



# Family Medicine Physician

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## Event Summary

The Family Medicine Physician competitive event provides HOSA members with the opportunity to gain knowledge about this career path through interviews, research, and a peer presentation. Competitors will conduct interviews to learn more about family medicine, and then will share their findings with their peers through a presentation. Competitors will present their peer presentation to a panel of judges, showcasing what they have learned. This event aims to inspire members to learn about the dynamic field of Family Medicine and ultimately help AAFP in their goal to ensure that no less than [25% of medical school seniors select family medicine as their specialty by the year 2030](#).

**Sponsorship** This competitive event is sponsored by the [American Academy of Family Physicians \(AAFP\)](#)

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

## General Rules

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

## Learning Objectives

5. Through interviews and research (explained more below in #7-8), competitors will be able to identify:
  - a. Demand and Occupational Outlook
    - *Items to consider:*
      - *Outline the need for Family Medicine Physicians and why now is the time to consider this career path.*
  - b. Span of Medical Education and Career Options
    - *Items to consider:*
      - *Outline the training requirements and options from Medical School to Family Medicine Residency, Dual Degrees, Fellowships, and Certificates of Added Qualification.*

- *Explain the various practice settings, practice emphasis, and sub-specialties available in Family Medicine.*
- c. Work, Lifestyle, and Financial Implications
  - *Items to consider:*
    - *Explain the benefits and challenges of being a Family Medicine Physician, with whom family physicians work, the role of family physicians on the health care team, the family physician lifestyle, and work-life balance highlights.*
    - *Understand the cost of medical education, average salaries and signing bonuses, and scholarship and loan forgiveness opportunities in family medicine.*
- d. Importance of Primary Care and Preventive Medicine to Achieve Health Equity
  - *Items to consider:*
    - *Summarize the role Family Medicine Physicians play in primary care and preventive health and the impact family medicine has on patients, families, and communities.*
    - *Describe the role of family physicians as advocates for their patients and communities, including how family physicians are leaders in addressing health disparities and health equity.*
- e. *The WHY – The Story of the Family Medicine Interviewee*
  - *Items to consider:*
    - *Tell the story of WHY the Family Medicine Physician chose this career path. What is their passion? Why do they do what they do? What is the physician's journey and why did they get started?*
    - *Ask questions to elicit emotion and uncover the reasons behind why the interviewed physician is excited and passionate about their career choice.*
- f. Is Family Medicine Right for Me?
  - *Items to consider:*
    - *Explain why this career could be a good fit for the competitor - what did they learn that intrigues them and that has piqued their interest? It is also acceptable to explain why this career might not be a fit after the competitor has taken part in this event.*

## Official References

6. The recommended reading/viewing for this event can be accessed at [this summary landing page](#):
  - a. Additionally, competitors may find it helpful to view [Start With Why](#) (especially to address Learning Objective “e”).

## Research and Interview

7. Competitors will research the Learning Objectives outlined in item #5 by using the official references for this event (item #6). If needed, competitors may also use resources of their own choosing for research.
8. Competitors will also investigate the Learning Objectives outlined in item #5 by conducting at least two (2) interviews with two (2) separate people to further understand the Learning Objectives.

## The Interviews

9. The interviews must be conducted with two (2) people from the following categories:
  - a. Medical Student interested in Family Medicine
  - b. Family Medicine Physician
    - i. One interview **MUST** be with a Family Medicine Physician (retired Family Medicine Physician acceptable)
    - ii. The second interview can be with a Medical Student interested in Family Medicine OR with another Family Medicine Physician.
    - iii. Both interviews may **NOT** be with Medical Students.
    - iv. The competitor may choose to conduct more than two (2) interviews to help address the Learning Objectives, but only two are required.
10. During the interviews, competitors should ask questions that will help them understand the topics listed in the Learning Objectives item #5.
11. During the interview with the Family Medicine Physician in particular, it will be important to focus on Learning Objective “e” in order to tell the story of the interviewee. It will be vital to understand **WHY** the interviewed physician chose this career path – try to craft questions that will elicit a powerful and emotional response from the interviewee. Telling an effective “story” of the physician will help the audience (the peers and the judges) understand and relate to the content in a more meaningful way. Refer to the “Start With Why” video listed in the resources (item #6) for more context.
12. Competitors and interviewees can determine the length of interview and format of the interview (in-person, via Zoom, via telephone, etc.).
13. If competitors do not know, or do not have connections to help set up the interviews, competitors should complete an [online form/email explained HERE](#) to be connected to a Physician and Medical Student identified by the American Academy of Family Physicians. Competitors may also use their connections through the health science classroom (local HOSA chapter advisors) or friends/family/community partners to find the Family Medicine Physician and Medical Student to interview. In this case, it is requested that competitors still complete the online form to allow the AAFP to provide the interviewees with some information and support for the interviews.

### **Peer-to-Peer Presentation**

14. Competitors will create an educational and creative presentation – “Who is a Family Medicine Physician?”– that can be shared with their peers to educate others about this career path and to tell the story of the interviewed physician and/or medical student. The exact presentation title can be of the competitor’s choosing.
15. The presentation will be a maximum of ten (10) minutes long.
16. The presentation for peers must effectively inform the audience about the learning objective topics outlined in item #5.
17. Competitors may present to any live audience of their peers - their HOSA chapter, health science classroom, at a school assembly/meeting, etc. The presentation may be done virtually (i.e., over Zoom), but must be delivered live.
18. Competitors may use any presentation aids/tools/technology they wish – Prezi, PowerPoint, Bulb, video clips, videos, photos, posters, handouts, etc. – but the competitors must speak during the presentation and only use the aids to enhance the message they are trying to convey. In other words, competitors should not simply record something ahead of time and push “play” – the presentation should be given live for the audience!
19. Competitors should be creative in how the content is presented to capture the attention of the audience and share the powerful story about the interviewed Family Medicine Physician and the learning objectives outlined. *If a competitor chooses to interview two Family Medicine Physicians, the stories of one or both can be incorporated into the presentation at the discretion of the competitor.*
20. The content can be organized and presented in any manner the competitor wishes – potentially weaving in facts and data to the story, the why, and the emotional pieces of the learning objectives. The most compelling and unique ways of sharing the content will be most successful.

### **The Competitive Process - Presentation to Judges**

21. The presentation given to the judges should be the same presentation that was given to the competitor’s peers. Therefore, the presentation should cover the Learning Objectives from item #5.
22. Competitors will have ten (10) total minutes to present to the judges.
  - a. To begin the presentation for judges, the competitor should state:
    - i. who they interviewed
    - ii. when the interviews took place
    - iii. when and where the peer presentation was given

*i.e.: I interviewed Dr. Theljewa Wilson at HOSA Family Health on March 1. I interviewed Emily Alvarez, Medical Student at University of Washington on March 2. I presented this content to my HOSA Chapter on April 3.*

- b. This gives verification for judges of the interviews and peer-to-peer presentation. *Note\* Competitors only need to state items #23a in the presentation to judges. This information does not need to be included in the peer-to-peer presentation.*
  - c. The remaining time will be reserved for the actual presentation that was given to the competitor's peers – not to exceed ten (10) total minutes for everything.
- 23. Competitors will report to the event site at their appointed time with any pre-made presentation aids/tools/technology to support their presentation. HOSA only provides one table. Any other equipment and presentation needs must be provided by the competitor.
  - 24. Upon entering the competition room, competitors will have two (2) minutes to setup any presentation equipment/materials.
  - 25. Competitors will NOT have access to electricity. Battery powered equipment (such as a laptop) is permitted. Internet connection is NOT provided but can be used if provided by the competitor via a Wi-Fi hotspot or other source.
  - 26. Use of index card notes during the presentation are permitted. Electronic notecards (on a tablet, smart phone, laptop, etc.) are permitted, but may not be shown to the judges.
  - 27. The timekeeper will announce when the two (2) minute setup time is complete; and when there is one (1) minute remaining in the presentation. The timekeeper will stop the presentation after ten (10) minutes and the competitor will be excused. The judges will have three (3) minutes to complete the rating sheet.
  - 28. It is suggested to Event Personnel that competitors be scheduled to present to judges every 15 minutes.

### **Final Scoring**

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

#### **Competitors Must Provide:**

- [Photo ID](#)
- Index cards or electronic notecards (optional)
- Watch with second hand to track time (optional)
- Any presentation aids/tools needed to support the presentation

## FAMILY MEDICINE PHYSICIAN – Judge’s Rating Sheet

Section # \_\_\_\_\_ Division: \_\_\_\_\_ SS \_\_\_\_\_ PS/Collegiate

Competitor # \_\_\_\_\_ Judge’s Signature \_\_\_\_\_

A. Overview	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 0 points	JUDGE SCORE
<b>1. Interviews and Peer-to-Peer Presentation Confirmed</b>	Peer-to-Peer Presentation date; and two Interviewee names and dates; stated for judges prior to presentation.	N/A	N/A	N/A	Interviewees and/or Peer Presentation not confirmed.	
<b>2. Live Presentation</b>	Presentation for Peers and Judges is given live and not a recording. (Virtual live presentations over Zoom, for example, are acceptable)	N/A	N/A	N/A	Presentation did not incorporate a live component.	
B. Presentation Content	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
<b>1. Overall understanding / coverage of Demand and Occupational Outlook</b>	Exceptional presentation of the demand and outlook for the occupation. It is evident the competitor researched and understands this topic and why the time is now to consider this career path.	The presentation of occupational demand is mostly clear and is provided, but some details are missing.	The presentation is somewhat vague and does not clearly show an understanding of the demand and outlook of the occupation.	The presentation is unclear with little information provided on the demand and outlook of the occupation.	Presentation does not provide information regarding the demand and outlook of the occupation.	
B. Presentation Content	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
<b>2. Overall understanding / coverage of Span of Medical Education and Career Options</b>	Presentation includes detailed information along with excellent descriptions of the medical education required and career options available as a Family Medicine Physician.	Information regarding medical education and career options were provided and described.	Presentation includes a short description of the medical education and career options, but there were gaps in the information provided.	The information provided in the presentation provided an incomplete description of the medical education and career options.	Presentation is unclear and does not provide information regarding medical education and career options.	

<b>B. Presentation Content</b>	<b>Excellent 10 points</b>	<b>Good 8 points</b>	<b>Average 6 points</b>	<b>Fair 4 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
<b>3. Overall understanding / coverage of Work, Lifestyle and Financial Implications</b>	Presentation includes detailed information along with excellent descriptions of work, lifestyle, and financial implications of being a Family Medicine Physician.	Information regarding work, lifestyle, and financial implications were provided and described.	Presentation includes a short description of work, lifestyle, and financial implications, but there were gaps in the information provided.	The information provided in the presentation provided an incomplete description of work, lifestyle, and financial implications.	Presentation is unclear and does not provide information regarding work, lifestyle, and financial implications.	
<b>4. Overall understanding / coverage of Importance of Primary Care and Preventive Medicine to Achieve Health Equity</b>	The presentation does an excellent job of detailing the importance of primary care and preventive medicine in achieving health equity. It is explicitly clear how the Family Medicine Physician plays a vital role in this process.	Information is provided regarding primary care and preventive medicine and how the Family Medicine Physician plays a part in achieving health equity. More/stronger examples could have been used.	Presentation includes a short description of primary care and preventive medicine but there were gaps in the information provided and the role the Family Medicine Physician plays in these items was unclear.	The information provided in the presentation was incomplete in describing primary care, preventive medicine, health equity and the role of the Family Medicine Physician.	Presentation is unclear and does not provide information regarding primary care and preventive medicine and health equity.	
<b>B. Presentation Content</b>	<b>Excellent 20 points</b>	<b>Good 15 points</b>	<b>Average 10 points</b>	<b>Fair 5 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
<b>5. Telling a powerful story of WHY the Family Medicine Physician chose this career path</b>	The presentation did an extraordinary job at telling the story of WHY the Family Medicine Physician chose this career path. Passion is evident through the story telling. The story evokes emotion, is highly impactful, and encourages a "call to action".	The presentation did a good job at telling the story of WHY the Family Medicine Physician chose this career path. There is some passion and emotion, but the message could have inspired the audience more.	The presentation told the story of WHY the Family Medicine Physician chose this career path, but it did not stand out or elicit much emotion. The presentation did not impact the audience to action.	The presentation needed more attention to detail and could have done a better job connecting to the audience. The WHY message was not clear and did not share the story of the Family Medicine Physician.	Presentation is unclear and does not provide information about the story or WHY of the interviewed Family Medicine Physician.	

<b>B. Presentation Content</b>	<b>Excellent 20 points</b>	<b>Good 15 points</b>	<b>Average 10 points</b>	<b>Fair 5 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
<b>6. Sharing "Is Family Medicine Right for Me?"</b>	The competitor did an extraordinary job of sharing why the Family Medicine Career path would be a good fit (or not a good fit) for them. They explained with passion and in detail what intrigues them and what has piqued their interest. Or conversely, what they learned about why this career path wouldn't be a good fit for them.	The competitor did a good job of sharing why a career in Family Medicine would or would not be a good fit for them, but the descriptions don't stand out.	The competitor included a brief description of why a career in Family Medicine would or would not be a fit, but details and enthusiasm are lacking in the presentation.	The competitor included an incomplete description of why a career in Family Medicine would or would not be a fit. The message was confusing and lacked clear direction.	Presentation is unclear and does not provide information about how the competitor feels about a career as a Family Medicine Physician.	
<b>B. Presentation Content</b>	<b>Excellent 15 points</b>	<b>Good 12 points</b>	<b>Average 8 points</b>	<b>Fair 5 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
<b>7. Distinctive / Captivating / Unique</b>	The competitor provided a highly creative, original, and imaginative presentation that was highly distinct. It stood out and was unique.	The presentation was unique and offered a fresh approach to the topic; however, it was missing the "wow" factor.	The presentation was adequately distinctive. Would like to see more creativity and innovation in the approach to the presentation.	The presentation was unoriginal and little imagination was included in the presentation.	No evidence of imagination or creativity was used in the presentation.	
<b>C. Presentation Organization</b>	<b>Excellent 5 points</b>	<b>Good 4 points</b>	<b>Average 3 points</b>	<b>Fair 2 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
<b>1. Flow, Logic, and Transitions</b>	There is evidence of practice and consistency of presentation flow and transitions.	There is evidence of practice and some consistency in presentation flow and transitions.	The presentation could benefit from a more consistent flow and transitions.	More practice is needed to achieve an authentic flow in the presentation.	The entire presentation is delivered with a lack of attention to flow and transitions.	
<b>2. Opening</b>	The competitor clearly establishes the occasion and purpose of the presentation, grabs the audience's attention, and makes the audience want to listen.	The competitor introduced the presentation adequately, including an attention getter and established the occasion and purpose of the presentation.	The competitor introduced the topic but did not clearly establish the occasion and/or purpose of the speech. Weak attention getter.	The competitor failed to introduce the presentation. Or the introduction was not useful in indicating what the presentation was about.	The competitor did not provide any kind of opening statement or action.	
<b>3. Closing</b>	The competitor prepares the audience for ending and ends memorably. They drew the presentation to a close with an effective memorable statement.	The competitor adequately concluded the presentation and ended with a closing statement. Clear ending but ends with little impact.	The competitor concluded the presentation in a disorganized fashion with cohesion.	Audience has no idea conclusion is coming. Competitor's closing message was unclear.	The competitor ended the presentation abruptly without any kind of conclusion.	

<b>D. Presentation Materials</b>	<b>Excellent 20 points</b>	<b>Good 15 points</b>	<b>Average 10 points</b>	<b>Fair 5 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
<b>1. Presentation Visual Aids / Tools / Technology</b>	Visual aids, props, tools, and/or technology add value and relevance to the presentation and are not used as substitutes. They help to tell a story and offer a better understanding of the subject. Creativity is evident.	Visual aids, props, tools, and/or technology support the theme of the presentation and complement the overall message.	Most of the visual aids, props, tools and/or technology add some value to the presentation but could have supported the overall message more effectively.	The visual aids used offered minimal support or missed the opportunity to enhance the overall presentation.	No visual aids were used to complement the presentation.	
<b>E. Presentation Delivery</b>	<b>Excellent 5 points</b>	<b>Good 4 points</b>	<b>Average 3 points</b>	<b>Fair 2 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
<b>1. Voice</b> Pitch, tempo, volume, quality	The competitor's voice was loud enough to hear. The competitor varied rate & volume to enhance the speech. Appropriate pausing was employed.	The competitor spoke loudly and clearly enough to be understood. The competitor varied rate OR volume to enhance the speech. Pauses were attempted.	The competitor could be heard most of the time. The competitor attempted to use some variety in vocal quality, but not always successfully.	Judges had difficulty hearing /understanding much of the speech due to little variety in rate or volume.	The competitor's voice is too low or monotone. Judges struggled to stay focused during the majority of presentation.	
<b>2. Stage Presence</b> Poise, posture, eye contact, and enthusiasm	Movements & gestures were purposeful and enhanced the delivery of the speech and did not distract. Body language reflects comfort interacting with audience. Facial expressions and body language consistently generated a strong interest and enthusiasm for the topic.	The competitor maintained adequate posture and non-distracting movement during the speech. Some gestures were used. Facial expressions and body language sometimes generated an interest and enthusiasm for the topic.	Stiff or unnatural use of nonverbal behaviors. Body language reflects some discomfort interacting with audience. Limited use of gestures to reinforce verbal message. Facial expressions and body language are used to try to generate enthusiasm but seem somewhat forced.	The competitor's posture, body language, and facial expressions indicated a lack of enthusiasm for the topic. Movements were distracting.	No attempt was made to use body movement or gestures to enhance the message. No interest or enthusiasm for the topic came through in presentation.	
<b>3. Diction*, Pronunciation** and Grammar</b>	Delivery emphasizes and enhances message. Clear enunciation and pronunciation. No vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone heightened interest and complemented the verbal message.	Delivery helps to enhance message. Clear enunciation and pronunciation. Minimal vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone complemented the verbal message	Delivery adequate. Enunciation and pronunciation suitable. Noticeable verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Tone seemed inconsistent at times.	Delivery quality minimal. Regular verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Delivery problems cause disruption to message.	Many distracting errors in pronunciation and/or articulation. Monotone or inappropriate variation of vocal characteristics. Inconsistent with verbal message.	
<b>Total Points (155):</b>						

# Biomedical Laboratory Science

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## ***New for 2021 – 2022***

Skill step point values have been updated.  
Equipment provided by competitor has been updated.

### **Event Summary**

Biomedical Laboratory Science provides members with the opportunity to gain knowledge and skills required for a medical laboratory setting. This competitive event consists of 2 rounds. Round One is a written, multiple-choice test and the top scoring competitors will advance to Round Two for the skills assessment. This event aims to inspire members to learn more about biotechnology careers.

**Sponsorship** This competitive event is sponsored by [Bristol Myers Squibb](#)

**Dress Code** Competitors shall wear proper business attire or official HOSA uniform, or attire appropriate to the occupational area, during both rounds. Bonus points will be awarded for [proper dress](#).

### **General Rules**

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

### **Official References**

5. All official references, including websites, are used in the development of the written test and skill rating sheets.
  - [Estridge and Reynolds. Basic Clinical Laboratory Techniques. Cengage Learning. Latest edition.](#)
  - [Daugherty, Elyn. Biotechnology: Science for the New Millennium, Carnegie Learning. Latest edition.](#)  
(From this link you will click 'view your materials' and then 'proceed to checkout'.)
  - Biotechnology Innovation Organization <http://www.bio.org/> as posted as of September 1, 2021

### **Round One Test**

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

7. **Time Remaining Announcements:** There will be a verbal announcement when there are 30 minutes, 15 minutes, 5 minutes, and 1 minute remaining to complete the test.

8. **Written Test Plan**

Biotechnology industry, equipment and products .....	10%
Raw materials of biotechnology .....	8%
Lab safety and infection control.....	10%
DNA structure and function .....	8%
Proteins and enzymes .....	10%
Genetic engineering .....	8%
Biotechnology in Health.....	10%
DNA synthesis, sequencing and genomics .....	8%
Clinical Chemistry .....	8%
Hematology and Hemostasis .....	10%
Careers in medical lab and biotechnology .....	10%

*NOTE: **Chartered associations** may use a different process for testing, to include but not limited to pre-conference testing, online testing, and testing at a computer. Check with your Chartered Association for the process you will be using.*

9. The test score from Round One will be used to qualify the competitor for the Round Two.

10. **Sample Round One Test Questions**

1. Which step in the scientific method involves the researcher predicting the results of experimentation based on past research or experience?  
A. Conducting an experiment.  
**B. Developing a hypothesis.**  
C. Formulating the question.  
D. Planning the experiment.  
Daugherty pp 7
2. For the highest possible magnification, the 100x oil immersion lens is used with an ocular strength of 10x. This allows a researcher to see an object how many times its actual size?  
A. 10  
B. 100  
**C. 1,000**  
D. 10,000  
Estridge Page 145
3. Which biotechnology discipline designs mathematical models and uses computers for analyzing and relating sequential data?  
A. Analytic science  
B. Industrialist science  
C. Research analysis  
**D. Bioinformatics**  
Daugherty Page 441

## Round Two Skills

11. Round Two is the performance of a selected skill(s). The Round Two skills approved for this event are:

Skill I: Identifying Laboratory Instruments/Equipment (*Including name of instrument/equipment and purpose or use.*) (15 minutes)

15 instruments or photos from the following list:

24-hr Urine Specimen Container	Clinical Centrifuge	N95 Respirator	Single-Use Lancet
Acetest	Coagulation Instrument	Needleless Transfer Device	Slide Staining Rack
Agar Plate	Culture Swabs & Transport Tubes	Perianal Paddle Kit	Sterile Vacuum Tube for Urine
Agar Shield	Disposable Needle Holder with Safety Guard	pH Indicator Strips	Stool Specimen Container
Analytical Balance	Electric Incinerator	pH Meter	Tabletop Autoclave
Automatic Slide Stainer	Emergency Eye Wash Station	Pipet Aids	Test Tubes
Bacteriological Incubator	Erlenmeyer Flask	Plastic Vacuum Tubes	Top-Loading Balance
Beakers	Fume Hood	Platelet Aggregation Profiler	Tourniquet
Beral (Transfer) Pipet	Glucose Meter	Point-of-Care Coagulation Analyzer	Transmission Electronic Microscope
Binocular Bright-Field Microscope	Graduated Cylinders	Rapid-Latex Agglutination Test for D-Dimer	Urine Particle Analyzer
Blood Collection Tubes	Hemocytometer	Refractometer	Urine Reagent Strip
Blood Bank Refrigerator	Inoculating Loop	Saf-T Wing Blood Collection Set	Urine Sterile Collecting Straw
Candle Jar	Manual Differential Cell Counter	Safety Shower	Urine Strip Reader
Capillary Collection Vials	Microhematocrit Centrifuge	Safety Syringes	Urinometer
Chromatographic Immunoassay for Urine hCG	Microhematocrit Tubes with Sealant Pad	Scanning Electron Microscope	Volumetric Flask
Clean-Catch Urine Collection Kit	Micropipettes	Serological Centrifuge	

Skill II: Infection control and transmission-based precautions (5 minutes)

Skill III: Inoculate and streak an agar plate (5 minutes)

Skill IV: Using a microscope (10 minutes)

Skill V: ABO Grouping (6 minutes)

Skill VI: Gram Stain (7 minutes)

Skill VII: Preparing a Laboratory Solution (7 minutes)

### (FOR ALL SKILLS, BODY FLUIDS WILL BE A SIMULATED PRODUCT)

12. The selected skill(s) will be presented to competitors as a written scenario at the beginning of the round. The scenario will be the same for each competitor and will include a challenging component that will require the competitor to apply critical thinking skills. A sample scenario can be found [here](#).
13. Timing will begin when the scenario is presented to the competitor and will be stopped at the end of the time allowed.
14. The scenario is a secret topic. Competitors MAY NOT discuss or reveal the secret topic until after the event has concluded or will face penalties per [the GRRs](#).

15. Judges will provide information to competitors as directed by the rating sheets. Competitors may ask questions of the judges while performing skills if the questions relate to patient physiology and will be included in the scenario.

### Final Scoring

16. The competitor must earn a score of 70% or higher on the combined skill(s) of the event (excluding the test and ID lab equipment) in order to be recognized as an award winner at the ILC.
17. Final rank is determined by adding the round one test score plus round two skills score. In case of a tie, the highest test score will be used to determine the rank.

