounds of competition. Round One is a written, multiple-choice test of knowledge and understanding. Top scoring competitors advance to Round Two for the performance of selected skill procedure(s) identified in a written scenario. The scenario requires the use of critical thinking skills.

Home Health Aide. Provides students an opportunity to develop and demonstrate knowledge and skills as a home health aide. Methodology: This event will consist of two rounds of competition. Round One will be a written, multiple-choice test of knowledge and understanding. Top scoring competitors advance to Round Two for the performance of selected skill procedure(s) identified in a written scenario. The scenario requires the use of critical thinking skills.

Medical Assisting. Provides students an opportunity to develop and demonstrate knowledge and skills as a medical assistant. Methodology: This event will consist of two rounds of competition. Round One will be a written, multiple-choice test of knowledge and understanding. Top scoring competitors advance to Round Two for the performance of selected skill procedure(s) identified in a written scenario. The scenario requires the use of critical thinking skills.

Nursing Assisting. Provides students an opportunity to develop and demonstrate knowledge and skills in nursing assisting. Methodology: This event will consist of two rounds of competition. Round One will be a written, multiple-choice test of knowledge and understanding. Top scoring competitors advance to Round Two for the performance of selected skill procedure(s) identified in a written scenario. The scenario requires the use of critical thinking skills.

***Personal Care.** Provides students an opportunity to develop and demonstrate knowledge and skills in nursing assisting. Methodology: The competitive event will consist of an evaluation of student's performance of selected of skill procedure(s) identified in a written scenario.

Physical Therapy. Provides students an opportunity to develop and demonstrate knowledge and skills in the area of physical therapy. Methodology: This event consists of two rounds of competition. Round One is a written, multiple-choice test of knowledge and understanding. Top scoring competitors advance to Round Two for the performance of selected skill procedure(s) identified in a written scenario. The scenario requires the use of critical thinking skills.

Sports Medicine. Provides students an opportunity to develop and demonstrate knowledge and skills in the area of sports medicine. Methodology: This event consists of two rounds of competition. Round One will be a written, multiple-choice test of knowledge and understanding. Top scoring competitors advance to Round Two for the performance of selected skill procedure(s) identified in a written scenario. The scenario requires the use of critical thinking skills.

Veterinary Science. Provides students an opportunity to develop and demonstrate knowledge and skills in veterinary care. Methodology: This event consists of two rounds of competition. Round One will be a written, multiple-choice test of knowledge and understanding. Top scoring competitors advance to Round Two for the performance of selected skill procedure(s) identified in a written scenario. The scenario requires the use of critical thinking skills.

Emergency Preparedness Events

CERT Skills. Provides students an opportunity to develop and demonstrate knowledge and skills they will need to respond to their community's immediate needs in the aftermath of a disaster, when emergency services are not immediately available. Methodology. This event consists of two rounds of competition for a 2-person team. Round One is a written, multiple-choice test of knowledge and understanding. Top scoring teams advance to Round Two for the performance of selected skill procedure(s) identified in a written scenario. The scenario requires the use of critical thinking skills.

CPR/First Aid. Provides students an opportunity to develop and demonstrate knowledge and skills in team first aid and basic life support for healthcare providers. This event consists of two rounds of competition for a 2-person team. Round One is a written, multiple-choice test of knowledge and understanding. Top scoring teams advance to Round Two for the performance of selected skill procedure(s) identified in a written scenario. The scenario requires the use of critical thinking skills.

Emergency Medical Technician. Provides students an opportunity to develop and demonstrate knowledge and skills as a team in emergency medical care. Methodology: This event will consist of two rounds of competition for a 2-person team. Round One is written, multiple-choice test of knowledge and understanding. Top scoring teams will advance to Round Two for the performance of selected skill procedure(s) identified in a written scenario. The scenario requires the use of critical thinking skills.

Epidemiology. Encourages students to study the effects of health and disease in populations, to improve their scientific literacy, and to provide insights into public health careers. Methodology: 50 multiple-choice item test; case study, 120 minutes.

***Life Support Skills.** Provides students an opportunity to develop and demonstrate knowledge and skills in basic life support. Methodology: The competitive event will consist of an evaluation

of student performance of selected skill procedure(s) identified in a written scenario. The scenario requires the use of critical thinking skills.

MRC Partnership. The purpose of this event is to initiate, grow and maintain a partnership between a local chapter of the Medical Reserve Corps and HOSA. Methodology: The partnership will promote and support the mission of HOSA, the mission of the Medical Reserve Corps, and priorities of the United States Surgeon General. The event consists of the implementation and documentation of partnership activities that contribute to strong, healthy and prepared communities.

Public Health. Encourages students to work as a team to plan and teach others in their community about public health initiatives. Methodology: This event involves a team of 2-6 members who select a topic of public health concern and create an effective public health presentation to educate the public on the chosen topic. Specific topic selection will be based on a category announced annually.

Leadership Events

Extemporaneous Health Poster. Encourages students to improve their ability to analyze and interpret current health and HOSA-related issues and express and communicate this interpretation through development of a poster. Methodology: This event is in the form of an individual creation of a poster conducted in a setting with individual worktables and sufficient space for each competitor to carry out his/her form of artistic expression, to be completed within three (3) hours of work time.

Extemporaneous Writing. Encourages students to improve their ability to express themselves in writing. Methodology: Competitors report to the event where they are presented the topic. They will have one hour to type an essay on the topic.

Health Career Photography. Encourages students to analyze health careers through the use of digital photography. Competitors use technology in editing and presenting digital pictures. Methodology: Competitors use digital photography to illustrate the health professions. Competitors photograph three different health professionals, edit the photos using computer software technology, and then present the three printed pictures to a panel of judges.

Healthy Lifestyle. Provides students an opportunity to learn healthy living concepts and apply their learning to a personal healthy lifestyle goal. Methodology: This event consists of two rounds of competition. Round One will be a written, multiple choice test that will assess content knowledge of health literacy topics such as the physical benefits of exercise, healthy eating, and avoiding risky behaviors. The focus will be on the short- and long-term effects of healthy living on the function of the human body. Each competitor will set a personal goal and document his or her efforts in a personalized Healthy Lifestyle notebook. The time period will begin on or after September 1st of the competition year, and will conclude at the specific conference at which the event is held. (Competitors may continue to pursue their goal and add to their notebook until the annual national leadership conference.)

***Interviewing Skills.** Encourages students to develop and/or refine the skills necessary to apply for and obtain employment. Methodology: Competitors apply for any healthcare-related position for which they are trained or are being trained. Competitors prepare a cover letter and

resume. At the conference, competitors will complete a job application (at orientation) and participate in a job interview (assigned time received at orientation.)

Job Seeking Skills. Encourages students to develop and/or refine the skills necessary to apply for and obtain employment. Methodology: Competitors apply for any healthcare-related position for which they are trained or are being trained. Competitors prepare a cover letter and resume. At the conference, competitors will complete a job application (at orientation) and participate in a job interview (assigned time received at orientation.)

Prepared Speaking. Encourages students to improve their skills in speaking and their ability to organize and present facts (or information) about a topic related to a specific theme. Methodology: Competitors develop a speech related to a selected national topic.

Researched Persuasive Writing and Speaking. Encourages students to improve their skills in researching a health issue, preparing written documentation supporting a thesis, and presenting information orally. Methodology: Competitors write a paper and develop a speech in which they must take a stand, either in favor of or opposed to a health related issue. Two topic areas will be selected each summer and will be announced in HOSA publications. Competitors select one of the topics and develop a speech and written paper to reflect the position taken on the selected topic, either for or against, yes or no.