**Competitors must provide:**

- |   |   |
|---|---|
| <input type="checkbox"/> Two #2 pencil with eraser                        | <input type="checkbox"/> Safety glasses or goggles shield |
| <input type="checkbox"/> Sterile non-latex surgical gloves                | <input type="checkbox"/> Disposable gown                  |
| <input type="checkbox"/> Disposable masks with ties or loops              | <input type="checkbox"/> Disposable non-latex gloves      |
| <input type="checkbox"/> Watch with second hand (optional-Round Two only) |   |
| <input type="checkbox"/> Full Face Shield                                 |   |
| <input type="checkbox"/> A photo ID                                       |   |

# Biomedical Laboratory Science

**SKILL I: IDENTIFYING LABORATORY INSTRUMENTS**

**(Time: 15 minutes)**

Competitor #: \_\_\_\_\_ Judge's Initials: \_\_\_\_\_ Total Points (45 poss.) \_\_\_\_\_

Name of Instrument	Points (1 each for name & spelling)	Purpose or Use	Points (1 point for correct purpose/use)
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
<b>TOTAL: ID &amp; Spelling (30 poss.)</b>		<b>TOTAL: Purpose (15 poss.)</b>	

# Biomedical Laboratory Science

Competitor #: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

<b>Skill II:</b>	<b>Infection Control and Transmission-Based Precautions (Time: 5 minutes)</b>	<b>Possible</b>	<b>Awarded</b>
1.	Assembled equipment and PPE (Personal Protective Equipment - including gloves, mask and gown).	1	0
2.	Washed hands using antiseptic soap		
	a. Turned on warm water using a paper towel to turn the faucet handle, then discarded the towel	2	0
	b. Dispensed soap into hands, then rubbed fronts and backs of hands and between fingers vigorously for 15 – 30 seconds.	2	0
	c. Rinsed hands, fingertips downward, under warm running water.	2	0
	d. Used clean towel to dry hands and turn off faucet.	2	0
	e. Disposed of towel, touching only the clean side.	2	0
3.	Used waterless antiseptic handrub.	2	0
	a. Applied handrub to palm of hand and rubbed hands together vigorously for at least 15 seconds, covering all surfaces of hands and fingers.		
	b. Continued skill until all alcohol has evaporated and hands are completely dry.	2	0
	<i>* Steps for donning PPE must be performed in the order listed below.</i>	2	0
4.	Slipped arms into the sleeves of a gown, being careful to touch only the inside of the gown.		
5.	Secured gown at neck and back of waist, covering clothing completely.	2	0
6.	Donned mask		
	a. Picked up mask and place it over the mouth and nose, being careful not to touch the face with the fingers.	2	0
	b. Secured the mask by tying or looping over the ears.	2	0
7.	Donned sterile gloves		
	a. Opened the package of gloves, avoiding touching the outside of the gloves.	2	0
	b. Picked up the right glove by the cuff and inserted the right hand.	2	0
	c. Picked up and held the left glove by inserting the fingertips of the gloved right hand under the cuff of the left glove.	2	0

Items Evaluated	Possible	Awarded
d. Inserted the left hand into the glove.	2 0	
e. Positioned glove cuffs over the wrists by using gloved fingertips to push cuffs toward the elbow.	2 0	
<b>* Judge instructs competitor to remove PPE.</b>		
8. Removed the gloves by folding them down and turning them inside out, avoiding touching the outside of the gloves.	2 0	
9. Discarded gloves in biohazard receptacle.	2 0	
10. Untied gown ties at neck and waist.	2 0	
11. Removed gown by pulling down from the neck and slipping hands back into gown sleeve, touching only the inside of the gown.	2 0	
12. Folded the gown down over the arms inside-out and discarded in biohazard receptacle.	2 0	
13. Removed mask, touching only the ties.	2 0	
14. Held the mask by the ties and discarded in biohazard receptacle.	2 0	
15. Used antiseptic handrub for hand hygiene	2 0	
<b>TOTAL POINTS - SKILL II</b> <b>70% Mastery for Skill II = 34.3</b>	<b>49</b>	

# Biomedical Laboratory Science

Competitor #: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

<b>Skill III:</b>	<b>Inoculate and streak agar plate (Time: 5 minutes)</b>	<b>Possible</b>		<b>Awarded</b>
1.	Assembled materials and equipment.	1	0	
2.	Used alcohol-based handrub and put on gloves and face protection.	2	0	
3.	Selected an agar plate to be inoculated and labeled the bottom with a marker.	1	0	
4.	Selected an inoculated swab.	1	0	
5.	Placed package of sterile disposable loops within reach.	1	0	
6.	Removed pre-inoculated swab from package.	1	0	
7.	Opened the lid of the agar plate just enough to insert the swab.	1	0	
8.	Spread the inoculum over the surface of one quadrant of the agar plate.	1	0	
9.	Replaced the lid on the agar plate.	1	0	
10.	Disposed of swab in biohazard receptacle.	1	0	
11.	Picked up a sterile disposable loop and lifted the lid of the agar plate just enough to be able to insert the inoculating loop.	1	0	
12.	a. Streaked the second quadrant of the plate by touching the loop into the first quadrant and streaking all the way across the second quadrant, and	1	0	
	b. Made six to eight strokes.	1	0	
13.	Disposed of loop in biohazard receptacle.	2	0	
14.	Picked up a sterile disposable loop and lifted the lid of the agar plate just enough to be able to insert the inoculating loop.	1	0	
15.	a. Streaked the third quadrant by touching the loop into the second quadrant and streaking into the third quadrant, and	1	0	
	b. Made six to eight strokes.	1	0	
16.	Disposed of loop in biohazard receptacle.	2	0	
17.	Picked up a sterile disposable loop and lifted the lid of the agar plate just enough to be able to insert the inoculating loop.	1	0	

Items Evaluated		Possible	Awarded
18.	a. Streaked the fourth quadrant in a manner to produce isolated colonies: Touched the loop to the third quadrant and spread the organism into the fourth quadrant using a continuous streak in a “tornado” pattern.	1	0
	b. Decreased the width of the streaks horizontally and increased the distance between the streaks vertically.	1	0
19.	Replaced the lid on the plate.	1	0
20.	Disposed of loop in biohazard receptacle.	1	0
21.	Placed the agar plate upside down in the 35-37°C incubator.	1	0
22.	Cleaned reusable equipment and returned to proper storage; put disposables in biohazard containers.	2	0
23.	Cleaned work area with surface disinfectant.	2	0
24.	Removed gloves and face protection.	2	0
25.	Used alcohol-based handrub for hand hygiene.	2	0
<b>TOTAL POINTS - SKILL III</b>		<b>35</b>	
<b>70% Mastery for Skill III = 24.5</b>			

# Biomedical Laboratory Science

Competitor #: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Skill IV: <b>Using a Microscope</b> (Time:10 minutes)	Possible	Awarded
1.      Used alcohol-based handrub for hand hygiene.	2      0	
2.      Assembled equipment and materials.	1      0	
3.      Used lens paper to clean the eyepiece and the objectives.	1      0	
4.      Used the coarse adjustment to raise the nosepiece unit.	1      0	
5.      Raised the condenser as far as possible by adjusting the condenser knob.	1      0	
6.      Rotated the low power (10x) objective into position, so it is directly over the condenser.	1      0	
7.      Turned on the microscope light.	1      0	
8.      Opened the iris diaphragm until maximum light comes up through the condenser.	1      0	
9.      Placed and secured the prepared slide on the stage (specimen side up).	1      0	
10.     Positioned the condenser so it is almost touching the bottom of the slide.	1      0	
11.     Located the coarse adjustment and looked directly at the stage and low power objective and turned the coarse adjustment until the objective is as close to the slide as it will go.	1      0	
12.     Looked into the ocular(s) and slowly turned the coarse adjustment in the opposite direction to raise the objective (or lower the stage) until the object on the slide comes into focus.	1      0	
13.     Changed to the fine adjustment and turned the knob until the object came into finest focus.	1      0	
14. <b><i>JUDGE looked in the objective and confirmed the fine focus.</i></b>	4      0	
15.     a.      Rotated the high-power objective (40X) into position while observing the objective and the slide to see that the objective does not strike the slide.	1      0	
b.      Looked through the ocular(s) to view the object on the slide.	1      0	
c.      Located the fine adjustment and turned it until the object is in fine focus WITHOUT using the coarse adjustment.	1      0	
16.     Rotated the oil-immersion objective slightly to the side.	1      0	
17.     Placed one drop of immersion oil on the portion of the slide that will be directly over the condenser.	1      0	

Items Evaluated		Possible	Awarded
18.	a. Rotated the oil-immersion objective into position, being careful not to rotate the high-power objective through the oil.	1	0
	b. Looked to see that the oil-immersion objective is touching the drop of oil.	1	0
19.	Looked through the ocular(s) and slowly turned the fine adjustment until the image is in fine focus.	1	0
20.	<b><i>JUDGE looked in the objective and confirmed the fine focus.</i></b>	4	0
21.	Rotated the low power (10X) objective into position, making sure no other objective comes in contact with the oil on the slide.	1	0
22.	Removed the slide from the microscope stage, gently blotted the oil from the slide, and returned the slide to the slidebox.	1	0
23.	Cleaned the oculars and low and high-power objectives with clean lens paper and lens cleaner.	1	0
24.	Cleaned the oil-immersion objective with lens paper and lens cleaner to remove all oil.	1	0
25.	Cleaned all oil from the microscope stage and condenser.	1	0
26.	Positioned the nosepiece in the lowest position using the coarse adjustment.	1	0
27.	Turned off the microscope light and disconnected the microscope from power source.	1	0
28.	Centered the stage so it does not project from either side of the microscope and covered the microscope.	1	0
29.	Cleaned the work area with disinfectant.	2	0
30.	Used alcohol-based handrub.	2	0
<b>TOTAL POINTS - SKILL IV</b>		<b>42</b>	
<b>70% Mastery for Skill IV = 29.4</b>			

NOTE: For the purpose of this skill performance, a monocular microscope is recommended. If a binocular microscope is used, the normal step of adjusting the oculars to fit the interpupillary distance of the user is omitted because of the need for the judge to see the image as well and to save the time the frequent adjustments would cause.

# Biomedical Laboratory Science

Competitor #: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

<b>Skill V:</b>	<b>ABO Grouping (Time: 6 minutes)</b>	<b>Possible</b>		<b>Awarded</b>
1.	Assembled equipment and materials.	1	0	
2.	Used alcohol-based handrub for hand hygiene and put on gloves.	2	0	
3.	Performed slide grouping as follows:			
	a. Obtained a slide with two wells and labeled the slide with the patient's name.	1	0	
	b. Placed three drops of the patient's blood in each of the A and B wells. Did not allow dropper to touch the slide.	1	0	
	c. Placed three drops of the anti-A serum in the A well.	1	0	
	d. Placed three drops of the anti-B serum in the B well.	1	0	
	e. Obtained two toothpicks (or disposable stirrers). Stirred each well with a separate clean stirrer for 30 seconds.	1	0	
	f. Stirring motion was effective. Avoided splattering the simulated blood.	1	0	
	g. Recorded agglutination results on ABO worksheet.	1	0	
	h. Accurately determined the agglutination, blood type, and transfusion responses on the Laboratory Report form.	4	0	
4.	Discarded disposable labware into appropriate biohazard receptacle.	2	0	
5.	Returned simulated blood, reagents and unused equipment to proper storage.	2	0	
6.	Cleaned work area with surface disinfectant.	2	0	
7.	Removed gloves and discarded into biohazard receptacle.	2	0	
8.	Used alcohol-based handrub for hand hygiene.	2	0	
<b>TOTAL POINTS - SKILL V</b>		<b>24</b>		
<b>70% Mastery for Skill V = 16.8</b>				

COMPETITOR # \_\_\_\_\_

\*Each competitor will receive a copy of this form to complete during the skill demonstration.

**ABO LABORATORY REPORT**

**SKILL V: ABO Typing**

Patient Identification \_\_\_\_\_

DATE \_\_\_\_\_

**Blood Type Analysis**

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**Agglutination Reaction**

Patient	Anti-A Serum	Anti-B Serum	Blood Type

1. If the patient needed a transfusion, what blood type(s) could this patient safely receive?  
\_\_\_\_\_
2. What blood type(s) could safely receive this patient's blood?  
\_\_\_\_\_

# Biomedical Laboratory Science

Competitor #: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

<b>Skill VI: Gram Stain (Time: 7 minutes)</b>	<b>Possible</b>	<b>Awarded</b>
1. Assembled equipment and materials.	1 0	
2. Used alcohol-based handrub for hand hygiene and put on gloves and face shield (or equivalent PPE).	2 0	
3. Obtained prepared smear and placed on staining rack.	1 0	
4. Flooded the slide with crystal violet for one minute.	1 0	
5. Rinsed slide with gentle stream of water from a beaker, faucet, or plastic squeeze bottle and tilted the slides to remove excess water.	1 0	
6. Flooded the slides with Gram's iodine for the recommended time.	1 0	
7. Rinsed slide with gentle stream of water from a beaker, faucet, or plastic squeeze bottle and tilted the slides to remove excess water.	1 0	
8. Held the slide by the short edge using forceps or clothespin. Added the decolorizer by squeeze bottle or Pasteur pipette until no more purple color ran off the slide. <i>(Note: Important not to decolorize more than a few seconds to prevent over-decolorization)</i>	1 0	
9. Rinsed the slides immediately to remove the decolorizer; tilted the slides to remove excess water.	1 0	
10. Counterstain the smears by flooding the slides with safranin for 30-60 seconds.	1 0	
11. Rinsed the slides, tilted to remove excess water; wiped the back of the slide with paper towel to remove stain; stood slides on end or blotted between bibulous paper to dry.	1 0	
12. <b><i>Judge verified properly stained smear.</i></b>	4 0	
13. Returned slides to storage or discarded into proper biohazard containers for disposal.	2 0	
14. Cleaned work surfaces with disinfectant.	2 0	
15. Removed and discarded gloves into biohazard container and used alcohol-based handrub for hand hygiene.	2 0	
<b>TOTAL POINTS - SKILL VI</b>	<b>22</b>	
<b>70% Mastery for Skill VI = 15.4</b>		

## Biomedical Laboratory Science

Competitor #: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Skill VII: Preparing a Laboratory Solution (Time: 7 minutes)	Possible	Awarded
1. Worked the math problem in the scenario to determine the percent solution. <b>Judge: Award a point here if the competitor does the math. The points for accuracy are awarded in step #9.</b>	1	0
2. Washed hands with antiseptic. (may verbalize)	2	0
3. Put on gloves and face protection.	2	0
4. Obtained the <u>correct</u> equipment and solutions <u>as directed by the scenario</u> – solute, solvent, beaker, graduated cylinder, a TD pipet or volumetric pipet and a pipet-aid or pipet filler-dispenser. <b>Judge: The setting should include a “storage” area with different types/sizes of lab equipment. Award points if the competitor selects the correct equipment for preparing the solution.</b>	2	0
a. Measured the water (solvent) in a graduated cylinder and poured it into a beaker.	1	0
b. Fit the pipet-aid securely to the top of a pipet.	1	0
c. Kept the pipet vertical and inserted the pipet tip well below the surface of the fluid in the beaker containing the solute.	1	0
d. Drew up fluid slowly into the pipet using the pipet-aid, filling the pipet slightly above the desired volume marking or fill line.	1	0
e. Removed the pipet from the solute, kept in the vertical position, and wiped the outside of the pipet tip quickly with tissue to remove the excess fluid, being careful not to allow the tissue to touch the opening of the pipet tip.	1	0
f. Confirmed the correct solute by checking the label name three times (prior to drawing up the solute, while removing the solute and then when finished with the solute).	1	0
g. Touched the pipet tip to the inner wall of the beaker and slowly lowered the fluid level using the pipet-aid, until the lower point of the meniscus touched the desired volume marking, OR, if using a volumetric pipet, until the lower point of the meniscus touched the etched line on the pipet.	1	0
h. <b>Judge verified the correct measure.</b>	4	0
i. Moved the pipet and held it vertically over the beaker containing the solvent.	1	0
j. Placed the pipet tip against the inner wall of the beaker.	1	0
k. Released the suction on the pipet-aid and allowed the liquid to drain from the pipet by gravity drainage.	1	0
l. Left the pipet tip in contact with the inner wall of the container 1 to 3 seconds to allow the correct volume to be delivered.	1	0

Items Evaluated	Possible	Awarded
m. TD pipet (nonblowout) OR volumetric pipet - Examined the pipet tip – a small drop of fluid should remain in the tip, <b>OR</b> TD pipet (blowout) - Used the pipet-aid to force out the last drop of solution from the pipet tip into the beaker.	1 0	
5. Placed used glassware in appropriate cleaning solution as directed by the scenario and returned unused equipment to storage. <b>Judge: A labeled cleaning solution should be available in the “storage” area. Any equipment the competitor takes to his/her station and does not use should be returned to the storage area as noted in this step.</b>	2 0	
6. Cleaned work surface with disinfectant.	2 0	
7. Removed gloves and discarded them into biohazard receptacle.	2 0	
8. Washed hands with antiseptic. (may verbalize)	2 0	
9. Correctly calculated and measured the solution.	4 0	
<b>TOTAL POINTS – SKILL VII</b> <b>70% Mastery for Skill VII = 24.5</b>	<b>35</b>	

## ***New for 2021-2022***

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

### **Event Summary**

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

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

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

### **Career Selection**

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

### **Skill Selection**

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

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

### The Career Portfolio

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

4. alignment with chosen health career
  5. One page only; including subtitle
- g. **Skill Checklist** (maximum of 2 pages)
- i. The competitor will select a skill that is performed by professionals in the chosen career field, will develop a one-to-two-page skill checklist for the selected skill, and will perform the selected skill while being digitally recorded.
  - ii. The word-processed skill checklist must follow the template in these guidelines and include at least 10 steps that would be performed as part of the skill. Steps should be broken down into logical sub-parts as needed for clarity.
  - iii. **The skill must be one that the competitor can learn to actually perform/demonstrate.** The skill demonstration may use a model but must be safely performed/simulated and not simply verbalized. The competitor must be seen in the video performing/simulating the skill.
  - iv. Competitors should use good judgment and discretion when choosing the skill. Skills that could be interpreted as insensitive, invasive, or of a highly personal nature should be avoided.
  - v. Remember that the purpose of this event is to develop career awareness. The chosen skill should serve that purpose. For example, a nursing assistant may need to operate a fax machine, but “faxing a document” would not be a good skill to choose for the career of nursing assistant because it does not promote understanding of the chosen career.
  - vi. The judge(s) will use the skill checklist developed by the competitor to rate the overall skill performance.
- i. **Reference Page.** List the literature cited to give guidance to the portfolio. American Psychological Association (APA) is the preferred resource in Health Sciences. One page only. *Points will be awarded for compiling a clean, legible reference page, but the formatting of the reference page is not judged.*
- i. **Note to Competitors :** Competitors may choose to bring their portfolio to ILC competition to reference during the presentation, but no points are awarded on the rating sheet for doing so.
- j. Reminder to refer to [GRR #24](#): By entering this event, competitor’s materials become property of HOSA – Future Health Professionals, and are not returned to the competitors. Competitors are encouraged to retain all original documents and videos, so that between each level of competition materials can be submitted as indicated. Materials will NOT be mailed or shared from Area/Regional to State or to International competition.

### The Skill Video

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

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

### **The Competitive Process – Presentation to Judges**

18. Competitors will report to the event site at their appointed time with:
  - a. A tablet, portable DVD player or laptop computer for the skill video part of the presentation. The skill can be pre-loaded. HOSA will NOT provide a TV, DVD, electrical power or connecting cables.
  - b. Competitors may choose to bring their portfolio to ILC competition, to reference during the presentation, but no points are awarded on the rating sheet for doing so.
19. The event will be timed as follows:
  - a. Presentation for judges, including skill video review 6 minutes
  - b. Competitor excused, judges review portfolios & complete rating sheet 4 minutes
20. The presentation should include the following:
  - a. Explanation of the career (job responsibilities, training, and employment opportunities).
  - b. How the career was selected.
  - c. How the competitor's strengths and personal preferences relate to the chosen career.
  - d. How the career fits into the healthcare system.
  - e. Viewing of the skill video from electronic device competitor brought.  
*During this time, the competitor will show the skill demonstration and talk about the skill performance. The purpose of the presentation and skill review is to evaluate the competitor's knowledge and understanding of the skill and career, as it relates to the health system.*
    - i. During the six-minute round two presentation, all or part of the skill video should be shown. The amount of the skill video, and which part(s) of the skill video are shown is at the discretion of the competitor. The competitor should select enough of the skill video to best illustrate his/her competence in performing the skill.
    - ii. The competitor may use the fast forward or reverse functions when showing the skill to judges.
21. The timekeeper will announce the time when there is one (1) minute remaining in the presentation. The timekeeper will stop the presentation after six (6) minutes and the competitor will be excused.
22. Use of index card notes during the interview are permitted. Electronic notecards (on a tablet, smart phone, laptop, etc...) are permitted, but may not be shown to judges (other than recorded skill video).