***Speaking Skills.** Encourages students to improve their skills in speaking and their ability to organize and present facts (or information) about a topic related to a specific theme. Methodology: Competitors develop a speech related to a selected national topic.

Teamwork Events

Biomedical Debate. Provides students with an opportunity to develop and demonstrate skills in debating a biomedical issue. Methodology: This event consists of a Round One written test and a Round Two debate round. The debate round follows a modified Lincoln-Douglas debate format. The topic for both rounds will be announced annually. Teams of 3-4 members will participate in the Round One written test. Teams with the highest average score from on the test qualify for the debate round. Debate round pairings and position (either the affirmative or negative) are based on random selection.

Community Awareness. Provides students opportunities to: (1) Develop a project to promote community awareness using health issues that may be of local, state, and/or national interest, (2) Assist communities to become more aware of the pros and cons of the health issue selected, (3) Promote goodwill and public relations for local HOSA chapters and (4) Evaluate the effectiveness and impact of the project on the community. Methodology: A service project designed to raise community awareness of a health-related issue of local, state and/or national interest. The project, selected by the HOSA chapter, should be one that addresses one specific health issue, need or concern and makes a worthwhile contribution to the community. The project should have a direct relationship to the organization's purposes and to the course. Activities are planned to make the community aware of the health issue. The chapter documents each activity as it is planned, conducted and evaluated. When the project is completed, the chapter develops a portfolio that documents and explains the project and activities. A team of 2-4 competitors presents the chapter's project to a panel of judges in an interview, using the portfolio as documentation of their accomplishments.

Creative Problem Solving. Encourages students 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 healthcare or HOSA-related problem. Methodology: Round One consists of a written test to evaluate the team's understanding of problem solving processes and theories. Top scoring teams will advance to Round Two and will be given a potential problem related to HOSA, a healthcare issue or the healthcare community. Teams have 30 minutes to analyze the problem. Selected resource materials related to the problem will be provided. At the end of the preparation time, teams have eight (8) minutes to present their solution to a panel of judges.

Forensic Medicine. Encourage students to analyze careers in forensic medicine and to work as a team to apply their knowledge and skills in creating a solution to a forensic medicine-related problem. Methodology: This event involves two rounds of competition. Round One consists of a written test to evaluate the team's understanding of forensic medicine. Top scoring teams advance to Round Two and will be given a case study related to forensic medicine. Teams have six (6) minutes to analyze a case study, which will include written information and may include physical evidence.

Health Education. Encourages students to work as a team to plan and teach health-related concepts. Methodology: Involves a team of 2-4 members who select a health-related concept or instructional objective, then prepare a lesson, provide instruction, and evaluate results. The instruction must include the use of presentation tools such as a student-made video, computer demonstration software, slides, overhead transparencies, or any other form of media. Teams will provide instruction to a selected group of learners.

Health Career Display. Encourages students to improve their ability to represent themselves and communicate career information to others. Methodology: Teams consisting of two (2) competitors develop a visual display of a specific career or cluster of careers in healthcare. The display allows students to express ideas through an artistic medium to highlight the benefits of a particular career focus. Students will also be judged on their ability to communicate career information to others (display) in Round One, and then selected students will present themselves and communicate the career information to others (presentation) in Round Two.

HOSA Bowl. Motivates students to participate in teams and to test their knowledge on various topics and situations in health science, HOSA, and parliamentary procedure. Methodology: Teams consisting of 3-4 members each will take a written test in Round One. Top scoring teams advance to Round Two and compete by giving appropriate responses to items presented by a moderator. These items may be in the form of questions, incomplete statements, and/or definitions. Winners will be determined by a series of elimination rounds. The last remaining team becomes the first-place winner of a section. Section winners play in final rounds to determine the top three teams.

Medical Innovation. Encourages HOSA members to create or improve upon up-and-coming technologies in health that relate to science, computers, engineering, biotechnology, math, and/or the delivery of healthcare, and to share their understanding with others. Two tracks are available to participants. Competitors can select from Medical Innovation – Original or Medical Innovation – Existing. Teams consisting of two to four (2-4) competitors who develop a visual display and/or demonstration of an aspect of a medical innovation to be presented to the judges.