### **Final Scoring**

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

### **Required Digital Uploads**

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

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

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

**Competitors Must Provide:**

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

## CLINICAL SPECIALTY

### SKILL SELECTION REQUIREMENTS

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

<b>Skills in Biomedical Laboratory Science</b>	
• Identification of Laboratory Equipment	• Infection Control and Transmission-based Precautions
• Inoculate and Streak an Agar Plate	• Using a Microscope
• Preparing a Laboratory Solution	• Gram Stain
• ABO Grouping	
<b>Skills in CERT Skills</b>	
• Treating Life-threatening Conditions	• Lifts and Carries
• Head-to-Toe Assessment	
• Splinting a Closed Fracture	
<b>Skills in Clinical Nursing</b>	
• Administer Medication Intramuscular	• Administer Medication Subcutaneous
• Administer Medication Intradermal	• Inserting a Nasogastric Tube
• Urethral Catheterization – Straight	• Performing a Sterile Wound Irrigation
• Postmortem Care of the Body	• Assisting the Patient with Postoperative Exercises
<b>Skills in CPR/First Aid and Life Support Skills</b>	
• Severe Bleeding and Shock	• Compound Fracture and Splinting
• Severe Burns	• Heat-Related Emergency
• Choking	• Adult BLS/CPR
• Two-rescuer Adult BLS and AED	• Two Rescuer Adult BLS
• Infant CPR	
<b>Skills in Dental Science</b>	
• Dental Instrument Identification	• Patient Education - Brushing and Flossing
• Assembly & Disassembly of Local Anesthetic Syringe	• Preparation, Manipulation, Delivery, & Handling of Alginate Impressions
• Seat, Prepare & Dismiss Patient for Basic Dental Exam	• Treatment of Contaminated Tray in the Sterilization Center
• Treatment Room Disinfecting & Cleaning	
<b>Skills in EMT</b>	
• Patient Assessment: Trauma and Medical	• BVM Ventilation: Apneic Adult Patient
• Joint Immobilization	• Long Bone Immobilization
• Bleeding Control/Shock Management	• Cardiac Arrest Management/AED
• Oxygen Administration by Non-Rebreather Mask	

<b>Skills in Home Health Aide</b>	
• Taking an Adult Tympanic Temperature	• Taking an Apical Pulse
• Emptying a Urinary Drainage Unit	• Changing a Dry Dressing Using Non-sterile Technique
• Giving a Back Rub	• Caring for Dentures
• Moving a Client Up in Bed Using a Drawsheet	• Applying Elasticized Stockings
<b>Skills in Medical Assisting</b>	
• Perform a Telephone Screening	• Receive a New Patient and Create an Electronic Chart
• Obtain and Record a Patient Health History	• Measure Height and Weight
• Prepare/Assist with a Routine Physical Exam	• Screen for Visual Acuity
• Test Urine with Reagent Strip	• Sterile Gloving
<b>Skills in Nursing Assisting and Personal Care</b>	
• Donning & Doffing a Full Set of PPE	• Make an Occupied Bed
• Make a Closed Bed	• Admitting a Patient
• Transfer Patient from Bed to Chair/Wheelchair	• Measure and Record Vital Signs
• Caring for an Ostomy	• Handwashing
<b>Skills in Pharmacy Science</b>	
• Patient Screening for Pharmacist Consult	• Verifying Rx Content & DEA #
• Withdrawing Liquid from Vial	• Identifying Equipment
• Compounding an Oral Suspension	• Aseptic Garbing, Hand Washing, and Gloving
• Filling a Prescription	
<b>Skills in Physical Therapy</b>	
• Ambulating with a Transfer (Gait) Belt	• Ambulating with a Walker
• Ambulating with a Cane	• Passive Range of Motion
• Ambulating with Crutches	• Cold Pack Application with Ice Bag
• Transfer from Supine to Sitting Position	• Donning & Removing Transmission-Based Isolation Garments
<b>Skills in Sports Medicine</b>	
• Anatomical Landmark Identification	• Joint Action & Maximum Range of Motion Identification
• Taping – Ankle (Inversion)	• Taping – Achilles Tendon
• Wrapping - Shoulder Spica	• Taping –Wrist/Hand (Circular Wrist/Figure Eight)
<b>Skills in Veterinary Science</b>	
• Preparation of the Operative Site	• Lifting and Restraining a Dog
• Identify Instruments/Equipment	• Simple Fecal Floatation
• Preparing a Feline to Obtain a Temperature	• Wrapping a Surgical Pack
• Identification of Companion Animal Breeds	

# Clinical Specialty SKILL CHECKLIST TEMPLATE

Competitor #: \_\_\_\_\_ Judge's Signature: \_\_\_\_\_

Reference\*: Title \_\_\_\_\_  
 Author \_\_\_\_\_  
 Copyright \_\_\_\_\_ Page numbers \_\_\_\_\_

Skill _____	JUDGE USE ONLY: Comments
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
Etc. ( <i>minimum 10 steps required</i> )	

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

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

# **HOSA CLINICAL SPECIALITY: Work-based Learning Form**

Competitor Name: \_\_\_\_\_ School : \_\_\_\_\_

HOSA Advisor Name: \_\_\_\_\_ Contact Info: \_\_\_\_\_

<b>Date(s) of Experience</b>	<b>Time Checked-In:</b>	<b>Time Checked-Out:</b>	<b>Total Hours:</b>	<b>Host Signature:</b>

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

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

Host Name: \_\_\_\_\_ Title: \_\_\_\_\_

Host Signature: \_\_\_\_\_ Company Name: \_\_\_\_\_

## CLINICAL SPECIALITY – Judge’s Rating Sheet

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

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

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

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

<b>A. Portfolio</b>	<b>Excellent 10 points</b>	<b>Good 8 points</b>	<b>Average 6 points</b>	<b>Fair 4 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
<b>7. Skill Checklist</b>	<p>The competitor completes all 7 criteria:</p> <ol style="list-style-type: none"> <li>1. Selected a skill that aligns with the chosen career</li> <li>2. The skill can be performed/demonstrated by competitor.</li> <li>3. The skill is not too invasive or sensitive.</li> <li>4. The skill helps develop health career awareness.</li> <li>5. The checklist includes at least 10 steps from text/resource that would be performed as part of the skill.</li> <li>6. The skill is broken down into logical subparts, including all necessary steps.</li> <li>7. Skill checklist is no more than 2 pages.</li> </ol>	The competitor completes 6 of the criteria	The competitor completes 4-5 of the criteria, and/or some steps seem to be out of order.	The competitor completes 3 or fewer criteria and/or some steps seem to be incorrect.	Portfolio not submitted OR the competitor does not include the skill checklist.	
<b>A. Portfolio</b>	<b>Excellent 5 points</b>	<b>Good 4 points</b>	<b>Average 3 points</b>	<b>Fair 2 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
<b>8. Reference Page</b>	The reference page is included in the portfolio	N/A	N/A	N/A	Portfolio not submitted or no reference page is included in the portfolio.	
<b>9. Neatness of Portfolio Overall</b>	No errors in formatting, grammar, spelling or appearance were detected in the portfolio.	The portfolio had 1-2 errors.	The portfolio had 3-4 errors.	The portfolio had 5-6 errors.	Portfolio not submitted OR the portfolio had more than 6 distracting errors in formatting, spelling or grammar making it was difficult to follow.	
<b>10. Formatting</b>	All portfolio pages have a running header, are numbered in top right corner, typed, single-sided, Arial 12 pt font, double spaced, 1" margins	N/A	N/A	N/A	Portfolio not submitted OR all requirements are not met.	
<b>11. Max Pages</b> (no pages above 12 will be judged)	Pages do not exceed 12 total.	N/A	N/A	N/A	Portfolio exceeds maximum page limit OR portfolio not submitted.	

<b>B. Presentation Content</b>	<b>Excellent 10 points</b>	<b>Good 8 points</b>	<b>Average 6 points</b>	<b>Fair 4 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
<b>1. Understanding of the career</b> (job responsibilities, training, employment opportunities)	The competitor thoroughly and accurately understands the requirements that go into the job, is able to explain how to prepare for training and how to access opportunities for employment.	The competitor understands the job requirements and how to prepare for the job but fails to address how to access opportunities for employment.	The competitor demonstrates an average understanding of the career highlighted in the presentation and struggles to make a connection to job responsibilities, training or future employment opportunities.	The competitor demonstrates a basic understanding of the roles of the career. Very little detail is provided.	The competitor does not provide evidence of understanding the job responsibilities, training required or future employment opportunities within their presentation.	
<b>B. Presentation Content</b>	<b>Excellent 10 points</b>	<b>Good 8 points</b>	<b>Average 6 points</b>	<b>Fair 4 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
<b>2. Ability to relate personal strengths and preferences to the career</b>	The competitor was able to relate personal strengths and preferences to the selected career by identifying several (4 or more) strong connections to the characteristics of the job requirements and their own attributes and abilities.	The competitor was able to make 3 or more somewhat strong connections between their own personal strengths and the preferences to the career of choice.	The competitor made 2 fairly weak connections to personal attributes and the preferences to the career of choice	The competitor identified 1 weak connection between their own personal strengths and the aptitudes required of the career of choice.	The competitor was not able to make any connections between their own aptitudes and abilities and the career of choice.	
<b>3. Ability to articulate how the career fits into the healthcare system</b>	The competitor demonstrated a strong understanding of how the chosen career fits into the healthcare system.	The competitor understands how the chosen career fits into the healthcare system but struggled to articulate this well.	The competitor vaguely addressed how the career fits into the healthcare system	The competitor does not appear to understand how the career fits into the healthcare system	The competitor did not provide any connection between the career and the healthcare system.	
<b>C. Presentation Delivery</b>	<b>Excellent 5 points</b>	<b>Good 4 points</b>	<b>Average 3 points</b>	<b>Fair 2 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
<b>1. Voice</b> Pitch, tempo, volume, quality	The competitor's voice was loud enough to hear. The competitor varied rate & volume to enhance the speech. Appropriate pausing was employed.	The competitor spoke loudly and clearly enough to be understood. The competitor varied rate OR volume to enhance the speech. Pauses were attempted.	The competitor could be heard most of the time. The competitor attempted to use some variety in vocal quality, but not always successfully.	Judges had difficulty hearing /understanding much of the speech due to little variety in rate or volume.	The competitor's voice is too low or monotone. Judges struggled to stay focused during the majority of presentation.	
<b>2. Stage Presence</b> Poise, posture, eye contact, and enthusiasm	Movements & gestures were purposeful and enhanced the delivery of the speech and did not distract. Body language reflects comfort interacting with audience. Facial expressions and body language consistently generated a strong interest and enthusiasm for the topic.	The competitor maintained adequate posture and non-distracting movement during the speech. Some gestures were used. Facial expressions and body language sometimes generated an interest and enthusiasm for the topic.	Stiff or unnatural use of nonverbal behaviors. Body language reflects some discomfort interacting with audience. Limited use of gestures to reinforce verbal message. Facial expressions and body language are used to try to generate enthusiasm but seem somewhat forced.	The competitor's posture, body language, and facial expressions indicated a lack of enthusiasm for the topic. Movements were distracting.	No attempt was made to use body movement or gestures to enhance the message. No interest or enthusiasm for the topic came through in presentation.	

<b>C. Presentation Delivery</b>	<b>Excellent 5 points</b>	<b>Good 4 points</b>	<b>Average 3 points</b>	<b>Fair 2 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
<b>3. Diction*, Pronunciation** and Grammar</b>	Delivery emphasizes and enhances message. Clear enunciation and pronunciation. No vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone heightened interest and complemented the verbal message.	Delivery helps to enhance message. Clear enunciation and pronunciation. Minimal vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone complemented the verbal message	Delivery adequate. Enunciation and pronunciation suitable. Noticeable verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Tone seemed inconsistent at times.	Delivery quality minimal. Regular verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Delivery problems cause disruption to message.	Many distracting errors in pronunciation and/or articulation. Monotone or inappropriate variation of vocal characteristics. Inconsistent with verbal message.	
<b>D. Skill Performance Video</b>	<b>Excellent 10 points</b>	<b>Good 8 points</b>	<b>Average 6 points</b>	<b>Fair 4 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
<b>1. Video Submission &amp; Inclusion in the Presentation</b>	The submission includes a digitally recorded video that: 1. contains high-quality audio 2. is of high quality visual appearance and effective angle 3. shows the competitor performing the actual skill appropriately 4. is utilized as intended during presentation to reflect a deep understanding of chosen career	The submission includes all of the criteria required but is not as strong as it could be.	The submission includes 2 of the 4 criteria required and/or submission is of average quality.	The submission includes 1 of the 4 criteria required, OR the competitor is not seen in the video, OR not enough of the video was shown to accurately judge skill.	The skill video was not uploaded OR shared during the presentation.	
<b>2. Skill Not Duplicated</b>	Does NOT duplicate a skill in an existing HOSA event (judges refer to listing)	N/A	N/A	N/A	Skill duplicates an existing HOSA skill	
<b>Total Points (145):</b>						

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

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

# Clinical Nursing

## ***New for 2021 - 2022***

Skill step point values have been revised.

The 10<sup>th</sup> Edition of *Clinical Nursing Skills & Techniques* by Perry & Potter has been released.

### **Event Summary**

Clinical Nursing provides members with the opportunity to gain knowledge and skills required in the nursing field. This competitive event consists of 2 rounds. Round One will be a written, multiple-choice test and top scoring competitors will advance to Round Two for the skills assessment. This event aims to inspire members to use critical thinking skills and be equipped with insight to treat patients in a clinical setting.

**Dress Code** Competitors shall wear proper business attire or official HOSA uniform, or attire appropriate to the occupational area, during both rounds. Bonus points will be awarded for [proper dress](#).

- General Rules**
1. Competitors in this event must be active members of HOSA and in good standing.
  2. Secondary and Postsecondary/Collegiate divisions are eligible to compete in this event.
  3. Competitors must be familiar with and adhere to the [“General Rules and Regulations of the HOSA Competitive Events Program \(GRR\).”](#)
  4. All competitors shall report to the site of the event at the time designated for each round of competition. At ILC, competitor’s [photo ID](#) must be presented prior to ALL competition rounds.
  5. Competitors should compete in skill events at the highest level of training. An example would be students enrolled in an advanced practice nursing course should compete in Clinical Nursing and not Nursing Assisting.

### **Official References**

6. All official references are used in the development of the written test and skill rating sheets.  
[Perry and Potter, Clinical Nursing Skills and Techniques, Elsevier Science/Mosby, Inc. Latest edition.](#)  
[Rosdahl and Kowalski, Textbook of Basic Nursing, Wolters Kluwer, Latest edition.](#)

### **Round One Test**

7. [Test Instructions](#): The written test will consist of 50 multiple choice items in a maximum of 60 minutes.
8. **Time Remaining Announcements**: There will be a verbal announcement when there are 30 minutes, 15 minutes, 5 minutes, and 1 minute remaining to complete the test.

9. **Written Test Plan**

Basic Care.....	20%
Clinical Care Through the Life Span.....	20%
Maternal/Newborn	
Pediatrics	
Adulthood and Gerontology	
Mental Health	
Home Care, Extended Care, Rehabilitation, Hospice	
Clinical Care for Systems Diseases and Disorders.....	60%
Structure and Function	
Signs and Symptoms	
Nursing Assessment and Diagnosis	
Pharmacology and Medication Management	
Nutrition, Fluid and Electrolyte Balance	
Medical and Surgical Treatments	

*NOTE: **Chartered associations** may use a different process for testing, to include but not limited to pre-conference testing, online testing, and testing at a computer. Check with your Chartered Association for *the process you will be using.**

10. The test score from Round One will be used to qualify the competitor for Round Two.

11. **Sample Test Questions**

1. When using the SOAP format for progress notes, what does the A represent?
  - A. Ability of the client to understand instructions.
  - B. Assessment/analysis based on data.**
  - C. Anxiety level of the patient.
  - D. Allergies of the patient.Rosdahl Page 441
  
2. A patient has just undergone a right nephrectomy. What are the signs and symptoms that indicate postoperative hemorrhaging and shock?
  - A. Cyanosis, nausea, vomiting and constricted pupils.
  - B. Even, unlabored respirations; tachycardia; hemoptysis.
  - C. Restlessness, confusion, increased urine output and warm, dry skin.
  - D. Hypothermia; thready, rapid pulse; cold, clammy skin; hypotension.**Rosdahl Page 819
  
3. A 60-year-old client who is receiving home enteral nutrition begins to have difficulty breathing and is showing signs of respiratory distress. What is the first thing the nurse should do?
  - A. Call the physician.
  - B. Lower the head of the bed.
  - C. Stop the feeding.**
  - D. Verify the placement of the tube.Perry Page 963

## Round Two Skills

12. Round Two is the performance of a selected skill(s). The Round Two skills approved for this event are:

Skill I:	Administer Medication Intramuscular	(11 minutes)
Skill II:	Administer Medication Subcutaneous	(11 minutes)
Skill III:	Administer Medication Intradermal	(11 minutes)
Skill IV:	Inserting a Nasogastric Tube	(15 minutes)
Skill V:	Urethral Catheterization – Straight	(15 minutes)
Skill VI:	Performing a Sterile Wound Irrigation	(14 minutes)
Skill VII:	Postmortem Care of the Body	(10 minutes)
Skill VIII:	Assisting the Patient with Postoperative Exercises	(8 minutes)

### (FOR ALL SKILLS, BODY FLUIDS WILL BE A SIMULATED PRODUCT)

13. The selected skill(s) will be presented to competitors as a written scenario at the beginning of the round. The scenario will be the same for each competitor and will include a challenging component that will require the competitors to apply critical thinking skills. A sample scenario can be found [here](#).
14. Timing will begin when the scenario is presented to the competitor and will be stopped at the end of the time allowed.
15. The scenario is a secret topic that includes the Physician's Orders for the skill(s) to be performed. Competitors MAY NOT discuss or reveal the secret topic until after the event has concluded or will face penalties per the [GRRs](#).
16. Judges will provide information to competitors as directed by the rating sheets. Competitors may ask questions of the judges while performing skills if the questions relate to patient physiology and will be included in the scenario.

## Final Scoring

17. The competitor must earn a score of 70% or higher on the combined skill(s) of the event (excluding the test) in order to be recognized as an award winner at the ILC.
18. Final rank is determined by adding the round one test score plus round two skill score. In case of a tie, the highest test score will be used to determine the rank.

### Competitors must provide:

- Watch with a second hand (optional-Round Two Only)
- Non-latex gloves, gown, goggles or safety glasses, mask, eye shield or face guard
- Straight catheterization tray (disposable) [Sample shown here](#)
- Two #2 lead pencils with eraser
- A [photo ID](#)
- Sterile gloves

## CLINICAL NURSING

Competitor #: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

<b>Skill I:</b>	<b>Administer Medication – Intramuscular (Time: 11 minutes)</b>	<b>Possible</b>		<b>Awarded</b>
1.	Washed hands or used alcohol-based handrub for hand hygiene.	2	0	
2.	Prepared equipment and supplies (correct syringe and needle).	2	0	
3.	Verified medication administration record with physician's order.	2	0	
4.	Prepared medication			
	a. Selected correct drug from stock supply by comparing against medication administration record.	2	0	
	b. Checked expiration date on medication.	2	0	
	c. Calculated drug dose as necessary. <b><i>Judge verifies the calculations for points to be awarded.</i></b>	4	0	
5.	Placed vial on flat surface and removed cover from the vial.	1	0	
6.	Cleansed the rubber port with an alcohol swab and allowed to dry.	1	0	
7.	Removed the needle cap and drew an amount of air into syringe equal to the amount of medication that will be withdrawn.	1	0	
8.	Inserted the needle through the center of the rubber stopper and injected the air into the vial.	1	0	
9.	Inverted the vial while keeping firm hold on syringe and plunger.	1	0	
10.	Obtained correct amount of medication and removed the needle from the vial.	2	0	
11.	Held syringe at eye level and ensured correct dose and absence of air bubbles (tapping to dislodge if needed).	1	0	
12.	Removed from vial, and changed needle if indicated.	1	0	
13.	Covered needle with safety sheath or cap.	1	0	
14.	Used sterile technique while filling syringe.	2	0	
15.	Greeted the patient and introduced self.	1	0	
16.	Identified patient by checking ID bracelet and asking patient name.	2	0	
17.	Explained skill to patient.	2	0	

Items Evaluated		Possible		Awarded
18.	Closed door to patient's room or enclosed unit with curtains and raised bed to appropriate height.	1	0	
19.	Used alcohol-based handrub for hand hygiene and applied disposable gloves.	2	0	
20.	Assisted patient to comfortable position according to site selected.	1	0	
21.	Selected and inspected injection site using anatomical landmarks.	1	0	
22.	Cleansed injection site with alcohol in a circular motion, beginning in the center and wiping outward for about 5 cm or 2 inches and allowed to dry.	2	0	
23.	Administer Medication Intramuscular			
a.	Pulled protective cap of needle off in a straight direction.	1	0	
b.	Held skin taut (unless muscle mass is small and needed to bunch skin) with non-dominant hand.	1	0	
c.	Held syringe between thumb and forefinger of dominant hand at a 90 degree angle to injection site.	1	0	
d.	Injected quickly at a 90 degree angle into muscle.	1	0	
e.	Released skin and grasped lower end of syringe barrel with non-dominant hand.	1	0	
f.	Aspirated medication by pulling back on plunger with dominant hand and if blood is seen-remove and prepare a new injection (unless contraindicated such as vaccines or heparin).	1	0	
g.	Injected medication at a slow and steady rate.	1	0	
h.	Withdrew needle quickly at the same angle as insertion and gently applied alcohol swab or dry gauze over injection site.	1	0	
i.	Applied gentle pressure over injection site, without massaging.	1	0	
j.	Pulled the sheath over the safety syringe and twist until it locks.	1	0	
k.	Placed discarded uncapped needle and attached safety syringe in a puncture- and leak-proof receptacle.	1	0	
l.	Removed and disposed of gloves, and washed hands or use alcohol-based handrub for hand hygiene.	2	0	
m.	Repositioned patient, provided for comfort and safety and lowered bed if appropriate.	1	0	
24.	Recorded medication on MAR.	2	0	
25.	Recorded assessment in nurses notes as appropriate.	2	0	
26.	Appropriate verbal and nonverbal communication with patient and other personnel.	2	0	
27.	Practiced standard precautions throughout skill.	2	0	
<b>TOTAL POINTS -- SKILL I</b>		<b>60</b>		
<b>70% Mastery for Skill I = 42</b>				

## CLINICAL NURSING

Competitor #: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Skill II	Administer Medication – Subcutaneous (Time: 11 minutes)	Possible		Awarded
1.	Washed hands or used alcohol-based handrub for hand hygiene	2	0	
2.	Prepared equipment and supplies (correct syringe and needle).	2	0	
3.	Verified medication administration record with physician's order.	2	0	
4.	Prepared medication:			
	a. Selected correct drug from stock supply by comparing against medication administration record.	2	0	
	b. Checked expiration date on medication.	2	0	
	c. Calculated drug dose as necessary. <b><i>Judge verifies the calculations for points to be awarded.</i></b>	4	0	
5.	Placed vial on flat surface and removed cover from the vial.	1	0	
6.	Cleansed the rubber port with an alcohol swab and allowed to dry.	1	0	
7.	Removed the needle cap and drew an amount of air into syringe equal to the amount of medication that will be withdrawn.	1	0	
8.	Inserted the needle through the center of the rubber stopper and injected the air into the vial.	1	0	
9.	Inverted the vial while keeping firm hold on syringe and plunger.	1	0	
10.	Obtained correct amount of medication and removed the needle from the vial.	2	0	
11.	Held syringe at eye level and ensured correct dose and absence of air bubbles (tapping to dislodge if needed),	1	0	
12.	Removed from vial, and changed needle if indicated.	1	0	
13.	Covered needle with safety sheath or cap.	1	0	
14.	Used sterile technique while filling syringe.	2	0	
15.	Greeted the patient and introduced self.	1	0	
16.	Identified patient by checking ID bracelet and asking patient name.	2	0	

Items Evaluated		Possible		Awarded
17.	Explained skill to patient.	2	0	
18.	Closed door to patient's room or enclosed unit with curtains and raised bed to appropriate height.	1	0	
19.	Used alcohol-based handrub for hand hygiene and applied disposable gloves.	2	0	
20.	Assisted patient to comfortable position according to site selected.	1	0	
21.	Instructed patient to relax arm, leg or abdomen depending on site selected.	1	0	
22.	Selected and inspected injection site using anatomical landmarks.	1	0	
23.	Cleansed injection site with alcohol in a circular motion, beginning in the center and wiping outward for about 5 cm or 2 inches and allowed to dry.	2	0	
24.	Administer Medication Subcutaneous	1	0	
a.	Pulled protective cap of needle off in a straight direction.	1	0	
b.	Held skin across or pinched skin at selected site with non-dominant hand.	1	0	
c.	Held syringe between thumb and forefinger of dominant hand at a 45-to-90-degree angle to injection site.	1	0	
d.	Injected quickly at a 45-to-90-degree angle into adipose tissue.	1	0	
e.	Released skin and grasped lower end of syringe barrel with non-dominant hand.	1	0	
f.	Injected medication at a slow and steady rate.	1	0	
g.	Withdrew needle at the same angle it was inserted and gently applied alcohol swab or dry gauze over injection site.	1	0	
h.	Applied gentle pressure over injection site, without massaging.	1	0	
i.	Discarded uncapped needle and attached syringe in a puncture- and leak-proof receptacle.	1	0	
j.	Removed and disposed of gloves, and washed hands or use alcohol-based handrub for hand hygiene.	2	0	
k.	Repositioned patient, provided for comfort and safety and lowered bed if appropriate.	1	0	
24.	Recorded medication on MAR.	2	0	
25.	Recorded assessment in nurses notes as appropriate.	2	0	
26.	Appropriate verbal and nonverbal communication with patient and other personnel.	2	0	
27.	Practiced standard precautions throughout skill.	2	0	
<b>TOTAL POINTS -- SKILL II</b>		<b>59</b>		
<b>70% Mastery for Skill II = 41.3</b>				

## CLINICAL NURSING

Competitor #: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

<b>Skill III Administer Medication – Intradermal (Time: 11 minutes)</b>		<b>Possible</b>		<b>Awarded</b>
1.	Washed hands or used alcohol-based handrub for hand hygiene	2	0	
2.	Prepared equipment and supplies (correct syringe and needle).	2	0	
3.	Verified medication administration record with physician's order.	2	0	
4.	Prepared medication			
	a. Selected correct drug from stock supply by comparing against medication administration record.	2	0	
	b. Checked expiration date on medication.	2	0	
	c. Calculated drug dose as necessary. <b><i>Judge verifies the calculations for points to be awarded.</i></b>	4	0	
5.	Placed vial on flat surface and removed cover from the vial.	1	0	
6.	Cleansed the rubber port with an alcohol swab and allowed to dry.	1	0	
7.	Removed the needle cap and drew an amount of air into syringe equal to the amount of medication that will be withdrawn.	1	0	
8.	Inserted the needle through the center of the rubber stopper and injected the air into the vial.	1	0	
9.	Inverted the vial while keeping firm hold on syringe and plunger.	1	0	
10.	Obtained correct amount of medication and removed the needle from the vial.	2	0	
11.	Held syringe at eye level and ensured correct dose and absence of air Bubbles (tapping to dislodge if needed),	1	0	
12.	Changed needle if indicated.	1	0	
13.	Covered needle with safety sheath or cap.	1	0	
14.	Used sterile technique while filling syringe.	2	0	
15.	Greeted the patient and introduced self.	1	0	
16.	Identified patient by checking ID bracelet and asking patient name.	2	0	
17.	Explained skill to patient.	2	0	
18.	Closed door to patient's room or enclosed unit with curtains and raised bed to appropriate height.	1	0	

Items Evaluated		Possible		Awarded
19.	Used alcohol-based handrub for hand hygiene and applied disposable gloves.	2	0	
20.	Assisted patient to comfortable position according to site selected.	1	0	
21.	Selected appropriate site – 3 to 4 finger widths below antecubital space and one hand width above wrist.	1	0	
22.	Instructed patient to extend elbow and support elbow and forearm.	1	0	
23.	Cleansed injection site with alcohol in a circular motion, beginning in the center and wiping outward 5 cm to 2 inches and allowed to dry.	2	0	
24.	Administer Medication Intradermal:	1	0	
a.	Pulled protective cap of needle off in a straight direction.			
b.	With nondominant hand stretched skin across site with forefinger or thumb.	1	0	
c.	With needle against patient's skin insert needle slowly at 5 to 15 degree angle until resistance is felt. Advance through epidermis (bulge of needle tip evident through skin).	1	0	
d.	Injected medications slowly.	1	0	
e.	Noted small bleb appeared on skin.	1	0	
f.	Withdrew needle at the same angle as inserted and gently applied alcohol swab or dry gauze over injection site.	1	0	
g.	Discarded uncapped needle and attached syringe in a puncture- and leak-proof receptacle.	2	0	
h.	Removed and disposed of gloves, and washed hands or use alcohol-based handrub for hand hygiene.	2	0	
i.	Repositioned patient, provided for comfort and safety and lowered bed if appropriate.	1	0	
25.	Recorded medication on MAR.	2	0	
26.	Recorded assessment in nurses notes as appropriate.	2	0	
27.	Appropriate verbal and nonverbal communication with patient and other personnel.	2	0	
28.	Practiced standard precautions throughout skill.	2	0	
<b>TOTAL POINTS -- SKILL III</b>		<b>58</b>		
<b>70% Mastery for Skill III = 40.6</b>				

## CLINICAL NURSING

Competitor #: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

<b>Skill IV Inserting a Nasogastric Tube (Time: 15 minutes)</b>		<b>Possible</b>	<b>Awarded</b>
1.	Washed hands or used alcohol-based handrub for hand hygiene	2	0
2.	Checked physician's order (scenario) for type, size and purpose of tube.	2	0
3.	Assembled equipment and supplies.	1	0
4.	Set up tube feeding or suction equipment (based on scenario) and tested to make sure functioning properly.	1	0
5.	Greeted patient and introduced self.	1	0
6.	Located two identifiers to confirm patient.	2	0
7.	Explained skill to patient and the purpose.	2	0
8.	Obtained privacy.	1	0
9.	Used alcohol-based handrub for hand hygiene.	2	0
10.	Put on nonsterile gloves.	2	0
11.	Placed patient in a full Fowler position if not contraindicated.	1	0
12.	Placed towel over the client's chest in bib-type protection	1	0
13.	Measured tubing length:		
	a. First measurement made from the tip of the patient's nose to the earlobe.	1	0
	b. Second measurement made from above point on earlobe to the xiphoid process.	1	0
	c. Marked the spot with a small piece of temporary tape.	1	0
14.	Used a damp washcloth without soap to wipe the patient's face and nose. <b>Judge will state, "nose requires or does not require cleansing with an alcohol pad".</b>	1	0
15.	Placed dry cloth over the patient's eyes and cleaned the nose with an alcohol wipe.	1	0
16.	Test for Nares Obstruction:		
	a. Tested the nares for obstruction by closing one nostril and then the other and asked the patient if difficulty breathing is experienced. <b>Judge will state, "nares unobstructed or left/right nostril obstructed".</b>	1	0
	b. If obstruction present, used unobstructed nostril for insertion.	1	0
17.	Applied water-soluble lubricant to 4 to 8 inches of the tube.	1	0
18.	Flexed the head forward and tilted the tip of the nose upward and inserted tube gently into the nose to as far as the back of the throat.	1	0

Items Evaluated		Possible	Awarded
19.	When the tube reaches the nasopharynx, stopped and instructed patient to lower his or her head slightly.	1 0	
20.	Asked patient to hold glass of water with a straw while keeping an emesis basin and tissue available.	1 0	
21.	Instructed patient to breathe through their mouth while tube is inserted.	1 0	
22.	Asked patient to swallow as the tube is advanced, and advanced tube each time patient swallowed until the marked part of the tube is reached.	1 0	
23.	<b>Judge will ask competitor, “what would you do if coughing, persistent gagging, cyanosis or dyspnea are noted?”</b> Competitor verbalized that tube would be removed immediately and insertion attempted using other nostril.	2 0	
24.	When tubing reaches marked insertion point placed a temporary piece of tape across the nose and tube.	1 0	
25.	Checked the back of the patient’s throat to make sure that tubing is not curled in the back of the throat with use of tongue blade and flashlight.	1 0	
<b>Judge will state, “confirmation of correct placement by x-ray”</b>			
26.	Used prepared tape strips to secure tubing.	1 0	
27.	Secured tubing to the patient’s gown by using rubber band and safety pin.	1 0	
28.	Ensured comfort and safety of patient.	1 0	
29.	Disposed of materials properly.	2 0	
30.	Appropriate verbal and nonverbal communication with patient and other personnel.	2 0	
31.	Washed hands or use alcohol-based handrub for hand hygiene.	2 0	
32.	Practiced standard precautions throughout skill.	2 0	
33.	Documented and reported procedure and findings.	2 0	
<b>TOTAL POINTS -- SKILL IV</b>		<b>48</b>	
<b>70% Mastery for Skill IV = 33.6</b>			

## CLINICAL NURSING

Competitor #: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Skill V	Urinary Catheterization – Straight (Time: 15 minutes)	Possible		Awarded
1.	Washed hands or use alcohol-based handrub for hand hygiene and applied gloves.	2	0	
2.	Assembled equipment and supplies.	1	0	
3.	Checked physician's order (scenario).	2	0	
4.	Greeted patient and introduced self.	1	0	
5.	Identified patient by checking ID band and asking patient name.	2	0	
6.	Assessed status of patient to determine equipment needs, level of cooperation and mobility.	1	0	
7.	Determined if client is allergic to any antiseptic, such as Betadine, or latex.	2	0	
8.	Explained skill to patient and provided privacy.	2	0	
9.	Raised bed to working height and lowered side rail on working side. (As appropriate)	1	0	
10.	Positioned patient: Male – supine position with thighs slightly abducted. Female – supine position with feet apart and knees flexed.	1	0	
11.	Placed waterproof pad under the patient and draped patient with a sheet as appropriate.	1	0	
12.	Positioned light or other light source (held by assistant) to illuminate perineal area (if applicable).	1	0	
13.	Applied clean gloves.	2	0	
14.	Cleaned perineal area with soap, water, rinsed and dried.	2	0	
15.	Used fingers to retract tissue for examining patient and identifying urinary meatus.	1	0	
16.	Removed and discarded gloves.	2	0	
17.	Washed hands or use alcohol-based handrub for hand hygiene	2	0	
18.	Prepared biohazard bag for discarding used materials.	2	0	
19.	Prepare Catheterization Kit: a. Opened catheterization kit according to directions	1	0	
20.	Put on sterile gloves.	2	0	

Items Evaluated		Possible	Awarded
21.	Draped perineum/penis while maintaining sterility of gloves and working surface of drape.	2 0	
22.	Organized supplies on sterile field and opened specimen container (if applicable).	2 0	
23.	Applied antiseptic solution to cotton balls, or opened cleansing solution or swabs.	2 0	
24.	Opened lubricant container and lubricated catheter; 1-2 inches for women and 5-7 inches for men.	2 0	
25.			
<b>Male</b>	a. Grasped penis at shaft below glans with non-dominant hand, and continued to hold throughout insertion of catheter.	1 0	
	b. With other hand, used forceps holding cotton ball with antiseptic solution, or swabs, to cleanse meatus in circular motion.	2 0	
	c. Repeated cleansing three times using a clean cotton ball or swab for each cleaning.	2 0	
<b>Female</b>	a. Spread labia minora with thumb and index finger of non-dominant hand to expose meatus; continued to hold throughout skill.	1 0	
	b. Used a clean cotton ball or swab to clean each area. Cleansed area with forceps holding cotton ball with antiseptic solution, or swabs, from clitoris toward anus on far side of meatus in one downward motion, then repeated on the near side and third directly over the center of the urethral meatus toward the anus in one downward motion.	2 0	
	c. Used a clean cotton ball or swab for each area cleaned.	2 0	
26.	Picked up catheter with gloved dominant hand 3-4 inches from catheter tip, holding catheter loosely coiled in palm of dominant hand (if appropriate) and placing distal end of catheter in urine tray receptacle or specimen cup (if appropriate).	1 0	
27.	Asked patient to bear down gently as if to void.	1 0	

Items Evaluated	Possible	Awarded
28. Inserted catheter gently; 2-3 inches in female and 7-9 inches in male, or until urine flows out of catheter's end, collecting specimen as needed or allowing bladder to empty fully.	2 0	
29. With dominant hand, withdrew catheter slowly and smoothly.	1 0	
30. Removed drape and washed/dried perineum as needed.	1 0	
31. Disposed of equipment, linen and used materials.	2 0	
32. Removed gloves, and washed hands or use alcohol-based handrub for hand hygiene.	2 0	
33. Practiced standard precautions throughout skill.	2 0	
34. Appropriate verbal and nonverbal communication with patient and other personnel.	2 0	
35. Documented skill and patient's tolerance in nurse's notes.	2 0	
<b>TOTAL POINTS – SKILL V</b> <b>70% Mastery for Skill V = 42</b>	<b>60</b>	

## CLINICAL NURSING

Competitor #: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Skill VI	Performing a Sterile Wound Irrigation (Time: 14 minutes)	Possible		Awarded
1.	Washed hands or use alcohol-based handrub for hand hygiene	2	0	
2.	Checked physician's order (scenario).	2	0	
3.	Assembled equipment and supplies.	1	0	
4.	Greeted patient and introduced self.	1	0	
5.	Located two identifiers to confirm patient.	2	0	
6.	Explained skill to patient and the purpose.	2	0	
7.	Obtained privacy.	1	0	
8.	Put on gloves and eye shield or face guard.	2	0	
9.	Positioned patient so the solution will run from the upper end of the wound downward.	1	0	
10.	Placed the waterproof bed pad and clean basin or irrigating pouch under the area to be irrigated.	1	0	
11.	Draped the patient with a bath blanket exposing only the wound.	1	0	
12.	Removed the used dressing and discarded.	1	0	
13.	Discarded used gloves.	2	0	
14.	Repeated alcohol-based handrub for hand hygiene.	2	0	
15.	Irrigation Tray:			
	a. Opened irrigation tray, using sterile technique.	2	0	
	b. Opened the irrigation solutions and placed on table, with the inside facing upward.	1	0	
	c. Poured solution from supply bottle into irrigation bottle. If the solution was previously used poured off a small amount of solution into the trash receptacle.	1	0	

Items Evaluated	Possible		Awarded
d. Left the cover off of the irrigation supply bottle with the inside cover pointing upward.	1	0	
e. Placed the bottle close to the client on the overbed table. Dated and initialed the bottle after opening including client name and ID number.	2	0	
16. Opened the sterile dressing and put on sterile gloves.	2	0	
17. Prepared the inside of the irrigation tray and placed the irrigation syringe in the bottle.	1	0	
18. Prepared other items needed for the dressing change and irrigation.	2	0	
19. Assessed the amount and character of drainage and the size and condition of the wound and surrounding tissue.	1	0	
20. Drew up solution into the syringe.	1	0	
21. Irrigation:			
a. Held the syringe just above the wound's top edge and forced fluid into the wound slowly and continuously.	1	0	
b. Used sufficient force to flush out debris but did not squirt or splash fluid.	1	0	
c. Irrigated all portions of the wound but did not force solution into wound's pockets.	1	0	
d. Continued irrigating until solution draining from bottom end of wound is clear.	1	0	
22. Used sterile 4 x 4 pads, gently patted dry the wound's edges working from the most cleanest to the most contaminated area.	2	0	
23. Applied sterile dressing as ordered.	2	0	
24. Removed gloves and irrigation supplies and disposed of properly.	2	0	
25. Appropriate verbal and nonverbal communication with patient and other personnel.	2	0	
26. Washed hands or use alcohol-based handrub for hand hygiene.	2	0	
27. Practiced standard precautions throughout skill.	2	0	
28. Documented and reported procedure and findings.	2	0	
<b>TOTAL POINTS -- SKILL VI</b> <b>70% Mastery for Skill VI = 37.1</b>	<b>53</b>		

## CLINICAL NURSING

Competitor #: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

<b>Skill VII Postmortem Care of the Body (Time: 10 minutes)</b>	<b>Possible</b>	<b>Awarded</b>
1. Washed hands or use alcohol-based handrub for hand hygiene	2 0	
2. Checked physician's order (scenario).	2 0	
3. Assembled equipment and supplies.	1 0	
4. Donned one or two pairs of gloves.	2 0	
5. Donned protective gown.	2 0	
6. Located two identifiers to confirm patient.	2 0	
7. Straightened the body and placed small pillow behind the head.	1 0	
8. If the person's eyes are to be donated, closed them and placed small ice pack on each eye. If not, verbalize for the judge that eyes are not to be donated.	1 0	
9. Removed any jewelry and other belongings and placed in the client property bag and documented.	1 0	
10. Closed the patient's mouth by placing a chin strap or rolled towel under the chin.	1 0	
11. Removed all intravenous lines, monitors and other equipment unless ordered otherwise.	1 0	
12. Removed all linens except for the sheet that covers patient.	1 0	
13. Bathed any part of the body that has been soiled with discharge.	1 0	
14. Placed a clean incontinence pad under the patient.	1 0	
15. Removed any soiled dressings and disposed of properly.	1 0	
16. Applied clean dressing as needed.	1 0	
17. Padded the wrist and ankles with gauze squares.	1 0	
18. Labeled dentures or glasses if present for funeral home staff.	1 0	
19. Attached two identification tags to the body: one tied to the foot at the right great toe and one on the hand or wrist.	2 0	

Items Evaluated	Possible	Awarded
20. Attached one identification tag to the covering sheet.	2 0	
21. Used zippered bag to enclose the body.	1 0	
22. If patient had a known communicable disease noted on the zippered bag.	2 0	
23. Washed hands or use alcohol-based handrub for hand hygiene.	2 0	
24. Practiced standard precautions throughout skill.	2 0	
25. Appropriate verbal and nonverbal communication with patient and other personnel.	2 0	
26. Documented and reported procedure.	2 0	
<b>TOTAL POINTS -- SKILL VII</b> <b>70% Mastery for Skill VII = 26.6</b>	<b>38</b>	

## CLINICAL NURSING

Competitor #: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

<b>Skill VIII</b>	<b>Assisting Patient with Postoperative Exercises (Time: 8 minutes)</b>	<b>Possible</b>		<b>Awarded</b>
1.	Washed hands or use alcohol-based handrub for hand hygiene	2	0	
2.	Checked physician's order (scenario)	2	0	
3.	Assembled equipment and supplies.	1	0	
4.	Greeted patient and introduced self.	1	0	
5.	Locate two identifiers to confirm patient.	2	0	
6.	Explained skill to patient and the purpose.	2	0	
7.	Obtained privacy.	1	0	
8.	Put on gloves if evidence of any open drainage.	2	0	
9.	Splinting an incision:			
	a. Used a pillow, folded bath blanket or large towel as a splint to distribute pressure evenly across the incision.	1	0	
	b. Assisted by holding the splint in the first preoperative days (per scenario).	1	0	
	c. Grasped the pillow or blanket at the edges and stretched across the client's incision.	1	0	
	d. Applied pressure firmly by pushing down on the splint for patient in the bed and pulled splint toward you from behind for the seated patient as the patient coughs.	1	0	
10.	Turning Coughing, and Deep Breathing (TCDB):			
	a. Instructed the patient to take a deep breath and hold it for 2 to 5 seconds.	1	0	
	b. Instructed the patient to do a double-cough with the mouth open.	1	0	
	c. Verbalized the process would be repeated several times each hour.	1	0	
11.	Huffing:			
	a. Instructed patient to take a deep abdominal breath and then force air out in several short, quick breaths.	1	0	
	b. Instructed patient to take a second, deeper breath and force out in short, panting movements.	1	0	
	c. Instructed patient to take an even deeper breath and exhale quickly in strong huff.	1	0	

Items Evaluated	Possible	Awarded
d. Instructed the patient to repeat the series of breaths as ordered (scenario).	1 0	
12. Using Incentive Spirometer:		
a. Positioned the patient as upright as possible without causing discomfort.	1 0	
b. Explained the operation of the spirometer to the patient.	1 0	
c. Set goal based on number of seconds or specific volume based on provider's order (scenario).	1 0	
d. Instructed patient to cough to remove as much mucus as possible before treatment.	1 0	
e. Instructed the patient to take slow, deep breaths and hold each breath at the end of inspiration for 2 to 5 seconds.	1 0	
f. Repeated the procedure until patient has achieved established goal or has given best effort at least 8 to 10 times.	1 0	
13. Appropriate verbal and nonverbal communication with patient and other personnel.	2 0	
14. Removed soiled gloves and disposed of properly.	2 0	
15. Washed hands or use alcohol-based handrub for hand hygiene.	2 0	
16. Practiced standard precautions throughout skill.	2 0	
17. Documented and reported procedure and findings.	2 0	
<b>TOTAL POINTS -- SKILL VIII</b> <b>70% Mastery for Skill VIII = 28</b>	<b>40</b>	







# Dental Science

***New for 2021-2022***

New skills have been added and older skills modified with support from the Dental Assisting National Board. The test plan has been revised. Skills steps and point values have been revised.

## Event Summary

Dental Science provides members with the opportunity to gain knowledge and skills required for dental careers. This competitive event consists of 2 rounds. Round One is a written, multiple-choice test and the top scoring competitors will advance to Round Two for the skills assessment. This event aims to inspire members to learn more about careers in the dental field.

**Dress Code** Competitors shall wear proper business attire or official HOSA uniform, or attire appropriate to the occupational area, during both rounds. Bonus points will be awarded for [proper dress](#).

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

## Official References

5. All official references are used in the development of the written test and skill rating sheets.
  - [Boyd, Linda. Dental Instruments: A Pocket Guide. Saunders, latest edition.](#)
  - [Phinney & Halstead. Dental Assisting: A Comprehensive Approach. Cengage, latest edition.](#)

## Round One Test

6. [Test Instructions](#): The written test will consist of 50 multiple choice items in a maximum of 60 minutes.
7. **Time Remaining Announcements**: There will be a verbal announcement when there are 30 minutes, 15 minutes, 5 minutes, and 1 minute remaining to complete the test.

8. **Written Test Plan**

The Dental Team, Dental Specialties, and History .....	12%
Oral Health and Nutrition.....	6%
General Anatomy and Physiology .....	4%
Head and Neck Anatomy .....	10%
Tooth Morphology .....	12%
Infection Control / Occupational Health and Safety .....	16%
Chairside Assisting/Instruments .....	16%
Radiology.....	8%
Medical Emergencies in the Dental Office .....	10%

Restorative and Laboratory Materials.....6%

**NOTE: Chartered associations** may use a different process for testing, to include but not limited to pre-conference testing, online testing, and testing at a computer. Check with your Chartered Association for the process you will be using.

9. The test score from Round One will be used to qualify the competitor for the Round Two.
10. **Sample Round One Test Questions**
  1. What is the term for the area where two bones fused to form the mandible?
    - A. Condyles
    - B. Ramus
    - C. Coronoid notch
    - D. Symphysis**

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  2. Which instrument is best suited for examining the teeth for caries, calculus, furcations, or other abnormalities?
    - A. Dull chisels
    - B. Ball burnishers
    - C. Explorers**
    - D. Scalpels

Boyd Page 5
  3. In the dental unit, what does the rheostat control?
    - A. Air-water syringe.
    - B. Speed of the handpiece.**
    - C. Position of the head of the dental chair.
    - D. Overhead lights.

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**Round Two Skills**

11. Round Two is the performance of a selected skill(s). The Round Two skills approved for this event are:

Skill I: Dental Instrument Identification (15 minutes)  
*(Including name of instrument and purpose or use)*  
 15 instruments or photos from the following list:

Amalgam Carrier	Burs	Elevators – Root-Tip	Periodontal Probe
Amalgam Carrier – Double Ended	Burs – Pear-Shaped	Elevators - Straight	Rongeurs
Amalgam Carrier – Single Ended	Burs – Inverted Cone	Endodontic Explorer	Sickle Scalars
Amalgam Condenser	Burs – Finishing	Evacuation Tip High-Volume-Velocity	Scissors – Crown & Bridge
Amalgam Well	Burs - Diamond	Forceps- Mandibular Universal – Cryer 151	Scissors – Suture
Anesthetic Aspirating Syringe	Burs - Round	Forceps- Maxillary Universal – Cryer 150	Spoon Excavator
Articulating Paper Holder with paper	Carvers- Discoid-Cleoid	Handpieces -Fiberoptic High-Speed	Tongue & Cheek Retractor
Bird Beak Pliers	Carvers - Hollenback	Handpieces – High-Speed	Universal Clamp
Bite-Wing Tabs	Composite Placement Instrument	Handpieces – Slow Speed with Contra Angle Attachment	Universal Clamps – Mandibular (Winged Clamp)
Bone File	Cotton Forceps (pliers)	Handpieces – Slow Speed with Propy Angle Attachment	Universal Clamps – Mandibular (Wingless Clamp)
Burnisher – Ball	Curing Light	Hemostat	Universal Clamps – Maxillary (Winged Clamp)
Burnisher - Football	Dental Dam Forceps	Howe (or How) Pliers	Universal Clamps – Maxillary (Wingless Clamp)
Burnisher – T- Ball	Dental Dam Punch	Liner Applicator	Universal Matrix Band
Burnisher – Acorn	Elevators - Periosteal	Mouth Mirror	Woodson

- Skill II: Assembly and Disassembly of Local Anesthetic Syringe (7 minutes)  
 Skill III: Seat, Prepare, and Dismiss Patient for Basic Dental Exam (10 minutes)  
 Skill IV: Treatment Room Disinfecting and Cleaning (7 minutes)  
 Skill V: Patient Education – Brushing and Flossing (7 minutes)  
 Skill VI: Preparation, Manipulation, Delivery, & Handling of Alginate Impressions (7 minutes)  
 Skill VII: Treatment of Contaminated Tray in the Sterilization Center (6 minutes)

12. The selected Skill(s) will be presented to competitors as a written scenario at the beginning of the round. The scenario will be the same for each competitor and will include a challenging component that will require the competitor to apply critical thinking skills. A sample scenario can be found [here](#).
13. Timing will begin when the scenario is presented to the team and competitors will be stopped at the end of the time allowed.
14. The scenario is a secret topic. Competitors MAY NOT discuss or reveal the secret topic until after the event has concluded or will face penalties per [the GRRs](#).
15. Judges will provide information to competitors as directed by the rating sheets. Competitors may ask questions of the judges while performing skills if the questions relate to patient physiology and will be included in the scenario.

### **Final Scoring**

16. The competitor must earn a score of 70% or higher on the combined skill(s) of the event (excluding the test and ID instruments) in order to be recognized as an award winner at the ILC.
17. Final rank is determined by adding the round one test score plus round two skill score. In case of a tie, the highest test score will be used to determine the rank.