Parliamentary Procedure. Develops leadership skills by using parliamentary procedure to conduct a simulated business meeting. This event is based on team competition; therefore,

members learn the importance of cooperation and working together through competitive performance. Methodology: This event will involve two rounds of competition. Round One will consist of a written test to evaluate the team's understanding of parliamentary procedure. The top scoring teams will advance to Round Two and will be given a secret problem with motions to perform during the meeting. The team has twelve (12) minutes preparation time prior to the nine (9) minute demonstration of the meeting. All team members must be involved in the meeting.

Public Service Announcement. Encourages students to analyze the general public's understanding of a healthcare issue, and to use technology to produce a public service announcement that informs the community about an important healthcare issue. Methodology: Teams consisting of three-six (3-6) members produce a 30-second Public Service Announcement (PSA).

Recognition Events

Barbara James Service Award. Encourages students to become contributing members of their communities by performing community service. Methodology: The Barbara James Service Award is in memory of Barbara James, 1982-83 HOSA Inc. Board Chairman. Her leadership skills and contributions to HOSA exemplify the caring and compassion of HOSA members. This award seeks to recognize individual HOSA members whose commitment to community service is worthy of recognition. Reporting the activity occurs through an online submission process.

Health Care Issues Exam. Encourages students to investigate, analyze and apply their knowledge of current healthcare-related issues. Methodology: The format is a 50-item multiple-choice test and one essay question that will be graded only to break a tie. All questions will be written at a level to measure thinking skills. Competitors have 60 minutes to complete the test.

Outstanding HOSA Chapter. Encourages local HOSA chapters to achieve the goals of HOSA by implementing a plan of work with a focus on the development of leadership skills, career opportunities, and service learning among chapter members, and to document their achievements in the form of a chapter scrapbook. Methodology: HOSA chapter members create a scrapbook to record and preserve their chapter's achievements during a single school year. Chapters earn points for properly documenting their activities in the scrapbook as described in the event rating sheets. The scrapbook serves as a yearbook to be kept by the chapter and shared with future chapter members.

HOSA Happenings. Communicates information about the HOSA chapter in a manner that celebrates chapter members and their achievements, as well as shares information with readers that is health science-related. Methodology: Chapters tell the story of their HOSA–Future Health Professionals chapter, throughout the year, using a print newsletter, electronic newsletter, or website. For this recognition event, chapters will select one (1) newsletter (print or electronic) or a website, to be judged at the state level, and will follow the state's instructions for event submission. All submissions that reach a pre-determined standard will be awarded a Certificate of Excellence.

MRC Volunteer Recognition. Initiates partnerships between a local chapter of the Medical Reserve Corps and HOSA chapter members. Methodology: The MRC Volunteer Recognition is designed to encourage individual HOSA members and chapters to participate with the Medical Reserve Corps. This opportunity will promote and support the mission of HOSA, the mission of

the Medical Reserve Corps, and the priorities of the United States Surgeon General. The event will consist of HOSA members participating in one or more activities with the Medical Reserve Corps, and then reporting the activity through an online submission process.

National Service Project. Encourages students to provide community service through the adoption of goals and implementation of strategies related to the support of a national health care organization. Methodology: The HOSA National Service Project involves the sponsorship of a national healthcare organization by local HOSA chapters. Local chapters plan service projects to support the selected organization. Chapters document their involvement and submit documentation to their state advisor by the state deadline to be eligible for national recognition.

Outstanding HOSA Chapter. Encourages local HOSA chapters to achieve the goals of HOSA by implementing a plan of work with a focus on the development of leadership skills, career opportunities, and service learning among chapter members, and to document their achievements in the form of a chapter scrapbook. Methodology: HOSA chapter members create a scrapbook to record and preserve their chapter's achievements during a single school year. Chapters earn points for properly documenting their activities in the scrapbook as described in the event rating sheets. The scrapbook serves as a yearbook to be kept by the chapter and shared with future chapter members.