**Competitors Must Provide:**

- Two #2 lead pencils with eraser
- Watch with second hand (optional-Round Two only)
- Disposable non-latex gloves, and utility gloves
- Disposable mask and gown
- Protective eyewear for the competitor
- A [photo ID](#)

# DENTAL SCIENCE

## SKILL I: DENTAL INSTRUMENT IDENTIFICATION

Time = 15 minutes

Competitor ID #: \_\_\_\_\_ Judge's Initials: \_\_\_\_\_ Total Points (45 possible) \_\_\_\_\_

	Name of Instrument	Points (1 each for name & spelling)	Purpose or Use	Points (1 point for correct purpose/use)
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
<b>TOTAL: ID &amp; Spelling (30 poss.)</b>			<b>TOTAL: Purpose (15 poss.)</b>	

## DENTAL SCIENCE

Competitor #: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

<b>Skill II: Assembly and Disassembly of Local Anesthetic Syringe (Time: 7 minutes)</b>		<b>Possible</b>		<b>Awarded</b>
1.	Washed hands or used alcohol based hand-rub for hand hygiene.	2	0	
2.	Donned protective clothing, surgical mask, protective eyewear, donned gloves.	2	0	
3.	Obtained disposable needle and the anesthetic specified by the scenario.	2	0	
4.	Removed aspirating syringe from autoclave bag and inspected.	1	0	
5.	Tightened the thumb bar or ring.	1	0	
6.	With nondominant hand used the thumb ring to fully retract the piston rod.	1	0	
7.	With piston retracted, placed the cartridge in the barrel of the syringe, rubber stopper end first and prevented contamination by not placing finger over the diaphragm.	1	0	
8.	Released the piston rod.	1	0	
9.	Used moderate pressure to push the piston rod into the rubber stopper until fully engaged.	1	0	
10.	Removed the protective plastic cap from the syringe end of the needle.	1	0	
11.	Screwed or pressed the needle onto the syringe based on type of needle hub making sure it is secure.	1	0	
12.	Removed the protective cover from the needle.	1	0	
13.	Held syringe upright and expelled a few drops to ensure syringe is working properly.	1	0	
14.	Replaced cap and placed on the tray for use. <i>Judge states, "procedure is completed."</i>	1	0	
15.	Donned utility gloves.	2	0	
16.	Retracted the piston to release the harpoon from the cartridge.	1	0	
17.	Removed the cartridge from the syringe by retracting the thumb ring enough to release the cartridge.	1	0	
18.	Turned the syringe until the cartridge is free.	1	0	
19.	Unscrewed the needle with the protective cap in place.	1	0	
20.	Disposed of sharps in a sharps container.	2	0	
21.	Removed PPE in correct order.	2	0	
22.	Washed hands or used alcohol-based hand-rub for hand hygiene.	2	0	
<b>TOTAL POINTS - SKILL II</b>		<b>29</b>		
<b>70% Mastery for Skill II = 20.3</b>				

## DENTAL SCIENCE

Competitor #: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

<b>Skill III: Seat, Prepare and Dismiss Patient for Basic Dental Exam (Time: 10 minutes)</b>		<b>Possible</b>		<b>Awarded</b>
1.	Entered reception area, establishing eye contact while greeting patient.	1	0	
2.	Introduced self to patient.	1	0	
3.	Escorted patient to treatment room.	1	0	
4.	Instructed patient to place personal articles in designated area that is within patient's view.	1	0	
5.	Instructed patient to be seated in the dental chair asking the patient to sit all the way back in the chair.	1	0	
6.	Offered pre-rinse, tissue and lubricant for lips to patient.	1	0	
7.	Placed disposable napkin on patient.	1	0	
8.	Provided patient safety glasses to wear during procedure.*	2	0	
9.	Reviewed changes in medical history from last visit.	2	0	
10.	Asked patient if there are any questions and provide a brief explanation of dental treatment to be completed.	2	0	
11.	Placed x-rays on viewbox or uploaded digital images on computer monitor.	1	0	
12.	Adjusted head rest until head is well supported and patient is comfortable.	1	0	
13.	Adjusted the dental light for the appropriate arch.	1	0	
14.	Positioned operator's stool and rheostat.	1	0	
15.	Positioned assistant's stool.	1	0	
16.	Washed hands or used alcohol based hand-rub for hand hygiene.	2	0	
17.	Donned protective clothing, surgical mask, protective eyewear, donned gloves.	2	0	
18.	Positioned tray set-up and inserted saliva ejector, evacuator tip, three-way syringe tip, and dental handpieces.	1	0	
19.	Reclined patient to supine position <i>Judge states, "treatment is completed".</i>	1	0	
20.	Positioned dental light out of the patient's way.	1	0	
21.	Returned patient to upright position and asked them to remain seated.	1	0	
22.	Removed any debris from the patient's face.	1	0	
23.	Removed napkin from patient and placed over the tray setup.	1	0	

Items Evaluated		Possible		Awarded
24.	Removed patient's safety glasses.	1	0	
25.	Removed evacuator tip, saliva ejector, and air water syringe tip and placed on tray.	2	0	
26.	Removed treatment PPE.	2	0	
27.	Washed hands or used alcohol based hand-rub for hand hygiene.	2	0	
28.	Documented in patient's chart or in computer (verbalized to judges).	2	0	
29.	Provided postoperative instructions to patient.	2	0	
30.	Returned patient's personal items and escorted to the reception area.	1	0	
31.	Appropriate verbal and nonverbal communication with patient and other personnel.	2	0	
<b>TOTAL POINTS - SKILL III</b>		<b>42</b>		
<b>70% Mastery for Skill III = 29.4</b>				

## DENTAL SCIENCE

Competitor #: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

<b>Skill IV: Treatment Room Disinfecting &amp; Cleaning</b> <b>(Time: 7 minutes)</b>	<b>Possible</b>	<b>Awarded</b>
1. Washed hands or used alcohol based hand-rub for hand hygiene.	2    0	
2. Donned PPE and utility gloves.	2    0	
3. Obtained the needed cleaning supplies which include disinfecting solutions, HVE solution, 4 x 4 gauze and towels.	1    0	
4. Laid out several pieces of 4 x 4 gauze on counter and sprayed with disinfectant.	2    0	
5. Wiped all possibly contaminated surface carefully with wiping cloth or towel.	2    0	
6. Sprayed disinfectant and verbalized leaving for the correct time for disinfection (usually 10 minutes).	2    0	
<i>Judge states, recommended time is completed.</i>	-	
7. Re-wiped each surface with wiping cloth or towel.	2    0	
6. Removed utility gloves.	2    0	
7. Washed hands or used alcohol based hand-rub for hand hygiene.	2    0	
8. Donned exam gloves.	2    0	
9. Placed tray with packaged instruments and auxiliary items on work surface with patients' napkin and protective eyewear.	1    0	
10. Organized instruments, inserted saliva ejector, evacuator tip, three-way syringe tip, and dental handpieces.	1    0	
11. Placed barriers on all surfaces that can become contaminated (e.g., patient chair, dental unit handpieces, hoses, light switches, controls, work surfaces).	2    0	
12. Purged waterlines 20-30 seconds and ensured that handpieces and three-way syringe are working.	1    0	
13. Removed PPE.	2    0	
14. Washed hands or used alcohol based hand-rub for hand hygiene.	2    0	
<b>TOTAL POINTS - SKILL IV</b> <b>70% Mastery for Skill IV = 19.6</b>	<b>28</b>	

## DENTAL SCIENCE

Competitor #: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

<b>Skill V: Patient Education- Brushing and Flossing (Time: 7 minutes)</b>		<b>Possible</b>	<b>Awarded</b>
1.	Assembled materials and typodont.	1 0	
2.	Greeted patient and introduced self.	1 0	
3.	Washed hands or used alcohol based hand-rub for hand hygiene.	2 0	
4.	Donned protective clothing, surgical mask, protective eyewear, and donned gloves .	2 0	
5.	Grasped toothbrush and placed bristles at a 45- degree angle, with tips of bristles directed straight into gingival sulcus of typodont.	1 0	
6.	Using tips of bristles, vibrated back and forth with short, light strokes for a count of 10, allowing tips of bristle to enter sulcus and cover gingival margin.	1 0	
7.	Lifted brush and continued into next area or group of teeth until all areas have been cleaned.	1 0	
8.	Used toe bristles of brush to clean lingual (tongue) anterior area in arch.	1 0	
9.	To clean tongue place the toothbrush as far back as is comfortable and then drew forward to the tip.	1 0	
10.	Dispensed 18 inches of dental floss.	1 0	
11.	Wrapped ends of floss around middle or ring fingers.	1 0	
12.	Grasped floss between thumb and index finger of each hand, allowing ½ to 1" to remain between the two hands.	1 0	
13.	Passed floss between typodont teeth using a sawing motion.	1 0	
14.	Curved floss around tooth in a C-shape while pressing floss firmly against side of one tooth until meeting resistance indicating bottom of gingival sulcus has been reached and sliding floss up and down on side of tooth; slightly lifting floss over papilla to adjacent tooth.	1 0	
15.	Rotate the floss on the fingers to allow for a fresh section to be used each time.	1 0	
16.	Repeated these steps on each side of all teeth in all four quadrants in the same manner.	4 0	
17.	Adapted instructions based on patients' needs, if indicated	2 0	
18.	Removed gloves, protective eyewear, protective clothing and surgical mask.	2 0	
19.	Washed hands or used alcohol based hand-rub for hand hygiene.	2 0	
20.	Dismissed patient.	1 0	
<b>TOTAL POINTS - SKILL V</b>		<b>28</b>	
<b>70% Mastery for Skill V = 19.6</b>			

## DENTAL SCIENCE

Competitor #: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

<b>Skill VI: Preparation, Manipulation, Delivery and Handling of Alginate Impressions (Time: 7 minutes)</b>		<b>Possible</b>		<b>Awarded</b>
1.	Washed hands or used alcohol based hand-rub for hand hygiene.	2	0	
2.	Donned protective clothing, surgical mask, protective eyewear, and donned gloves.	2	0	
3.	Assembled materials.	1	0	
4.	Measured water for impression.	1	0	
5.	Poured water into flexible mixing bowl.	1	0	
6.	Fluffed powder prior to opening canister.	1	0	
7.	Filled measuring scoop with powder by overfilling and leveling off with spatula.	1	0	
8.	Dispensed powder scoops into a second flexible mixing bowl.	1	0	
9.	Incorporated powder into water.	1	0	
10.	Mixed water and powder with stirring motion using spatula.	1	0	
11.	Continued mixing while holding bowl in one hand, rotating bowl occasionally, and using flat side of spatula to incorporate material through pressure against side of bowl until mixture is homogeneous and creamy according to manufacturer's instructions.	1	0	
12.	Loaded mixture into impression trays using flat side of spatula blade to condense material firmly into tray.	1	0	
13.	Smoothed surface of mixture with a moistened gloved hand.	1	0	
14.	Verbalized handing trays to dentist to take impressions <b><i>*Judge will simulate or take impression on typodont, and pass impression back to competitor</i></b>	1	0	
15.	Rinsed impression gently under tap water to remove any debris.	1	0	
16.	Sprayed impression with disinfectant.	2	0	
17.	Wrapped impression in moist paper towel.	1	0	
18.	Placed impression into plastic bag labeled with patient's name.	1	0	
19.	Remove gloves, disinfect hands, and put on fresh gloves OR put on overgloves.	2	0	
20.	Cleaned and disinfected armamentarium wearing utility gloves	2	0	
21.	Washed and dried utility gloves and removed them.	2	0	
22.	Washed hands or used alcohol based hand-rub for hand hygiene.	2	0	
<b>TOTAL POINTS - SKILL VI</b>		<b>29</b>		
<b>70% Mastery for Skill VI = 20.3</b>				

# DENTAL SCIENCE

Competitor #: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

<b>Skill VII Treatment of Contaminated Tray in the Sterilization Center (Time: 6 minutes)</b>	<b>Possible</b>		<b>Awarded</b>
1. Placed the treatment tray in the contaminated area of the sterilization center immediately following dental treatment.	2	0	
2. Donned utility gloves, protective eyewear and mask.	2	0	
3. Safely disposed of sharps in the sharps container.	2	0	
4. Discarded all disposable items (if bio-hazard waste. Placed in appropriately labeled waste container).	2	0	
5. Placed instruments in the ultrasonic cleaner ( <i>can be simulated</i> )			
a. Instruments placed directly in the ultrasonic basket with items such as burs, dental dam clamps, and other small items secured in a small strainer.	2	0	
b. Competitor verbalized that cleaning is completed in three to ten minutes. <b>Judge will state, "cleaning is completed".</b>	2	0	
c. Rinsed the items thoroughly and towel dried.	2	0	
d. Separated according to the sterilizing technique.	2	0	
e. Placed the instruments for immersion into the cold disinfectant/sterilant solution, and noted the time.	2	0	
f. Instruments for heat sterilization are bagged and placed in the appropriate sterilizer.	2	0	
g. Verbalized sealed the door and activated the unit.	2	0	
6. Prepared the dental high-speed handpiece:			
a. Rinsed or wiped of the dental high-speed hand-piece with isopropyl alcohol.	2	0	
b. Lubricated.	1	0	
c. Bagged in an instrument pouch with indicator tape and placed in sterilizer.	2	0	
7. Sprayed, wiped, and sprayed tray again and left for 10 minutes. <b>Judge states, "10 minutes has elapsed".</b>	2	0	
8. Wiped tray again.	2	0	
9. Cleaned all contaminated areas.	2	0	
10. Washed and dried utility gloves, removed them and additional PPE and washed and dried hands. <b>Judge states, "Sterilizer indicated time has elapsed".</b>	2	0	
11. Removed instruments from sterilizer with forceps. <b>Judge states, "Time has elapsed for the cold disinfectant/sterilant".</b>	2	0	
12. Instruments are rinsed off, dried, and put away	2	0	
13. Washed hands or used alcohol-based hand-rub for hand hygiene.	2	0	
<b>TOTAL POINTS - SKILL VII</b> <b>70% Mastery for Skill VII = 28.7</b>	<b>41</b>		

# Home Health Aide

## *New for 2021 – 2022*

Skill step point values have been revised.  
Editorial updates have been made for clarity.

### Event Summary

Home Health Aide provides members with the opportunity to gain knowledge and skills required for supporting patients in their homes. This competitive event consists of 2 rounds. Round one is a written, multiple-choice test and the top scoring competitors will advance to Round Two for the skills assessment. This event aims to inspire members to be proactive future health professionals and be equipped to serve patients in a home health setting.

**Dress Code** Competitors shall wear proper business attire or official HOSA uniform, or attire appropriate to the occupational area, during both rounds. Bonus points will be awarded for [proper dress](#).

### General Rules

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

### Official References

5. All official references are used in the development of the written test and skill rating sheets.
  - [Balduzzi, Suzann. Homemaker Home Health Aide. Cengage Learning. Latest edition](#)
  - [Fuzy and Leahy. The Home Health Aide Handbook. Hartman Publishing, Inc. Latest edition.](#)

### Round One Test

6. **Test Instructions:** The written test will consist of 50 multiple choice items in a maximum of 60 minutes.
7. The test will consist of fifty (50) multiple choice items. The test score will be used as part of the final score for the event.
8. **Time Remaining Announcements:** There will be a verbal announcement when there are 30 minutes, 15 minutes, 5 minutes, and 1 minute remaining to complete the test.

9. **Written Test Plan**
- Becoming a Home Health Aide.....10%
  - Responsibilities and Legal Rights.....5%
  - Effective Communication Procedures and Documentation.....10%
  - Infection Control.....5%
  - Wellness and Mental Health.....5%
  - Body Systems and Common Disorders.....40%
  - Caring for Terminally Ill Patient.....5%
  - Caring for Patient with Alzheimer's Disease.....5%
  - Caring for Patient with Cancer.....5%
  - Maternal and Infant Care.....10%

*NOTE: **Chartered associations** may use a different process for testing, to include but not limited to pre-conference testing, online testing, and testing at a computer. Check with your Chartered Association for the process you will be using.*

10. The test score from Round One will be used to qualify the competitor for the Round Two skills.

11. **Sample Round One Test Questions**

1. A dying client tells the home health aide "Please leave me alone, I just want to be by myself." What stage of grief is the client experiencing?
  - A. Acceptance
  - B. Anger
  - C. Bargaining.
  - D. Depression**  
Balduzzi Page 355
  
2. What is the general term that refers to a serious loss of mental abilities such as thinking, remembering, reasoning, and communicating?
  - A. Alzheimer's disease
  - B. Dementia**
  - C. Vascular stroke
  - D. Parkinson's disease  
Fuzy Page 186
  
3. A nebulizer would most likely be ordered to treat a client with which condition?
  - A. Iron deficiency anemia
  - B. Arteriosclerosis
  - C. Emphysema**
  - D. Congestive heart failure  
Balduzzi Page 329

**Round Two Skills**

12. Round Two is the performance of a selected skill(s). The Round Two skills approved for this event are:

Skill I:	Taking an Adult Tympanic Temperature	(3 minutes)
Skill II:	Taking an Apical Pulse	(3 minutes)
Skill III:	Emptying a Urinary Drainage Unit	(4 minutes)
Skill IV:	Changing a Dry Dressing Using Non-sterile Technique	(5 minutes)
Skill V:	Giving a Back Rub	(5 minutes)
Skill VI:	Caring for Dentures	(5 minutes)

Skill VII:	Moving a Patient Up in Bed Using a Drawsheet	(3 minutes)
Skill VIII:	Applying Elasticized Stockings	(5 minutes)

**(FOR ALL SKILLS, BODY FLUIDS WILL BE A SIMULATED PRODUCT)**

13. The selected skill(s) will be presented as a written scenario at the beginning of the round. The scenario will be the same for each competitor and will include a challenging component that will require the competitor to apply critical thinking skills. A sample scenario can be found [here](#).
14. Timing will begin when the scenario is presented to the team and competitors will be stopped at the end of the time allowed.
15. The scenario is a secret topic. Competitors MAY NOT discuss or reveal the secret topic until after the event has concluded or will face penalties per [the GRRs](#).
16. Judges will provide information to competitors as directed by the rating sheets. Competitors may ask questions of the judges while performing skills if the questions relate to patient physiology and will be included in the scenario.

**Final Scoring**

17. The competitor must earn a score of 70% or higher on the combined skill(s) of the even (excluding the test) in order to be recognized as an award winner at the ILC.
18. Final rank is determined by adding the round one test score plus round two skill score. In case of a tie, the highest test score will be used to determine the rank.

**Competitor Must Provide:**

- Two #2 lead pencils with eraser
- Watch required for Round 2 for Vital Signs
- Tape ½" or 1"
- Scissors
- Gloves non-latex (3 pairs per competitor)
- [A photo ID](#)

## HOME HEALTH AIDE

Competitor #: \_\_\_\_\_ Judge's Signature: \_\_\_\_\_

<b>Skill I Taking an Adult Tympanic Temperature (Time: 3 minutes)</b>	<b>Possible</b>	<b>Awarded</b>
1. Gathered equipment: tympanic thermometer, disposable probe cover, daily record sheet, gloves.	1 0	
2. Washed hands or used alcohol-based handrub for hand hygiene and put on gloves.	2 0	
3. Explained skill to patient.	2 0	
4. Placed new probe cover on thermometer.	1 0	
5. Turned thermometer on.	1 0	
6. Pulled top of ear up and back.	1 0	
7. Pressed top button and inserted covered probe in ear.	1 0	
8. Removed probe from ear when beep sounded.	1 0	
9. Read the temperature on the screen.	1 0	
10. Removed the probe cover and disposed of properly.	2 0	
11. Removed gloves, and washed hands or use alcohol-based handrub for hand hygiene.	2 0	
12. Accurately recorded temperature on daily record sheet.	4 0	
13. Appropriate verbal and nonverbal communication with patient and other personnel.	2 0	
14. Practiced standard precautions throughout skill.	2 0	
<b>TOTAL POINTS -- SKILL I</b>	<b>23</b>	
<b>70% Mastery for Skill I = 16.1</b>		

## HOME HEALTH AIDE

Competitor #: \_\_\_\_\_ Judge's Signature: \_\_\_\_\_

Skill II	Taking an Apical Pulse (Time: 3 minutes)	Possible		Awarded
1.	Gathered equipment: stethoscope, wristwatch with second hand, alcohol wipes, daily record sheet.	1	0	
2.	Washed hands or used alcohol-based handrub for hand hygiene.	2	0	
3.	Explained skill to patient.	2	0	
4.	Cleaned stethoscope diaphragm and earpieces.	2	0	
5.	Placed stethoscope earpieces in ears.	1	0	
6.	Placed the diaphragm over the apex of the patient's heart.	1	0	
7.	Counted the louder sound (lub) for one complete minute.	1	0	
8.	Removed the stethoscope from ears and patient.	1	0	
9.	Washed hands or use alcohol-based handrub for hand hygiene.	2	0	
10.	Accurately recorded apical pulse on daily record sheet, within + or – 2 of the judges count.	4	0	
11.	Appropriate verbal and nonverbal communication with patient and other personnel.	2	0	
12.	Practiced standard precautions throughout skill	2	0	
<b>TOTAL POINTS -- SKILL II</b>		<b>21</b>		
<b>70% Mastery for Skill II = 14.7</b>				

## HOME HEALTH AIDE

Competitor #: \_\_\_\_\_ Judge's Signature: \_\_\_\_\_

<b>Skill III Emptying a Urinary Drainage Unit (Time: 4 minutes)</b>		<b>Possible</b>	<b>Awarded</b>
1.	Gathered equipment: gloves, alcohol wipes, measuring device, paper towel.	1	0
2.	Washed hands or used alcohol-based handrub for hand hygiene and put on gloves.	2	0
3.	Explained skill to patient.	2	0
4.	Placed paper towel underneath measuring device on floor below drainage bag.	1	0
5.	a. Opened drain or spout and allowed urine to drain into measuring device.	1	0
	b. Avoided allowing tip of tubing to touch sides of measuring device.	1	0
6.	Closed drain, wiped it with the alcohol wipe, and replaced it in the holder on the bag.	1	0
7.	Noted amount and color of urine (verbalized to judge).	4	0
8.	Emptied urine into toilet (or designated container).	1	0
9.	Washed and rinsed measuring device.	1	0
10.	Removed gloves, and washed hands or use alcohol-based handrub for hand hygiene.	2	0
11.	Recorded output on daily record sheet.	4	0
12.	Appropriate verbal and nonverbal communication with patient and other personnel.	2	0
13.	Practiced standard precautions throughout skill.	2	0
<b>TOTAL POINTS -- SKILL III</b>			
<b>70% Mastery for Skill III = 17.5</b>		<b>25</b>	

# HOME HEALTH AIDE

Competitor #: \_\_\_\_\_ Judge's Signature: \_\_\_\_\_

<b>Skill IV</b>	<b>Changing a Dry Dressing Using Non-sterile Technique (Time: 5 minutes)</b>	<b>Possible</b>	<b>Awarded</b>
1.	Gathered equipment: gloves, 4X4 gauze pads, waste bag, tape and scissors.	1	0
2.	Washed hands or used alcohol-based handrub for hand hygiene and put on gloves.	2	0
3.	Explained skill to patient.	2	0
4.	Positioned patient so area with dressing is accessible while maintaining patient comfort and privacy.	1	0
5.	Cut tape.	1	0
6.	Opened gauze pads while maintaining pad sterility.	2	0
7.	a. Removed old dressing.	1	0
	b. Noted color, amount of drainage, and condition of surrounding skin (verbalized to judge).	4	0
	c. Disposed of used dressing in the waste bag.	2	0
8.	Put on new gloves.	2	0
9.	Applied dressing without touching center, holding dressing on the corners only.	2	0
10.	Applied tape correctly.	1	0
11.	Positioned patient comfortably.	1	0
12.	Discarded waste and returned supplies to storage.	2	0
13.	Removed gloves, and washed hands or use alcohol-based handrub for hand hygiene.	2	0
14.	Recorded dressing change on daily record sheet, noting observation of skin condition, that dressing was changed, and any patient complaints.	4	0
15.	Appropriate verbal and nonverbal communication with patient and other personnel.	2	0
16.	Practiced standard precautions throughout skill	2	0
<b>TOTAL POINTS -- SKILL IV</b>		<b>34</b>	
<b>70% Mastery for Skill IV = 23.8</b>			

## HOME HEALTH AIDE

Competitor #: \_\_\_\_\_ Judge's Signature: \_\_\_\_\_

Skill V	Giving a Back Rub (Time: 5 minutes)	Possible	Awarded
1.	Gathered equipment: small towel, lotion.	1	0
2.	Washed hands or used alcohol-based handrub for hand hygiene.	2	0
3.	Explained skill to patient.	2	0
4.	Provided privacy for the patient (if appropriate).	1	0
5.	Positioned patient on side.	1	0
6.	Placed small amount of lotion on hands, rubbing them together to warm lotion.	1	0
7.	a. Started at base of spine and rubbed toward the neck in the center of the back, using both hands in one long stroke.	1	0
	b. When reaching the neck, continued back down the sides of the back.	1	0
	c. Repeated this circular pattern 3 more times.	1	0
8.	Throughout skill, added more lotion when necessary.	1	0
9.	Repeated the steps above but changed to a spiral motion when continuing down the sides of the back, for a total of 45 – 90 seconds.	1	0
10.	Removed excess lotion with small towel and repositioned patient.	1	0
11.	Washed hands or use alcohol-based handrub for hand hygiene, and returned supplies to their proper place.	2	0
12.	Recorded back rub on daily record sheet, noting observation of skin condition and any patient complaints.	4	0
13.	Appropriate verbal and nonverbal communication with patient and other personnel.	2	0
14.	Practiced standard precautions throughout skill.	2	0
<b>TOTAL POINTS -- SKILL V</b>		<b>24</b>	
<b>70% Mastery for Skill V = 16.8</b>			

## HOME HEALTH AIDE

Competitor #: \_\_\_\_\_ Judge's Signature: \_\_\_\_\_

Skill VI	Caring for Dentures (Time: 5 minutes)	Possible	Awarded
1.	Gathered equipment: toothbrush, toothpaste, denture cleaning tablet, denture cup, gloves, mouthwash, small cup, emesis basin, washcloth, small towel.	1	0
2.	Washed hands or used alcohol-based handrub for hand hygiene and put on gloves.	2	0
3.	Explained skill to patient.	2	0
4.	Asked patient to remove dentures and place in denture cup.	1	0
5.	Placed 2-3 inches cool water and washcloth in bottom of sink.	1	0
6.	Turned on cold water and brushed all surfaces of the upper and lower plate with toothpaste, and rinsed.	1	0
7.	Rinsed denture cup, filled with cold water and a denture cleaning tablet, and placed dentures in cup.	1	0
8.	Assisted patient to rinse mouth with mouthwash, expel rinse in emesis basin and wipe mouth.	1	0
9.	Described (verbalized to the judge) the use of toothettes to clean the gums and tongue to observe the condition of the patient's mouth.	2	0
10.	Placed the denture cup within reach of the patient and instructed patient to insert dentures when needed.	1	0
11.	Removed gloves, washed hands or used alcohol-based handrub for hand hygiene, and returned supplies to their proper place.	2	0
12.	Recorded completion of skill on daily record sheet, noting observation of skin (oral cavity) condition and any patient complaints.	4	0
13.	Appropriate verbal and nonverbal communication with patient and other personnel.	2	0
14.	Practiced standard precautions throughout skill.	2	0
<b>TOTAL POINTS -- SKILL VI</b> <b>70% Mastery for Skill VI = 16.1</b>		<b>23</b>	

# HOME HEALTH AIDE

Competitor #: \_\_\_\_\_ Judge's Signature: \_\_\_\_\_

<b>Skill VII Moving the Patient Up in Bed Using the Drawsheet (Time: 3 minutes)</b>		<b>Possible</b>		<b>Awarded</b>
1.	Asked the family member (judge or event personnel) to help you move the patient up in bed.	1	0	
2.	Washed hands or used alcohol-based handrub for hand hygiene.	2	0	
3.	Explained skill to patient.	2	0	
4.	Instructed the family member (judge or event personnel) on what to do and how to help throughout all steps of the skill, as needed. (points awarded at end of rating sheet.)		-	/
5.	Placed pillow at the head of the bed to protect the patient's head.	2	0	
6.	a. Rolled both sides of the drawsheet (or flat sheet folded in fours) toward the patient.	1	0	
	b. Placed the patient's feet 12 inches apart.	1	0	
	c. Bent the patient's knees.	1	0	
	d. With the hand nearest the patient's feet, grasped the rolled drawsheet.	1	0	
	e. With the other hand, both cradled the patient's head and shoulders and firmly grasped top of the drawsheet.	1	0	
7.	Turned body and feet toward the head of the bed, keeping feet 12 inches apart, knees slightly bent.	2	0	
8.	On a coordinated count of 3, lifted the drawsheet and patient up toward the head of the bed without dragging the patient.	2	0	
9.	Aligned patient's body and limbs, placed pillow under head, tightened drawsheet and replaced covers.	1	0	
10.	Communicated appropriately and effectively to family member throughout skill.	2	0	
11.	Washed hands or used alcohol-based handrub for hand hygiene.	2	0	
12.	Recorded completion of skill and patient reaction on daily record sheet.	4	0	
13.	Appropriate verbal and nonverbal communication with patient and other personnel.	2	0	
14.	Practiced standard precautions throughout skill.	2	0	
<b>TOTAL POINTS -- SKILL VII</b>		<b>29</b>		
<b>70% Mastery for Skill VII = 20.3</b>				

## HOME HEALTH AIDE

Competitor #: \_\_\_\_\_ Judge's Signature: \_\_\_\_\_

<b>Skill VIII</b>	<b>Applying Elasticized Stockings (One leg)</b>	<b>(Time: 5 minutes)</b>	<b>Possible</b>	<b>Awarded</b>
1.	Gathered equipment: knee-length elasticized stockings.		1	0
2.	Washed hands or used alcohol-based handrub for hand hygiene.		2	0
3.	Explained skill to patient.		2	0
4.	With patient lying in bed, exposed the leg indicated in the scenario.		4	0
5.	Turned stocking inside out to heel by placing hand inside stocking and grasping heel.		1	0
6.	a. Positioned stocking over the foot and heel of patient making sure the heel of the stocking is in the proper place.		1	0
	b. Slid the remaining stocking over the foot and heel.		1	0
	c. Continued to pull the stocking over the calf to the knee.		1	0
7.	Checked to be sure stocking is applied evenly and smoothly with no wrinkles.		2	0
8.	Washed hands or used alcohol-based handrub for hand hygiene.		2	0
9.	Recorded completion of skill and patient reaction on daily record sheet.		4	0
10.	Appropriate verbal and nonverbal communication with patient and other personnel.		2	0
11.	Practiced standard precautions throughout skill.		2	0
<b>TOTAL POINTS -- SKILL VIII</b>			<b>25</b>	
<b>70% Mastery for Skill VIII = 17.5</b>				

COMPETITOR ID # \_\_\_\_\_

## HOME HEALTH AIDE INSTRUCTION SHEET

### HOSA HOME HEALTH SERVICES

Patient: <i>John Doe</i>		Day/Date: Mon. Aug 31, 2021
✓	Bath <i>Already bathed, please give a backrub.</i>	
✓	Grooming <i>Care for patient's dentures.</i>	
	Dressing	
	Mobility	
	ROM	
✓	Catheter <i>Empty urinary drainage unit</i>	
✓	Temperature <input type="checkbox"/> Oral <input checked="" type="checkbox"/> Tympanic <input type="checkbox"/> Rectal	
✓	Pulse <input checked="" type="checkbox"/> Apical <input type="checkbox"/> Radial	
	Respiration	
	Blood pressure	
Other Instructions:		
✓	<i>Apply clean dressing to..... (specific instructions will be given.)</i>	
✓	<i>Apply elasticized knee-length stockings.</i>	
	Housekeeping	
	Meals	
Additional Instructions:		
✓	<i>Get help to move patient up in bed using a drawsheet as needed.</i>	
RN Signature: <i>J. Mould R.N.</i>		Date: <i>8/31/2021</i>

COMPETITOR ID # \_\_\_\_\_

## HOME HEALTH AIDE DAILY RECORD

HOSA HOME HEALTH SERVICES

Patient:	Day/Date:
Treatment/Results	Observations/Patient/Reaction
Bath	
Grooming	
Dressing	
Mobility	
Catheter	
Temperature	
Pulse	
Respiration	
Blood Pressure	
Other Instructions:	
•	
•	
•	
Additional Treatment or Observations:	
Home Health Aide Signature:	Date:

## ***New for 2021- 2022***

Skill step point values have been revised.

The 9<sup>th</sup> edition of *Medical Assisting: Administrative & Clinical Competencies* by Blesi has been released.

The 9<sup>th</sup> edition of *DHO Health Science* by Simmers has been released.

Skills have been aligned with new editions of the text.

Test plan has been updated.

### **Event Summary**

Medical Assisting provides members with the opportunity to gain knowledge and skills required to assist in administrative and clinical tasks. This competitive event consists of 2 rounds. Round One is a written, multiple-choice test and the top scoring competitors will advance to Round Two for the skills assessment. This event aims to inspire members to become allied health professionals who respond and assist efficiently in clinical settings.

**Dress Code** Competitors shall wear proper business attire or official HOSA uniform, or attire appropriate to the occupational area, during both rounds. Bonus points will be awarded for [proper dress](#).

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

### **Official References**

5. **All official references are used in the development of the written test and skill rating sheets.**
  - [Blesi, Wise and Kelley-Arney. \*Medical Assisting: Administrative and Clinical Competencies\*. Cengage Learning. Latest edition.](#)
  - [Simmers, Louise. \*DHO: Health Science\* Cengage Learning, Latest edition.](#)

### **Round One Test**

6. [Test Instructions](#): The written test will consist of fifty 50 multiple choice items in a maximum of 60 minutes.
7. **Time Remaining Announcements**: There will be a verbal announcement when there are 30 minutes, 15 minutes, 5 minutes, and 1 minute remaining to complete the test.

8. **Written Test Plan**

Professionalism .....	5%
Communication Skills .....	5%
Anatomy & Physiology and Medical Terminology.....	10%
Legal and Ethical Issues.....	10%
Office Procedures .....	10%
Health Insurance and Coding.....	10%
Infection Control .....	10%
Collecting and Processing Specimens .....	10%
Diagnostic Testing .....	10%
Clinical Procedures and Equipment .....	10%
Physical Examinations.....	10%

*NOTE: **Chartered associations/regions** may use a different process for testing, to include but not limited to pre-conference testing, online testing, and testing at a computer. Check with your Chartered Association for the process you will be using.*

9. The test score from Round One will be used to qualify the competitor for Round Two.

10. **Sample Test Questions**

1. Information in the medical record that the patient provides, which includes medical history and chief complaint, is classified as what type of information?  
A. Administrative  
**B. Subjective**  
C. Identifiable  
D. Objective  
Blesi Page 545
  
2. If a medical assistant makes a derogatory statement about the practices of another health professional, the medical assistant is liable under what type of tort?  
A. Assault  
B. Battery  
**C. Defamation**  
D. Invasion of privacy  
Simmers Page 111
  
3. If a medical insurance policy has a deductible of \$75, what is the patient's responsibility?  
A. Patient does not have to pay the first \$75 for service  
B. Patient may deduct this amount from the physician's bill  
C. Patient reimburses physician for \$75 only  
**D. Patient has to pay this amount each year before the insurance company will pay**  
Blesi Page 575

## Round Two Skills

11. Round Two is the performance of a selected skill(s). The Round Two skills approved for this event are:

Skill I:	Perform a Telephone Screening	(4 minutes)
Skill II:	Receive a New Patient and Create an Electronic Chart	(10 minutes)
Skill III:	Obtain and Record a Patient Health History	(8 minutes)
Skill IV:	Measure Height and Weight	(5 minutes)
Skill V:	Prepare/Assist with a Routine Physical Exam	(6 minutes)
Skill VI:	Screen for Visual Acuity	(5 minutes)
Skill VII:	Test Urine with Reagent Strip	(4 minutes)
Skill VIII:	Sterile Gloving	(3 minutes)

12. The selected skill(s) will be presented to competitors as a written scenario at the beginning of the round. The scenario will be the same for each competitor and will include a challenging component that will require the competitors to apply critical thinking skills. A sample scenario can be found [here](#).
13. Timing will begin when the scenario is presented to the team and competitors will be stopped at the end of the time allowed for a selected skill(s).
14. The scenario is a secret topic. Competitors MAY NOT discuss or reveal the secret topic until after the event has concluded or will face penalties per [the GRRs](#).
15. Judges will provide information to competitors as directed by the rating sheets. Competitors may ask questions of the judges while performing skills if the questions relate to patient physiology and will be included in the scenario.

## Final Scoring

16. The competitor must earn a score of 70% or higher on the combined skill(s) of the event (excluding the test) in order to be recognized as an award winner at the ILC.
17. Final rank is determined by adding the round one test score plus round two skill score. In case of a tie the highest test score will be used to determine final placement.

### Competitor Must Provide:

- Two #2 lead pencils with eraser
- Red pen
- Barrier devices (non-latex gloves, gown, goggles or safety glasses, mask)
- Non-latex sterile surgical gloves
- [A photo ID](#)
- Watch with second hand for Round 2 Skill: Testing Urine with Reagent Strip

# MEDICAL ASSISTING

Competitor #: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Skill I	Perform a Telephone Screening (Time: 4 minutes)	Possible		Awarded
1.	Answered the phone promptly (by the third ring) in a polite and pleasant manner.	2	0	
2.	Identified office and self by name, and asked "how may I help you?"	2	0	
3.	Voice was clear and distinct.	2	0	
4.	Spoke at a moderate rate.	2	0	
5.	Expressed consideration for the needs of the caller.	2	0	
6.	Listened to & recorded, on the HOSA Office Message Form:			
	a. Who the message is for	1	0	
	b. Person who took the message	1	0	
	c. Date and Time	1	0	
	d. Caller's full name	1	0	
	e. Patient's date of birth	1	0	
	f. Patient's age	1	0	
	g. Caller's name if not patient & relationship to patient	1	0	
	h. Reason for the call	1	0	
	i. Allergies	1	0	
	j. Call back #	1	0	
	k. Best time to call	1	0	
	l. Patient's Chart #	1	0	
	m. Medication refill	1	0	
	n. Medication/SIG	1	0	
	o. Pharmacy name	1	0	
	p. Pharmacy #	1	0	
	q. Documented urgency	1	0	

<b>Items Evaluated</b>	<b>Possible</b>	<b>Awarded</b>
7. Accurately documented the information on the HOSA Office Message Form (page 6) and routed to provider with the appropriate level of urgency.	4 0	
8. Patient's chart attached to Message form.	1 0	
9. After screening and routing the call, signed off on the message.	2 0	
10. Closed call appropriately and allowed the caller to be the first to hang up.	2 0	
11. Appropriate verbal and nonverbal communication with patient and other personnel.	2 0	
<b>TOTAL POINTS – SKILL I</b> <b>70% Mastery for Skill I = 26.6</b>	<b>38</b>	

Competitor ID # \_\_\_\_\_

## HOSA Medical Office Screening Chart and Message Form

### REASON FOR CALL

### ACTION BY MEDICAL ASSISTANT

<b><i>PATIENT CALLS WITH AN EMERGENCY</i></b>	Quickly record the patient's name and complaint, and ask the patient to remain on the line and the 911 call initiated by office. Stay on the line until 911 has been contacted. Attach a note to the patient's chart and place it in the physician's message box.
<b><i>PATIENT REQUESTS PRESCRIPTION REFILL</i></b>	Take a message with essential information about the medication. Be sure to include the pharmacy name and number. Attach request to the patient's chart and place it in the physician's message box.
<b><i>PATIENT CALLS WITH INSURANCE OR BILLING QUESTION</i></b>	After confirming the identity of the patient, if the patient is entitled to the information, transfer the call to the insurance/billing coordinator. Provide the phone number, extension, person's name to whom they are being transferred in case of disconnection.
<b><i>PATIENT REQUESTS TEST RESULTS</i></b>	Unless instructed to place call directly to provider, take a message with essential information about results being sought. Attach request to the patient's chart and place it in the physician's message box.
<b><i>PATIENT CALLS FOR FOLLOW-UP CALL</i></b>	Unless instructed to place call directly to provider, complete message form and attach to chart and place in the provider's message box.
<b><i>PATIENT ASKS TO TALK TO THE PHYSICIAN ABOUT A MEDICAL PROBLEM</i></b>	Determine the urgency of the call. If it is an emergency, ask the patient to hang up and call 911. If the provider is unavailable, attach request to the patient's chart and place it in the provider's message box.

<b>HOSA OFFICE MESSAGE FORM</b>					
For DR/NP/PA			Message taken by		
Date	Time <input type="checkbox"/> AM <input type="checkbox"/> PM	Patient's Full Name	Pt DOB	Age	Allergies
Caller's Name if not patient		Relationship to patient		Urgent <input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Message</b> <hr/> <hr/> <hr/>					
Call Back # <input type="checkbox"/> Work <input type="checkbox"/> Home <input type="checkbox"/> Cell		Best time to Call am pm	Patient's Chart Attached <input type="checkbox"/> Yes <input type="checkbox"/> No		Patient's Chart #
Medication Refill			Medication/SIG		
Pharmacy Name			Pharmacy #		
<b>SIGNATURE &amp; TITLE</b>					

## HOSA MEDICAL ASSISTING

### Fillable MEDICAL OFFICE REGISTRATION FORM

Competitor #: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

<b>Skill II Receive a New Patient and Create an Electronic Chart</b> (Time: 10 minutes)	<b>Possible</b>	<b>Awarded</b>
1. Signed on to computer using appropriate login and password. (verbalized)	1 0	
2. Greeted the patient promptly and courteously, called patient by his/her full name, and maintained eye contact.	2 0	
3. Asked the patient for his/her insurance card,	1 0	
4. Provided clipboard/pen and a <u>blank</u> HOSA Medical Office Registration form (page 9 of guidelines)	1 0	
5. Instructed patient to complete the HOSA Medical Office Registration form	1 0	
6. Scanned the insurance card (simulated), electronically attached it to the EHR (verbalized), and returned the card to the patient. <i>*The patient will then hand the competitor the completed, handwritten patient registration form. (a <u>completed</u> copy of page 9 of these guidelines).</i>	1 0	
7. Opened a blank HOSA Medical Office Registration form (simulated EHR)	1 0	
USING THE MEDICAL OFFICE REGISTRATION FORM (simulated EHR) ENTERED THE FOLLOWING IN THE Electronic Health Record (Registration Form – page 9 of guidelines)		
8. Full Name	1 0	
9. Preferred Name	1 0	
10. Street Address	1 0	
11. City, State, Zip	1 0	
12. Phone Number (Cell or Home)	1 0	
13. OK to Leave Detailed Message on Above Phone	1 0	
14. Email	1 0	
15. Date of Birth	1 0	
16. Last 4 Digits of Social Security #	1 0	
17. Marital Status	1 0	
18. Preferred Language	1 0	
19. Race	1 0	
20. Ethnicity	1 0	
21. Religion	1 0	
22. Organ Donor	1 0	
23. New to Practice	1 0	
24. Referred by	1 0	

<b>Items Evaluated</b>		<b>Possible</b>		<b>Awarded</b>
25.	Primary Physician	1	0	
26.	Emergency contact information	1	0	
	a. Name			
	b. Relationship to Patient	1	0	
	c. Phone Number	1	0	
27.	Preferred Method of Communication	1	0	
28.	Insured's Information	1	0	
	a. Subscriber ( Insurance Holder) Name			
	c. Birthdate	1	0	
	d. Relation to Patient	1	0	
	e. Subscriber's Phone Number	1	0	
	f. Health Plan Name	1	0	
	g. Health Plan Address	1	0	
	h. Group Number	1	0	
	i. Subscriber Number	1	0	
	j. Eligibility Date	1	0	
	k. Co-pay	1	0	
29.	Patient Employer Occupation information	1	0	
	a. Employer Name			
	b. Employer Address	1	0	
	c. Employer Phone Number	1	0	
	d. Occupation	1	0	
30.	Verbalized that form is properly signed and dated and added the original form to the patient chart.	1	0	
31.	Verified insurance coverage by running an eligibility check.	1	0	
32.	Appropriate verbal and nonverbal communication with patient and other personnel.	2	0	
<b>TOTAL POINTS – SKILL II</b>		<b>48</b>		
<b>70% Mastery for Skill II = 33.6</b>				

Competitor ID # \_\_\_\_\_

## HOSA Medical Office Registration Form [electronic version](#)

CONTACT INFORMATION			
Full Name		Preferred Name	
Street Address		Phone Number (Cell or Home)	
City, State, Zip		OK to Leave Detailed Message	<input type="checkbox"/> Yes <input type="checkbox"/> No
Email		Date of Birth	
Gender		Last 4 Digits of Social Security #	
Marital Status (circle one)	Single   Married   Divorced Widow   Partner	Preferred Language	
Race (circle one)	African American-Black/   Asian/ Bi-Multi-Racial/   Pacific Islander- Hawaiian/   Caucasian-White/ Native American Eskimo Aleut/ Decline to State/   Other	Ethnicity	Hispanic-Latino/ None-Hispanic-Latino/ Other
Religion		Organ Donor	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are you new to the practice?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Who referred you to the practice?	
Who is your primary physician?			
EMERGENCY CONTACT INFORMATION			
Emergency Contact Name		Relationship to Patient	
Phone			
ON-LINE PATIENT PORTAL INFORMATION			
On-line portal is a confidential service available for patients.			
What is your preferred method of communication?	Phone _____	Letter _____	Patient Portal _____
INSURANCE INFORMATION (Please give your card to the receptionist.)			
Subscriber (Insurance Holder) Name		Date of Birth	
Relation to Patient		Subscriber's Phone Number	
Health Plan Name		Health Plan Address	
Group Number		Subscriber Number	
Eligibility Date		Co-pay	
PATIENT EMPLOYER INFORMATION			
Name		Address (Number, Street, City, State, Zip Code)	
Employer Phone Number		Occupation	
The above information is true to the best of my knowledge. I authorize my insurance benefits be paid directly to the physician. I understand that I am financially responsible for any balance. I also authorize HOSA Medical Office or insurance company to release any information required to process my claims.			
<b>Patient/Guardian Signature</b>		<b>Date</b>	

# MEDICAL ASSISTING

Competitor #: \_\_\_\_\_ Judge's Signature: \_\_\_\_\_

*\*This skill will be EITHER handwritten or entered directly into a printable PDF form using a computer.*

[Fillable Medical Office Health History Form](#) or pages 12-13 from guidelines

<b>Skill III Obtain and Record a Patient Health History (Time: 8 min)</b>	<b>Possible</b>	<b>Awarded</b>
1. PAPER: Obtained a blank medical history form, a pen, and a clipboard (if needed). ELECTRONIC: Opened a blank medical history form online.	1 0	
2. Escorted the patient to a comfortable, private area.	1 0	
3. Maintained appropriate distance of 1.5 to 4 feet from patient during interview.	1 0	
4. Explained the purpose of the health history and informed the patient that all the information obtained is confidential.	2 0	
5. Name, Date, DOB, Age, date of last physical, and occupation are recorded.	2 0	
6. Listed the chief complaint and characteristics for today's visit.	2 0	
7. Ensured that all medications (including dosages and reason for taking) are recorded.	2 0	
8. Allergies are identified and recorded.	2 0	
9. Asked all <u>Symptoms</u> questions of patient.	4 0	
10. Properly expanded on any "symptoms" checked as YES	2 0	
11. Asked all <u>Diseases and Conditions</u> of patient.	4 0	
12. Properly expanded on any diseases or conditions listed in the Medical History section	2 0	
13. Ensured that all hospitalization and surgeries are included.	2 0	
14. Properly expanded on all YES responses in the family and social history section	2 0	
15. When finished writing/entering the information, summarized and clarified pertinent information with the patient.	2 0	
16. Included notes on the Medical Office Health History Form a summary of the findings on the patient's chart or EMR, highlight significant information, assemble forms and have them ready for the provider.	4 0	

<b>Items Evaluated</b>		<b>Possible</b>		<b>Awarded</b>
17.	Thanked the patient and explained the next step in the examination, assuring the patient is comfortable and informed the patient of any wait time.	2	0	
18.	Spoke in a clear and distinct voice.	2	0	
19.	Gave the patient adequate time to answer before going on to the next question.	2	0	
20.	Explained any terms the patient might not understand.	2	0	
21.	Avoided getting off the topic and discussing irrelevant topics.	2	0	
22.	Appropriate verbal and nonverbal communication with patient and other personnel.	2	0	
<b>TOTAL POINTS – SKILL III</b>				
<b>70% Mastery for Skill III = 32.9</b>		<b>47</b>		

Competitor ID # \_\_\_\_\_

## HOSA Medical Office Health History Form

[Electronic version](#)

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_ Date of Last Physical Exam: \_\_\_\_\_  
Occupation: \_\_\_\_\_  
Chief Complaint: \_\_\_\_\_

Medications (List all medications you are currently taking.)	Allergies (List all allergies)

**SYMPTOMS:**

Do you have or have you ever had the following? Check each box that is answered "yes".