Outstanding State Achievement. This event is designed to recognize States for their special achievements, projects, and activities that are unique to their state associations. Each state is eligible to submit one achievement per membership year. Those that meet minimum standards will be recognized at the HOSA International Leadership Conference.

Outstanding State Leader. This event is designed to honor one Outstanding State Leader from each HOSA state association in recognition of the member's commitment to HOSA and outstanding leadership of his/her state association. Each state will select one outstanding state leader to be recognized at the HOSA International Leadership Conference.

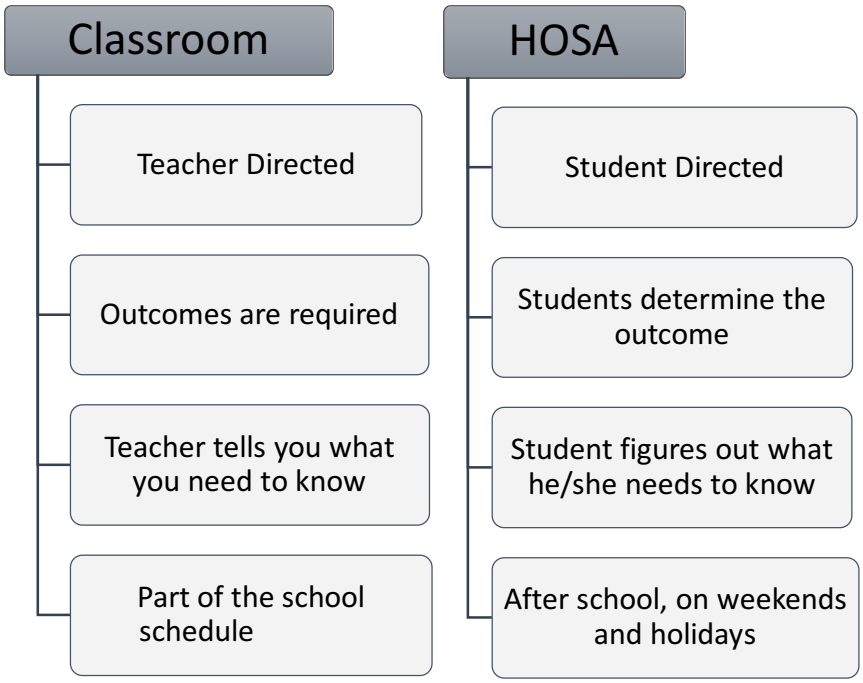
Competitive Events and the Common Core State Standards

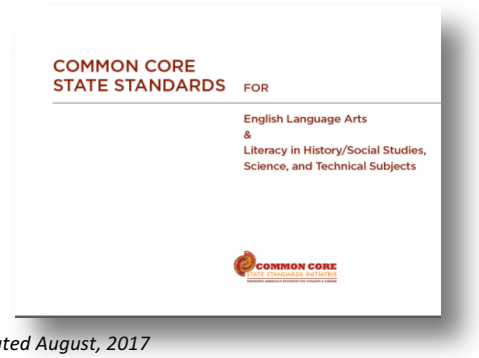
The Common Core State Standards are education standards that were developed by two national organizations in 2010 and adopted by 45 states. Many of today's educators are looking to the standards as a guide toward improving student learning and achievement. Teachers serving as HOSA advisors tell us that the Common Core State Standards are an important part of their instructional focus.

What is the role of **HOSA–Future Health Professionals**, in helping students meet the standards? It is important to understand the mission of HOSA and the role of HOSA as a partner in the instructional process. HOSA's mission includes a clear educational purpose, to provide:

*Opportunities for **knowledge, skill and leadership development** of all students.*

HOSA is not "the classroom" and yet plays an important role in helping students meet the Common Core State Standards. Consider the role of HOSA as part of the student's education.





When it comes to helping students achieve the Common Core State Standards, HOSA can play a significant role. In order to understand just how effective HOSA can be, it is helpful to take a look at the intended outcomes of the Common Core.
The Common Core State Standards that align with Health Science Education can be

downloaded from http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf. On page 7 of this document, there are descriptions that capture the bigger picture of how HOSA participation can lead to the attainment of the Common Core State Standards.

***HOSA–Future Health Professionals**, is not about "content learning" alone, but rather focuses on the whole student; his or her attitudes, character traits, and behavior. We believe that the descriptions that follow are EXACTLY what we expect from future healthcare professionals and seek to develop these characteristics through HOSA activities and competitive events.*

Portrait of Students Who Meet the Standards

This portrait was developed by:

- National Governors Association Center for Best Practices
- Council of Chief State School Officers
  Common Core State Standards
  Published by the National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington D.C.
  Copyright Date: 2010

They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of Standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

***HOSA–Future Health Professionals**, requires independent action on the part of students. A HOSA member who participates in a competitive event does so by choice. Quite often, all the work that goes into preparing for an event is entirely on the shoulders of the HOSA member. These students are clearly acting independently as self-directed learners, finding the resources they need to prepare for competition in their chosen event.*

They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

***HOSA–Future Health Professionals** offers competitive events covering a wide range of learning outcomes. Learning starts in the classroom where students are introduced to all aspects of health care. HOSA gives those students an opportunity to select a specific area of study and then expand his/her learning in a specialty area. Content knowledge is as important*

as skill development, and in all of HOSA's regular skill events, HOSA members take a written test of content knowledge before advancing to the skill demonstration part of event.

They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

HOSA–Future Health Professionals *actually provides an audience for the purpose of sharing ideas with the public. Events such as Community Awareness, Health Education, Public Health and Public Service Announcement all ask students to understand complex health issues, and to adapt their audience presentation to the composition of their audience.*

They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

HOSA–Future Health Professionals *sponsors a national competitive events program that encourages students to take a stand in responding to what they read or hear. Competitors in Biomedical Debate are required to question the assumptions and premises of opposing team members. In Researched Persuasive Speaking, students are required to comprehend a health issue in order to take a stand in favor of, or against, the issue. The essay questions in Medical Reading challenge students to comprehend and critique an author's writing.*

They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

HOSA–Future Health Professionals *members in Forensic Medicine must analyze scientific evidence to determine the cause of death, manner of death, and favors that contributed to the death.*

They use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

HOSA–Future Health Professionals *members are actively engaged in using technology for research and learning. Events such as Healthy Lifestyle, Epidemiology, CERT Skills, Public Service Announcement, Public Health, and Biomedical Debate depend extensively on web-based resources for event preparation. Students choose to use computers in events such as Health Education when the computer adds to the effectiveness of their presentation.*

They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and work place are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

HOSA *recognizes the responsibility that* ***Future Health Professionals*** *have in working with and caring for people from all cultures, in all settings. Transcultural understanding is critical to the delivery of effective healthcare. Health professionals don't just learn about cultures and worldviews – but they practice cultural understanding through their HOSA experiences that give them opportunities to work in a health care setting.*

Alignment to Common Core State Standards

The description of the standards that follows comes from http://www.corestandards.org/about-the-standards with credit given as follows:

National Governors Association Center for Best Practices, Council of Chief State School Officers
Common Core State Standards
Published by the National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington D.C.
Copyright Date: 2010

The following represents the key features of the Standards. More detail, including the College and Career Ready Anchor Standards, can be found in the full Common Core document. HOSA advisors can study the document to fully understand the strategies that can be used to enhance student learning, both inside the classroom and through their participation in HOSA.