- |   |  |   |
|---|--|---|
| <p><u>GENERAL</u></p> <p><input type="checkbox"/> Depression</p> <p><input type="checkbox"/> Headache</p> <p><input type="checkbox"/> Nervousness</p> <p><u>MUSCLE/JOINT/BONE</u></p> <p><input type="checkbox"/> Arms</p> <p><input type="checkbox"/> Hands</p> <p><input type="checkbox"/> Neck</p> <p><u>GENITO-URINARY</u></p> <p><input type="checkbox"/> Painful Urination</p> <p><u>GASTROINTESTINAL</u></p> <p><input type="checkbox"/> Constipation</p> <p><input type="checkbox"/> Excessive Thirst</p> <p><input type="checkbox"/> Indigestion</p> <p><u>CARDIOVASCULAR</u></p> <p><input type="checkbox"/> Chest Pain</p> <p><input type="checkbox"/> Poor Circulation</p> <p><u>EYE, EAR, NOSE, THROAT</u></p> <p><input type="checkbox"/> Difficulty Swallowing</p> <p><input type="checkbox"/> Ringing of Ears</p> <p><input type="checkbox"/> Vision - Halos</p> <p><u>SKIN</u></p> <p><input type="checkbox"/> Bruise Easily</p> <p><input type="checkbox"/> Change in moles</p> <p><input type="checkbox"/> Sores That Won't Heal</p> <p><u>MEN only</u></p> <p><input type="checkbox"/> Breast Lump</p> <p><u>WOMEN only</u></p> <p><input type="checkbox"/> Abnormal Pap Smear</p> <p><input type="checkbox"/> Painful Intercourse</p> <p>Date of Last Menstrual Period _____</p> <p>Date of Last Pap Smear _____</p> | <p><u>GENERAL</u></p> <p><input type="checkbox"/> Fainting</p> <p><input type="checkbox"/> Fever</p> <p><input type="checkbox"/> Loss of Sleep</p> <p><u>MUSCLE/JOINT/BONE</u></p> <p><input type="checkbox"/> Back</p> <p><input type="checkbox"/> Hips</p> <p><input type="checkbox"/> Shoulders</p> <p><u>GENITO-URINARY</u></p> <p><input type="checkbox"/> Frequent Urination</p> <p><u>GASTROINTESTINAL</u></p> <p><input type="checkbox"/> Diarrhea</p> <p><input type="checkbox"/> Nausea</p> <p><input type="checkbox"/> Vomiting</p> <p><u>CARDIOVASCULAR</u></p> <p><input type="checkbox"/> High Blood Pressure</p> <p><input type="checkbox"/> Rapid Heart Rate</p> <p><u>EYE, EAR, NOSE, THROAT</u></p> <p><input type="checkbox"/> Hay Fever</p> <p><input type="checkbox"/> Sinus Problems</p> <p><input type="checkbox"/> Persistent Cough</p> <p><u>SKIN</u></p> <p><input type="checkbox"/> Hives</p> <p><input type="checkbox"/> Rash</p> <p><u>MEN only</u></p> <p><input type="checkbox"/> Lump in Testicles</p> <p><u>WOMEN only</u></p> <p><input type="checkbox"/> Bleeding Between Periods</p> <p><input type="checkbox"/> Hot Flashes</p> | <p><u>GENERAL</u></p> <p><input type="checkbox"/> Dizziness</p> <p><input type="checkbox"/> Forgetfulness</p> <p><input type="checkbox"/> Loss of Weight</p> <p><u>MUSCLE/JOINT/BONE</u></p> <p><input type="checkbox"/> Feet</p> <p><input type="checkbox"/> Legs</p> <p><u>GENITO-URINARY</u></p> <p><input type="checkbox"/> Lack of Bladder Control</p> <p><u>GASTROINTESTINAL</u></p> <p><input type="checkbox"/> Excessive Hunger</p> <p><input type="checkbox"/> Hemorrhoids</p> <p><input type="checkbox"/> Rectal Bleeding</p> <p><u>CARDIOVASCULAR</u></p> <p><input type="checkbox"/> Low Blood Pressure</p> <p><input type="checkbox"/> Swelling of Ankles</p> <p><u>EYE, EAR, NOSE, THROAT</u></p> <p><input type="checkbox"/> Earache</p> <p><input type="checkbox"/> Hoarseness</p> <p><u>SKIN</u></p> <p><input type="checkbox"/> Itching</p> <p><input type="checkbox"/> Scars</p> <p><u>MEN only</u></p> <p><input type="checkbox"/> Other</p> <p><u>WOMEN only</u></p> <p><input type="checkbox"/> Breast Lump</p> <p><input type="checkbox"/> Other</p> |
|---|--|---|

\*Please use the space below to explain any "yes" answers.

**MEDICAL HISTORY:**

Check all you have or have had in the past:

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Alcoholism        | <input type="checkbox"/> Appendicitis  | <input type="checkbox"/> Asthma           |
| <input type="checkbox"/> Bleeding Disorder | <input type="checkbox"/> Cancer        | <input type="checkbox"/> Cataracts        |
| <input type="checkbox"/> Diabetes          | <input type="checkbox"/> Emphysema     | <input type="checkbox"/> Epilepsy         |
| <input type="checkbox"/> Glaucoma          | <input type="checkbox"/> Heart Disease | <input type="checkbox"/> Hepatitis        |
| <input type="checkbox"/> Kidney Disease    | <input type="checkbox"/> Liver Disease | <input type="checkbox"/> Pneumonia        |
| <input type="checkbox"/> Psychiatric Care  | <input type="checkbox"/> Stroke        | <input type="checkbox"/> Thyroid Problems |
| <input type="checkbox"/> Tuberculosis      | <input type="checkbox"/> Ulcers        |   |

Serious Illness/Injuries/Hospitalizations	Date	Outcome

**Patient’s Family and Social History:**

	Yes	No	Quantity/Frequency
Do you use tobacco?	( )	( )	_____
Do you use drugs?	( )	( )	_____
Do you use alcohol?	( )	( )	_____
Do you use caffeine?	( )	( )	_____

Relation	Age	State of Health	Serious Illness and/or Cause of Death
Father			
Mother			
Brother			
Sister			

**Summary Entry of Health History:**

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## MEDICAL ASSISTING

Competitor #: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

<b>Skill IV Measure Height and Weight</b> (Time: 5 minutes)		<b>Possible</b>		<b>Awarded</b>
1.	Used alcohol-based handrub for hand hygiene.	2	0	
2.	Greeted patient and introduced self.	1	0	
3.	Identified patient.	2	0	
4.	Explained the skill using language the patient could understand.	2	0	
5.	Instructed the patient to remove shoes and any outer clothing or heavy items in pockets.	1	0	
6.	Placed a paper towel on the scale platform.	1	0	
7.	Assisted patient to the center of the scale. (If appropriate, kindly requested the patient stand still and not hold on to any part of the scale.)	1	0	
8.	Moved the lower weight bar (measured in 50 pound increments) to the estimated number and slowly slid the upper bar until the balance beam was centered.	1	0	
9.	Read the weight by adding the upper bar measurement to the lower bar measurement and rounded to the nearest $\frac{1}{4}$ pound.	4	0	
10.	Raised the measuring bar beyond the patient's height and lifted the extension.	1	0	
11.	Lowered the measuring bar until it firmly rested on top of the patient's head.	1	0	
12.	Assisted the patient off the scale and instructed the patient to sit and put on shoes.	1	0	
13.	Read the height line where the measurement fell, rounded to the nearest $\frac{1}{4}$ inch.	4	0	
14.	Lowered the measuring bar to its original position, returned the weights to zero, and discarded the paper towel.	1	0	
15.	Documented the height and weight in the patient's chart.	4	0	
16.	Appropriate verbal and nonverbal communication with patient and other personnel.	2	0	
<b>TOTAL POINTS -- SKILL IV</b>		<b>29</b>		
<b>70% Mastery for Skill IV = 20.3</b>				

## MEDICAL ASSISTING

Competitor #: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

<b>Skill V Prepare/Assist with a Routine Physical Exam (Time: 6 min)</b>	<b>Possible</b>		<b>Awarded</b>
1. Assessed and prepared the exam room.	1	0	
2. Reviewed the patient's chart for the completed history and physical examination form.	1	0	
3. Washed hands or used alcohol-based handrub.	2	0	
4. Prepared the examination equipment, as directed in the scenario, on the Mayo tray or countertop in order of use, and covered with a towel.	1	0	
5. Pulled out the step from the table (if possible) and placed a gown and drape on the table.	1	0	
6. Called the patient to the exam room:	1	0	
a. Greeted the patient by name.	1	0	
b. Introduced self and instructed the patient on what to do.	2	0	
c. Verbalized the measurement of vital signs, height and weight.	1	0	
d. Instructed patient to go the bathroom to empty bladder to obtain a urine specimen. Provided patient with a labeled specimen bottle and instructions to leave the specimen in the marked door in the bathroom.  <b>*Judge states that patient has complied with the request and returned to the exam room.</b>	2	0	
e. Instructed the patient to remove outer clothing, place it in the chair, put on the gown with the opening in the back, sit on the end of the table, and cover the legs with the drape, providing assistance as needed.	2	0	
f. Ensured the patient was ready and notified the physician (judge).	1	0	

<i>Items Evaluated</i>	<b>Possible</b>	<b>Awarded</b>
<p><b>*Judge states to position the patient in horizontal recumbent position.</b></p> <p>7. Positioned the patient in horizontal recumbent position with the head on a small pillow, arms flat at the sides, legs slightly apart with the patient covered by the drape left loose on the sides.</p>	1      0	
<p><b>*Judge states the examination is complete.</b></p> <p>8. Helped the patient to a sitting position, alert to signs of dizziness. Adjusted the exam table as necessary.</p>	2      0	
<p>9. Instructed the patient to dress or assisted as needed.</p>	1      0	
<p>10. Provided patient instructions as directed by the physician (judge), asked the patient if he/she had any questions, and saw the patient out.</p>	2      0	
<p>11. Appropriate verbal and nonverbal communication with patient and other personnel.</p>	2      0	
<p>12. Properly cleaned the room:</p> <p>a. Put on gloves to wrap up table paper and dispose of disposable supplies in appropriate waste containers.</p>	2      0	
<p>b. Disinfected table tops and examination table.</p>	2      0	
<p>c. Discarded gloves in the appropriate container.</p>	2      0	
<p>d. Replaced used supplies and covered table and pillow with clean paper.</p>	2      0	
<p>e. Washed hands or used alcohol-based handrub.</p>	2      0	
<p><b>TOTAL POINTS -- SKILL V</b> <b>70% Mastery for Skill V = 23.1</b></p>	<b>33</b>	

## MEDICAL ASSISTING

Competitor #: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

<b>Skill VI Screen for Visual Acuity</b> (Time: 5 minutes)		<b>Possible</b>		<b>Awarded</b>
1.	Washed hands or used alcohol-based handrub.	2	0	
2.	Greeted patient and introduced self.	1	0	
3.	Identified patient.	2	0	
4.	Noted if the patient is wearing glasses or asked the patient if he/she is wearing contact lenses.	1	0	
5.	Explained to the patient that he/she is to read each line from the chart as it is pointed out using a pointer, and to keep both eyes open while covering one eye.	2	0	
6.	Directed the patient where to stand and asked the patient to read the chart with both eyes open and standing 20 feet from chart.	1	0	
7.	Asked the patient to cover the left eye with an occluder and read the chart with the right eye, using corrective lenses as needed.	1	0	
8.	Recorded the smallest line the patient could read with one or fewer mistakes.	4	0	
9.	Asked the patient to cover the right eye with an occluder and read the chart with the left eye, using corrective lenses as needed.	1	0	
10.	Recorded the smallest line the patient could read with one or fewer mistakes.	4	0	
11.	Recorded an observation of individual accommodations made to read chart, such as squinting or turning the head.	4	0	
12.	Directed the patient to sit up straight but comfortably in a chair in a well-lighted area.	1	0	
13.	Handed the patient the Jaeger chart and directed the patient to hold the chart approximately 14-16 inches from the eyes.	1	0	
14.	Instructed the patient to read out loud the various paragraphs he/she can read with both eyes open, first without corrective lenses and then without.	1	0	
15.	Recorded the results and problems (if any) on the patient's chart.	4	0	
16.	Thanked the patient. Asked if the patient had any questions.	2	0	
17.	Appropriate verbal and nonverbal communication with patient and other personnel.	2	0	

<b>Items Evaluated</b>	<b>Possible</b>	<b>Awarded</b>
18. Cleaned the supplies following agency policy and returned them to proper storage.	2      0	
19. Washed hands or used alcohol-based handrub.	2      0	
<b>TOTAL POINTS -- SKILL VI</b> <b>70% Mastery for Skill VI = 26.6</b>	<b>38</b>	

## MEDICAL ASSISTING

Competitor #: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

<b>Skill VII Test Urine with Reagent Strip</b> (Time: 4 minutes)		<b>Possible</b>	<b>Awarded</b>
1.	Assembled necessary equipment and supplies.	1	0
2.	Washed hands or used alcohol-based handrub.	2	0
3.	Donned disposable non-latex gloves and other PPE as required.	2	0
4.	Verified that the name on the specimen container matched the name on the laboratory report form.	2	0
5.	Gently rotated the container between hands to mix the urine specimen.	1	0
6.	Held the reagent strip by the clear end.	2	0
7.	Immersed the strip in the urine specimen, making sure all reagent areas are submersed	1	0
8.	Removed the strip immediately and tapped the edge of the strip lightly against the side of the specimen container to remove excess urine.	1	0
9.	Turned the strip so that the reagent areas are facing you.	1	0
10.	Held the strip horizontally near the color comparison charts on the reagent bottle.	1	0
11.	Used their watch, to time the reagents and recorded all results on the laboratory report and read the reagent strip at the correct time intervals.	1	0
12.	Placed strip on paper towel for judge verification of results. <b><i>Judge verified results match what is recorded on laboratory report</i></b>	4	0
13.	Discarded the strip and any contaminated disposable supplies in appropriate receptacle.	2	0
14.	Discarded urine specimen following agency protocol. (verbalized)	2	0
15.	Cleaned work area with surface disinfectant.	2	0
16.	Removed and properly disposed of the gloves and other required PPE in correct order and in the proper receptacle	2	0
17.	Washed hands or used alcohol-based handrub.	2	0
18.	Recorded the results for each section of the reagent strip in the patient's chart.	4	0
<b>TOTAL POINTS -- SKILL VII</b> <b>70% Mastery for Skill VII = 23.1</b>		<b>33</b>	

COMPETITOR # \_\_\_\_\_

**LABORATORY REPORT**

**SKILL VII: Test Urine with Reagent Strip**

Patient Identification \_\_\_\_\_ DATE \_\_\_\_\_

SPECIMEN NO. \_\_\_\_\_

**CHEMICAL PROPERTIES OF URINE** Two (2) to Ten (10) parameters\*

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<u>Reagent Strip</u>	<u>Observed Result</u>	<u>Normal Values</u>
Leukocytes	_____	negative
Nitrite	_____	negative
Urobilinogen	_____	0.2-1.0
Protein	_____	negative
pH	_____	5.5-8.0
Blood	_____	negative
Specific gravity	_____	1.015 – 1.024
Ketone	_____	negative
Bilirubin	_____	negative
Glucose	_____	negative

*\* The number of tests to be recorded depends on the specific reagent strip used. The strip may have as few as two parameters (tests) and as many as ten. Please test the urine and record results for all reagents on the test strip you are given to use for this test.*

## MEDICAL ASSISTING

Competitor #: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

<b>Skill VIII Sterile Gloving</b> (Time: 3 minutes)		<b>Possible</b>		<b>Awarded</b>
1.	Removed rings and watch. Washed hands for surgical asepsis (verbalized).	2	0	
2.	Opened sterile glove package. Placed it on a clean counter surface with the cuff end toward his/her body.	2	0	
3.	Grasped glove for dominant hand by fold of cuff with finger and thumb of non-dominant hand.	2	0	
4.	Inserted dominant hand, pulling glove on with other hand, keeping cuff turned back.	2	0	
5.	Placed gloved fingers under cuff of other glove.	2	0	
6.	Inserted non-dominant hand.	2	0	
7.	Eased glove on by pulling on inside fold of cuff.	2	0	
8.	Avoided touching the thumb of dominant hand to the outside cuff of the other glove where it has been contaminated.	2	0	
9.	Smoothed gloves over wrists and fingers for better fit, and inspected gloves for tears or holes.	2	0	
10.	Kept hands above waist level.	2	0	
11.	Did not touch anything other than items in the sterile field.	4	0	
12.	Removed the gloves by pulling the glove off the dominant hand with the thumb and fingers at the palm and pulled the glove off inside-out without touching the contaminated side.	2	0	
13.	Slipped the ungloved hand into the inside top cuff of the gloved hand and slipped the glove off inside-out.	2	0	
14.	Disposed of the gloves in the appropriate container.	2	0	
15.	Washed hands or used alcohol-based handrub.	2	0	
<b>TOTAL POINTS -- SKILL VIII</b>		<b>32</b>		
<b>70% Mastery for Skill VIII = 22.4</b>				



# Nursing Assisting

## ***New for 2021-2022***

Skill step point values have been revised.  
Test plan has been changed to align with Dugan & Roe text.

### **Event Summary**

Nursing Assisting provides members with the opportunity to gain knowledge and skills required for patient care in medical settings. This competitive event consists of 2 rounds. Round One is a written, multiple-choice test and the top scoring competitors will advance to Round Two for the skills assessment. This event aims to inspire members to learn more about the field of nursing and how to provide quality care.

**Dress Code** Competitors shall wear proper business attire or official HOSA uniform, or attire appropriate to the occupational area, during both rounds. Bonus points will be awarded for [proper dress](#).

- General Rules**
1. Competitors in this event must be active members of HOSA and in good standing.
  2. Secondary and Postsecondary / Collegiate divisions are eligible to compete in this event.
  3. Competitors must be familiar with and adhere to the [“General Rules and Regulations of the HOSA Competitive Events Program \(GRR\).”](#)
  4. All competitors shall report to the site of the event at the time designated for each round of competition. At ILC, competitor’s [photo ID](#) must be presented prior to ALL competition rounds.
  5. Competitors should compete in skill events at the highest level of training. An example would be students enrolled in an advanced practice nursing course should compete in Clinical Nursing and not Nursing Assisting.

### **Official References**

6. All official references are used in the development of the written test and skill rating sheets.
  - [Dugan, Diana L. Nursing Assisting A Foundation in Caregiving. Hartman Publishing, Latest edition.](#)
  - [Roe, Sue. The Nursing Assistant: Essentials of Holistic Care. The Goodheart-Wilcox Company, Inc., Latest edition.](#)

### **Round One Test**

7. [Test Instructions:](#) The written test will consist of 50 multiple choice items in a maximum of 60 minutes.
8. **Time Remaining Announcements:** There will be a verbal announcement when there are 30 minutes, 15 minutes, 5 minutes, and 1 minute remaining to complete the test.

9. **Written Test Plan**

Communication & Personal Qualities	5%
Ethical and Legal Responsibilities	5%
Human Growth and Development	5%
Anatomy and Physiology	20%
Nutrition and Fluid Balance	10%
Safety and Body Mechanics	10%
Infection Prevention and Control	10%
Vital Signs	10%
Metric Measurements/Conversions	5%
Disabilities and Disorders	20%

*NOTE: **Chartered associations** may use a different process for testing, to include but not limited to pre-conference testing, online testing, and testing at a computer. Check with your Chartered Association for the process you will be using.*

10. The test score from Round One will be used to qualify the competitor for the Round Two.

11. **Sample Test Questions**

1. Which of the following statements best describes active listening skills for a nursing assistant?
  - A. Assuming to understand the basis for a patient's statement.
  - B. Giving the patient your full attention while they are speaking.**
  - C. Trying to interpret the meaning of patient's comment.
  - D. Rejecting a patient's complaint as unfounded.Dugan Page 38
  
2. Which type of diet is often prescribed for patients with chronic constipation, irritable bowel syndrome, or an elevated risk for colon cancer?
  - A. High-fiber**
  - B. Low-cholesterol
  - C. High-fat
  - D. Low-fiberRoe Page 615
  
3. What is the primary purpose of performing passive range-of-motion exercises?
  - A. Prevent bone demineralization.
  - B. Preserve muscle mass.
  - C. Prevent contractures and atrophy.**
  - D. Increase muscle tone.Dugan Page 460

## Round Two Skills

12. Round Two is the performance of a selected skill(s). The Round Two skills approved for this event are:

Skill I:	Handwashing	(3 minutes)
Skill II:	Donning & Doffing a Full Set of PPE	(4 minutes)
Skill III:	Make a Closed Bed	(8 minutes)
Skill IV:	Make an Occupied Bed	(10 minutes)
Skill V:	Admitting a Patient	(8 minutes)
Skill VI:	Transfer patient with specified disability from bed to a chair/wheelchair.	(4 minutes)
Skill VII:	Measure and record vital signs: TPR and blood pressure (aneroid)	(10 minutes)
Skill VIII:	Caring for an Ostomy	(8 minutes)

13. The selected skill(s) will be presented to competitors as a written scenario at the beginning of the round. The scenario will be the same for each competitor and will include a challenging component that will require the competitors to apply critical thinking skills. A sample scenario can be found [here](#).
14. Timing will begin when the scenario is presented to the competitors and will be stopped at the end of the time allowed.
15. The scenario is a secret topic. Competitors MAY NOT discuss or reveal the secret topic until after the event has concluded or will face penalties per [the GRRs](#).
16. Judges will provide information to competitors as directed by the rating sheets. Competitors may ask questions of the judges while performing skills if the questions relate to patient physiology and will be included in the scenario

## Final Scoring

17. The competitor must earn a score of 70% or higher on the combined skill(s) of the event (excluding the test) in order to be recognized as an award winner at the ILC.
18. Final rank is determined by adding the round one test score plus round two skill score. In case of a tie, the highest test score will be used to determined final placement.