Reading

- The standards establish a "staircase" of increasing complexity in what students must be able to read so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also require the progressive development of reading comprehension so that students advancing through the grades are able to gain more from whatever they read.

Writing

- The ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence is a cornerstone of the writing standards, with opinion writing—a basic form of argument—extending down into the earliest grades.
- Research—both short, focused projects (such as those commonly required in the workplace) and longer term in depth research —is emphasized throughout the standards but most prominently in the writing strand since a written analysis and presentation of findings is so often critical.

Speaking and Listening

- The standards require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media.

- An important focus of the speaking and listening standards is academic discussion in one-on-one, small group, and whole-class settings. Formal presentations are one important way such talk occurs, but so is the more informal discussion that takes place as students collaborate to answer questions, build understanding, and solve problems.

Language

- The standards help prepare students for real life experience at college and in 21st century careers. The standards recognize that students must be able to use formal English in their writing and speaking but that they must also be able to make informed, skillful choices among the many ways to express themselves through language.

Media and Technology

- Just as media and technology are integrated in school and life in the twenty-first century, skills related to media use (both critical analysis and production of media) are integrated throughout the standards.

Mathematics

- The high school standards call on students to *practice applying mathematical ways of thinking to real world issues and challenges*; they prepare students to think and reason mathematically.

Crosswalk

Common Core State Standards & HOSA Competitive Events

	Standards					
EVENTS	**Reading**	**Writing**	**Speaking & Listening**	**Language**	**Media and Technology**	**Math**
Barbara James Service Award			✓		✓	
Biomedical Laboratory Science	✓		✓	✓		
Biomedical Debate	✓		✓	✓	✓	
CERT Skills	✓		✓	✓		
Clinical Nursing	✓		✓	✓		
Clinical Specialty	✓	✓	✓	✓		
Community Awareness	✓	✓	✓	✓	✓	
CPR/First Aid	✓		✓	✓		
Creative Problem Solving	✓		✓	✓		
Dental Science	✓		✓	✓		
Dental Terminology				✓		
EMT	✓		✓	✓		
Epidemiology	✓			✓		✓
Extemporaneous Health Poster				✓		
Extemporaneous Writing		✓				
Forensic Medicine	✓	✓				✓
Health Career Display			✓	✓	✓	
Health Career Photography		✓	✓	✓	✓	
Health Education	✓	✓	✓	✓	✓	
Healthcare Issues	✓	✓				

	Standards					
EVENTS	**Reading**	**Writing**	**Speaking & Listening**	**Language**	**Media and Technology**	**Math**
Healthy Lifestyle	✓	✓	✓	✓	✓	✓
Home Health Aide	✓ ✓		✓	✓ ✓		
HOSA Bowl	✓			✓ ✓		
HOSA Happenings	✓	✓		✓	✓	
Interviewing Skills	✓	✓	✓	✓ ✓		✓
Job Seeking Skills	✓	✓	✓	✓ ✓		
Life Support Skills			✓	✓		
Medical Assisting	✓		✓	✓		
Medical Innovation	✓		✓	✓	✓	
Medical Math						✓
Medical Reading	✓	✓		✓		
Medical Spelling						
Medical Terminology				✓		
MRC Partnership	✓	✓	✓	✓		
MRC Volunteer Recognition			✓			
Nursing Assisting	✓		✓	✓		
Outstanding HOSA Chapter		✓				
Parliamentary Procedure			✓	✓		
Personal Care			✓	✓		
Prepared Speaking			✓	✓		
Public Health	✓	✓	✓	✓	✓	
Public Service Announcement	✓	✓	✓	✓	✓	
Physical Therapy	✓		✓	✓		
Researched Persuasive Writing and Speaking	✓	✓	✓	✓	✓	
Speaking Skills			✓	✓		
Sports Medicine	✓		✓	✓		
Veterinary Science	✓		✓	✓		

Contact Information

For additional Information about HOSA and/or PLTW, please contact:

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