### Competitor Must Provide:

- Two #2 lead pencils with eraser
- Watch required for Round 2 for Vital Signs
- Barrier devices (non-latex gloves, gown, goggles or safety glasses, mask)
- Gait belt - HOSA will provide a gait belt, OR the competitor has the option of providing his/her own gait belt.
- A [photo ID](#)

# NURSING ASSISTING

Competitor #: \_\_\_\_\_ Judge's Signature: \_\_\_\_\_

<b>Skill I Handwashing (Time: 3 minutes)</b>		<b>Possible</b>		<b>Awarded</b>
1.	Stand back from sink to avoid contamination of clothing	2	0	
2.	Removed rings and pushed wristwatch or long sleeves up above wrist using a paper towel.	2	0	
2.	Turned faucet on with paper towel, adjusted temperature (water should be warm) and discarded towel in waste container.	2	0	
3.	Wet hands, wrists, and the skin 1-2 inches above the wrist thoroughly with fingertips pointing down.	2	0	
4.	Removed hands from water stream and applied soap to create thick lather on hands.	2	0	
5.	Rubbed palms together in a circular, counterclockwise motion.	2	0	
6.	Pushed the fingers of the right hand between the fingers of the left hand and rubbed up and down.	2	0	
7.	Repeated Step #6 with left hand.	2	0	
8.	Interlaced fingers, rubbed the palms together from side to side.	2	0	
9.	Bent fingers and interlocked them with backs of fingers touching the opposite palm. Rubbed side to side.	2	0	
10.	Cleaned under fingernails by rubbing them against other palm and forcing soap underneath them. Continued rubbing to clean around tops of nails.	2	0	
11.	Reversed hands and repeated Step #10.	2	0	
12.	Held the left thumb in the palm of the right hand. Rubbed in a circular, counterclockwise motion.	2	0	
13.	Reversed hands and repeated Step #12.	2	0	
14.	Held the fingers of the right hand together and placed them in the middle of the left palm. Rubbed in a circular, counterclockwise motion.	2	0	
15.	Reversed hands and repeated Step #14.	2	0	
16.	Washed hands for a minimum of 20 seconds.	2	0	
17.	Held hands under running water with fingers pointed downward. Rinsed wrists and hands thoroughly.	2	0	
18.	Dried hands thoroughly with a clean paper towel starting with hands and then the wrists. Did not shake hands or touch dispenser. Repeated if needed.	2	0	
19.	Used clean, dry paper towel to turn off faucet.	2	0	

Items Evaluated	Possible	Awarded
20. Discarded paper towel in waste container without touching the container.	2 0	
<b>TOTAL POINTS -- SKILL I</b> <b>70% Mastery for Skill I = 29.4</b>	<b>42</b>	

# NURSING ASSISTING

Competitor #: \_\_\_\_\_ Judge's Signature: \_\_\_\_\_

Skill II	Donning & Doffing a Full Set of PPE (Time: 4 minutes)	Possible		Awarded
1.	Assembled equipment and supplies.	1	0	
2.	Washed hands or use alcohol-based handrub for hand hygiene.	2	0	
3.	Opened the gown by holding it in front of you & allowing it to unfold without shaking the gown.	2	0	
4.	Faced the back opening of the gown & placed arms through each sleeve.	2	0	
5.	Fastened the neck opening.	2	0	
6.	Reached behind & pulled the gown until it completely covered all clothing & secured at the waist.	2	0	
7.	Picked up mask by top strings or elastic strap not touching the inside of the mask.	2	0	
8.	Pulled elastic strap or tied top strings first & then tied bottom strings.	2	0	
9.	Pinched the metal strip at the top of the mask to fit tightly around the nose.	2	0	
10.	Fitted mask snugly around face & below chin.	2	0	
11.	Placed goggles over your eyes or eyeglasses while making sure they fit snugly.	2	0	
12.	If right-handed slid one glove on left hand (reverse if left-handed).	2	0	
13.	Used the gloved hand to slide the other hand into the second glove.	2	0	
14.	Interlaced fingers to smooth out folds & created a comfortable fit.	2	0	
15.	Checked gloves for tears, holes, cracks, or discolored spots & replaced if needed.	2	0	

Items Evaluated	Possible		Awarded
16. Adjusted gloves until they are pulled over the wrist fitting correctly & pulled cuffs of gloves over the sleeves of the gown.	2	0	
17. Removed gloves by touching only the outside of one gloved hand at the palm and pulled the glove off.	2	0	
18. With the fingertips of gloved hand, held removed glove.	2	0	
19. With the ungloved hand, slid two fingers under the remaining glove at the wrist without touching the outside of the glove.	2	0	
20. Pulled down, turning the glove inside out over the first glove as you removed it & dropped gloves in appropriate container.	2	0	
21. Removed goggles or face shield.	2	0	
22. Unfastened the gown at the neck & waist.	2	0	
23. Removed gown without touching the outside of the gown by rolling dirty side in, while holding gown away from the body.	2	0	
24. Disposed of gown in appropriate container.	2	0	
25. Untied mask and removed without touching mask.	2	0	
26. Disposed of mask in appropriate container.	2	0	
27. Washed hands or use alcohol-based handrub for hand hygiene.	2	0	
<b>TOTAL POINTS – SKILL II</b> <b>70% Mastery of Skill II = 37.1</b>	<b>53</b>		

# NURSING ASSISTING

Competitor #: \_\_\_\_\_ Judge's Signature: \_\_\_\_\_

<b>Skill III Make an Unoccupied Closed Bed (Time: 8 minutes)</b>		<b>Possible</b>		<b>Awarded</b>
1.	Assembled equipment and supplies.	1	0	
2.	Washed hands or use alcohol-based handrub for hand hygiene and put on non-latex gloves (if indicated).	2	0	
3.	Placed items on an accessible location and arranged in the order they will be used.	1	0	
4.	Locked the bed wheels and raised the bed to a comfortable working level.	2	0	
5.	Removed the soiled linens by rolling the edges inward and not allowing soiled linens to touch your scrubs.	2	0	
6.	Deposited soiled linen in the laundry hamper.	1	0	
7.	Worked on one side of bed until that side is complete.	1	0	
8.	Removed pillows and placed pillowcases in hamper.	1	0	
9.	Used fitted bottom sheet, pulling the corners tightly and smooth over the corners of the mattress.	1	0	
10.	Placed drawsheets at center of bed and tucked under mattress to fit tightly and smoothly. (An incontinence/absorbent pad may be used instead of drawsheet if the competitor chooses).	1	0	
11.	Unfolded top sheet on mattress, wrong side up, with hem even with top edge of mattress and center fold used to center the sheet.	1	0	
12.	Placed the spread/blanket on the bed, using the center fold to center the spread.	1	0	
13.	Tucked the top sheet and blanket under the mattress at the foot of the bed.	1	0	
14.	Made a mitered corner at the foot of the bed and tucked in the sides of the top sheet and blanket.	1	0	
15.	Folded the top sheet back over the blanket to make a 6 inch cuff.	1	0	

<b>Items Evaluated</b>		<b>Possible</b>		<b>Awarded</b>
16.	Inserted pillows into the pillowcases.	1	0	
17.	Placed pillows at the head of the bed with the open end away from the door.	1	0	
18.	Checked the bed wheels to be sure they are locked and lowered the bed to its lowest position	2	0	
19.	Washed hands or used alcohol-based handrub for hand hygiene.	2	0	
20.	Placed call light on the bed.	2	0	
21.	Replaced any items that were moved to proper place.	1	0	
22.	Conducted a safety check before leaving room	2	0	
23.	Washed hands or use alcohol-based handrub for hand hygiene.	2	0	
24.	Practiced standard precautions throughout skill.	2	0	
<b>TOTAL POINTS -- SKILL III</b>		<b>33</b>		
<b>70% Mastery for Skill III = 23.1</b>				

# NURSING ASSISTING

Competitor #: \_\_\_\_\_ Judge's Signature: \_\_\_\_\_

<b>Skill IV Make an Occupied Bed (Time: 10 minutes)</b>		<b>Possible</b>		<b>Awarded</b>
1.	Assembled equipment and supplies.	1	0	
2.	Washed hands or used alcohol-based handrub for hand hygiene and put on non-latex gloves (if indicated).	2	0	
3.	Greeted patient and introduced self.	1	0	
4.	Identified patient.	2	0	
5.	Explained skill to patient.	2	0	
6.	Locked the bed wheels, and raised the bed to hip level.	2	0	
7.	Lowered side rail on working side.	1	0	
8.	Arranged the linen in the order in which the linen will be used.	1	0	
9.	Removed the call light from the bed.	1	0	
10.	Made sure the bed is flat, unless otherwise indicated by the plan of care.	1	0	
11.	Loosened top linen from the end of the bed.	1	0	
12.	Placed a bath blanket over the top linens and asked patient to hold the top edge of the bath blanket or tucked it under the patient's shoulders.	1	0	
13.	Removed the top linens without exposing the patient and placed in laundry hamper.	1	0	
14.	Gently assisted the patient to roll to the side of the bed farthest away from competitor and instructed to grasp side rail.	1	0	
15.	Moved the pillow with the patient and adjusted for comfort.	1	0	
16.	Loosened the soiled bottom linens starting at the head of the bed and tucked them against the patient's back.	1	0	
17.	Placed fitted sheet on bed.			
a.	Placed fitted sheet with the center crease in the center.	1	0	
b.	Pulled the corners of the sheet tightly and smoothly over the corners of the mattress.	1	0	
c.	Rolled the extra material toward the patient.	1	0	
18.	Placed drawsheet on bed; tucked under mattress; fan-folded to center of bed. (An incontinence/absorbent pad can be used instead of a drawsheet if the competitor chooses).	1	0	
19.	Turned the patient toward you explaining they will be moving over linen and raised side rail.	1	0	

Items Evaluated		Possible		Awarded
20.	Moved to the opposite side of bed and lowered side rail.	1	0	
21.	Removed soiled bottom linen by rolling from head to foot of bed and avoiding contact with your skin or clothing.	2	0	
22.	Placed soiled linen in hamper.	2	0	
23.	Pulled clean linen through as quickly as possible.	1	0	
24.	Pulled the fitted bottom sheet tightly and smoothly over the corners of the mattress.	1	0	
25.	Pulled clean draw sheet into place and tucked it firmly under the side of the mattress without wrinkles.	1	0	
26.	Assisted patient to turn to center of bed on his/her back and raised the side rail.	1	0	
27.	Changed the pillowcases and placed pillows under the patient's head.	1	0	
28.	Placed soiled pillowcases in hamper.	1	0	
29.	Unfolded the top sheet and centered over patient over bath blanket, centered using the sheets center fold.	1	0	
30.	Asked patient to hold the top sheet, and pulled the bath blanket out from underneath, and placed in hamper.	1	0	
31.	Placed spread/blanket over the top sheet, and centered, and tucked the top sheet and blanket at foot of bed and mitered corners.	1	0	
32.	If needed, created room for toes by making toe pleats in the top linens.	1	0	
33.	Folded the top sheet over the spread/blanket to make a 6 inch cuff.	1	0	
34.	Observed all checkpoints before leaving the patient: placed call signal within easy reach, lowered bed, positioned patient in good body alignment, etc.	2	0	
35.	Removed gloves if worn and disposed of properly, and washed hands or used alcohol-based handrub for hand hygiene.	2	0	
36.	Appropriate verbal and nonverbal communication with patient and other personnel.	2	0	
37.	Practiced standard precautions throughout skill.	2	0	
<b>TOTAL POINTS -- SKILL IV</b>		<b>49</b>		
<b>70% Mastery of Skill IV = 34.3</b>				

# NURSING ASSISTING

Competitor #: \_\_\_\_\_ Judge's Signature: \_\_\_\_\_

<b>Skill V Admit Patient (Time: 8 minutes)</b>	<b>Possible</b>		<b>Awarded</b>
1. Assembled equipment and supplies.	1	0	
2. Washed hands or use alcohol-based handrub for hand hygiene	2	0	
3. Greeted patient and introduced self.	1	0	
4. Placed an identification bracelet on the patient's wrist.	2	0	
5. Explained skill to patient.	2	0	
6. Provided for privacy.	1	0	
7. Obtained admission paperwork from patient and handed to supervisor (judge).	1	0	
8. Belongings			
a. verified that patient's belongings are in the room.	1	0	
b. questioned patient regarding the need to place any valuables in the safe.	1	0	
9. Provided orientation to the room.			
a. identified purpose of items on bedside table	1	0	
b. explained how to use overbed table	1	0	
c. instructed on how to use the call light, bed controls, TV & light control	2	0	
d. explained how to make telephone calls & placed telephone within reach	1	0	
e. showed the patient the bathroom & how to use the bathroom's emergency call light	2	0	
10. Provided orientation to the facility.			
a. explained visiting hours & policies	1	0	
b. explained how to locate nurse's station, chapel, dining room or cafeteria	1	0	
c. explained how to identify staff (clothing or ID badge)	1	0	
d. explained when meals are served & how to request snacks	1	0	
11. Made sure patient was comfortable & placed call light within reach.	2	0	

Items Evaluated	Possible		Awarded
12. Conducted a safety check before leaving room.	2	0	
13. Washed hands or use alcohol-based handrub for hand hygiene.	2	0	
14. Appropriate verbal and nonverbal communication with patient and other personnel.	2	0	
15. Reported any changes to the nurse.	1	0	
16. Documented skill performed.	4	0	
<b>TOTAL POINTS -- SKILL V</b> <b>70% Mastery of Skill V = 25.2</b>	<b>36</b>		



# NURSING ASSISTING

Competitor #: \_\_\_\_\_ Judge's Signature: \_\_\_\_\_

<b>Skill VI</b>	<b>Transfer Patient with Specified Disability from Bed to Chair/Wheelchair (Time: 4 minutes)</b>	<b>Possible</b>		<b>Awarded</b>
1.	Assembled equipment.	1	0	
2.	Washed hands or used alcohol-based handrub for hand hygiene	2	0	
3.	Greeted patient and introduced self.	1	0	
4.	Identified patient.	2	0	
5.	Explained skill and provided privacy.	2	0	
6.	Placed chair/wheelchair at head of bed, facing the foot of the bed, or at the foot of the bed, facing the head of bed. If patient has a weak side, positioned so patient could use strong side.	1	0	
7.	Locked wheels of wheelchair and folded up foot rest, if needed	2	0	
8.	Lowered bed and locked wheels.	2	0	
9.	Elevated the head of bed.	1	0	
10.	Lowered the side rails on the exit side of bed.	1	0	
11.	Fanfolded the bed linen to the foot of the bed.	1	0	
12.	Assisted patient to dangle feet and observed for signs of stress.	2	0	
13.	Put robe and slippers with non-slip soles on the patient.	1	0	
14.	Applied gait belt.			
	a. Positioned belt around patient's waist – on top of clothing.	1	0	
	b. Positioned buckle/clasp so it is in front of patient.	1	0	
	c. Tightened belt so that fingers can be placed under the belt.	1	0	
15.	Transferred patient into chair/wheelchair.			
	a. Stood in front of patient with feet about 12 inches apart.	1	0	
	b. Used leg to support by placing one of knees against patient's knee or both knees against patient's knees.	1	0	
	c. Instructed patient to assist by pushing against bed with hands to raise to standing position on a given signal (such as on the count of three).	1	0	

Items Evaluated	Possible	Awarded
d. At the given signal, assisted patient to stand at bedside, lifting up on the belt while the patient pushes up from the bed.	1 0	
e. Instructed the patient to take small steps in the direction of the chair.	1 0	
f. Assisted patient to pivot until back of legs are touching the seat of the chair/wheelchair, place his/her hands on the armrests, bend at the knees and sit down in chair/wheelchair.	1 0	
g. Adjusted footrest of wheelchair (as needed) and removed gait belt.	1 0	
16. Draped patient with blanket/sheet.	1 0	
17. Checked to determine if patient was comfortable.	1 0	
18. Washed hands or used alcohol-based handrub for hand hygiene.	2 0	
19. Appropriate verbal and nonverbal communication with patient and other personnel.	2 0	
20. Practiced standard precautions throughout skill.	2 0	
<b>TOTAL POINTS -- SKILL VI</b> <b>70% Mastery for Skill VI – 25.9</b>	<b>37</b>	

# NURSING ASSISTING

Competitor #:

Judge's Signature:

Skill VII	Measure and Record Vital Signs (Time: 10 minutes)	Possible		Awarded
1.	Assembled equipment and supplies.	1	0	
2.	Washed hands or used alcohol-based handrub for hand hygiene.	2	0	
3.	Greeted patient and introduced self.	1	0	
4.	Identified patient.	2	0	
5.	Explained vital sign skill.	2	0	
6.	Questioned patient about eating, drinking, and smoking	1	0	
7.	Positioned patient comfortably.	1	0	
8.	TEMPERATURE – Electronic Thermometer			
a.	Placed digital thermometer in disposable sheath or placed a probe cover over the probe.	1	0	
b.	Instructed patient to open mouth and lift tongue. Slowly inserted the covered probe into mouth until tip of probe touched base of mouth and tongue and to one side.	1	0	
c.	Asked patient to close mouth.	1	0	
d.	Held the thermometer/probe in place until unit signals.	1	0	
e.	Removed thermometer/probe from patient's mouth.	1	0	
f.	Read and verbalized the patient's temperature correctly.	4	0	
g.	Disposed of sheath/probe cover in biohazardous waste container without touching it.	2	0	
h.	Returned thermometer to cover or returned probe to stored position.	1	0	
i.	Recorded accurately on graphic form.	4	0	
9.	RADIAL PULSE			
a.	Positioned patient's hand and arm so they were well supported and rested comfortably.	1	0	
b.	Located the radial artery by placing middle and index finger toward the inside of the patient's wrist on the thumb side.	1	0	
c.	Exerted light pressure, counted for full minute.	1	0	
10.	RESPIRATION			
a.	Continued pulse position to keep patient unaware of counting.	1	0	
b.	Counted regular respirations for full minute.	1	0	

<b>Skill VII</b>	<b>Items Evaluated</b>	<b>Possible</b>	<b>Awarded</b>
11.	Verbalized pulse count and respiration count within plus or minus 2 of judge's count.	4 0	
12.	Described quality characteristics of pulse (volume – character strength, and rhythm - regularity) AND respirations (depth and rhythm) to judge.	4 0	
13.	Recorded pulse and respiration accurately on the graphic form.	4 0	
14.	<b>BLOOD PRESSURE</b>		
a.	Cleaned earpieces and diaphragm of the stethoscope	2 0	
b.	Exposed patient's upper arm and positioned the arm so that it rests level with the heart with the palm turned upward.	1 0	
a.	With the valve open, squeezed the cuff to make sure it is completely deflated.	1 0	
d.	With fingertips located the brachial artery.	1 0	
e.	Wrapped cuff around patient's arm above the elbow, snugly and smoothly about 1 inch above the elbow.	1 0	
f.	Placed the center of the cuff above the brachial artery.	1 0	
g.	Closed valve on bulb, by turning clockwise.	1 0	
h.	Correctly positioned earpieces of stethoscope in ears.	1 0	
i.	Palpated brachial artery.	1 0	
j.	Placed stethoscope over brachial artery.	1 0	
k.	Inflate cuff to 180 mg Hg systolic pressure.	1 0	
l.	Deflated the cuff by slowly turning the valve counterclockwise at an even rate of 2 – 4 mL per second.	2 0	
m.	Continued deflating the cuff slowly and noted the first sound and the last sound.	1 0	
n.	Completely deflated the cuff and removed cuff from patient's arm and made patient comfortable.	1 0	
o.	Recorded blood pressure accurately on graphic form.	4 0	
p.	Cleaned earpieces of stethoscope.	2 0	
q.	Replaced equipment appropriately.	1 0	
r.	Maintained accuracy within +/- 2 mm Hg of judge's reading of systolic pressure.	4 0	
s.	Maintained accuracy within +/- 2 mm Hg of judge's reading of diastolic pressure.	4 0	
15.	Washed hands or used alcohol-based handrub for hand hygiene.	2 0	

<b>Skill VII</b>	<b>Items Evaluated</b>	<b>Possible</b>	<b>Awarded</b>
16.	Executed all vital sign skills (temperature, pulse, respiration and blood pressure) smoothly and in logical order, overlapping skills to maximize efficiency of time.	1 0	
17.	Appropriate verbal and nonverbal communication with patient and other personnel.	2 0	
18.	Practiced standard precautions throughout skill.	2 0	
<b>TOTAL POINTS – SKILL VII</b>		<b>81</b>	
<b>70% Mastery for Skill VII = 56.7</b>			

Competitor ID # \_\_\_\_\_ Graphic Chart for Skill VII

Last Name		First Name						Attending Physician												Room Number					
																				Hospital Number					
Date																									
Day in Facility																									
Day PO or PP																									
Temperature	Hour	AM			PM			AM			PM			AM			PM			AM			PM		
		4	8	12	4	8	12	4	8	12	4	8	12	4	8	12	4	8	12	4	8	12	4	8	12
	104																								
	103																								
	102																								
	101																								
	100																								
	99																								
	Normal																								
	98																								
97																									
96																									
Pulse	140																								
	130																								
	120																								
	110																								
	100																								
	90																								
	80																								
	70																								
	60																								
	Respiration	50																							
40																									
30																									
20																									
10																									
Blood Pressure																									
Weight																									

# NURSING ASSISTING

Competitor #: \_\_\_\_\_ Judge's Signature: \_\_\_\_\_

<b>Skill VIII Ostomy Care (Time: 8 minutes)</b>		<b>Possible</b>		<b>Awarded</b>
1.	Assembled equipment and supplies.	1	0	
2.	Washed hands or used alcohol-based handrub for hand hygiene.	2	0	
3.	Knocked before entering room.	1	0	
4.	Greeted patient and introduced self.	1	0	
5.	Identified patient.	2	0	
6.	Explained skill to patient.	2	0	
7.	Provided for privacy.	1	0	
8.	Adjusted bed to hip level and locked the bed wheels.	2	0	
9.	Lowered the side rails in indicated.	1	0	
10.	Washed hands or used alcohol-based handrub for hand hygiene.	2	0	
11.	Donned non-latex gloves.	2	0	
12.	Placed patient on back if possible & placed a disposable protective pad under the buttocks.	1	0	
13.	Covered patient with a bath blanket.	1	0	
14.	Fanfolded top linens & moved clothing to expose stoma.	1	0	
15.	Placed a second protective pad alongside the patient's body & covered the patient from the waist down.	1	0	
16.	Pulled gently on one edge of ostomy pouch to release air.	1	0	
17.	Removed ostomy pouch carefully and placed in plastic bag.	1	0	
18.	Wiped area around stoma with disposable wipe and discarded.	1	0	
19.	Used a washcloth & warm water, washing in one direction, away from the stoma.	1	0	
20.	Rinsed & patted the area dry with a towel & temporarily covered stoma opening with a wipe.	1	0	
21.	Applied deodorant (if indicated by scenario) & disposed of wipe.	1	0	

Items Evaluated	Possible		Awarded
22. Applied the clean ostomy pouch by holding in place & securing seal making sure the bottom of the pouch is clamped.	1	0	
23. Removed the bed protector & discarded.	1	0	
24. Placed soiled linens in proper container.	1	0	
25. Discarded plastic bag in proper container.	2	0	
26. Removed & discarded gloves.	2	0	
27. Washed hands or used alcohol-based handrub for hand hygiene.	2	0	
28. Made patient comfortable.	1	0	
29. Returned bed to the lowest position & removed privacy measures.	2	0	
30. Left call light within patient's reach.	2	0	
31. Washed hands or used alcohol-based handrub for hand hygiene.	2	0	
32. Documented skill.	4	0	
33. Noted color, odor, consistency & amount of stool in the pouch in documentation.	1	0	
34. Reported any changes to the nurse.	1	0	
35. Appropriate verbal and nonverbal communication with patient and other personnel.	2	0	
36. Practiced standard precautions throughout skill.	2	0	
<b>TOTAL POINTS – SKILL VIII</b> <b>70% Mastery of Skill VIII = 37.1</b>	<b>53</b>		



# Personal Care

***New for 2021-2022***

Skill step point values have been revised.

## Event Summary

Personal Care provides members with the opportunity to gain knowledge and skills required for patient care in medical settings. This competitive event consists of a skills assessment and aims to inspire members to learn more about the field of nursing and how to provide quality care. This event is specifically for HOSA members who are classified under IDEA.

**Dress Code** Competitors shall wear proper business attire or official HOSA uniform, or attire appropriate to the occupational area. Bonus points will be awarded for [proper dress](#).

## General Rules

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

## Eligibility

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

- MUST be classified under the provision of the 2004 reauthorized Individuals with Disabilities Education Act (IDEA).
- Submit a completed STUDENT ELIGIBILITY AND ACCOMODATION FORM found on page 24 of the guidelines by the state-published deadline.

## Official References

5. All official references are used in the development of the skill rating sheets.
  - A. [Dugan, Diana L. Nursing Assisting A Foundation in Caregiving, Hartman Publishing, Latest edition.](#)
  - B. [Roe, Sue. The Nursing Assistant: Essentials of Holistic Care, The Goodheart-Wilcox Company, Inc., Latest edition.](#)

## Skills Assessment

6. Each competitor will be evaluated on his/her performance on selected skill(s). The skills will not be combined. The skills approved for this event are:

Skill I:	Handwashing	(3 minutes)
Skill II:	Donning & Doffing a Full Set of PPE	(6 minutes)
Skill III:	Make an Unoccupied Bed	(10 minutes)

Skill IV:	Make an Occupied Bed	(12 minutes)
Skill V:	Admitting a Patient	(10 minutes)
Skill VI:	Transfer patient with specified disability from bed to a chair/wheelchair.	(6 minutes)
Skill VII:	Measure and record vital signs: TPR and blood pressure (aneroid)	(12 minutes)
Skill VIII:	Caring for an Ostomy	(10 minutes)

7. The selected skill(s) in the form of a written scenario will be read to the competitor at the start of the skill to be performed. The timing for the skill will begin when the section leader finishes reading the scenario to the competitor. A sample scenario can be found [here](#).
8. Timing will be stopped at the end of the time allowed.
9. The scenario is a secret topic. Competitors MAY NOT discuss or reveal the secret topic until after the event has concluded or will face penalties per [the GRRs](#).
10. Judges will provide information to competitors as directed by the rating sheets. Competitors may ask questions of the judges while performing skills if the questions relate to patient physiology and will be included in the scenario.

### Final Scoring

11. The competitor must earn a score of 70% or higher on the skill(s) of the event in order to be recognized as an award winner at the ILC.
12. Should a tie occur in the ranking of competitors, the selected skill with the highest possible point value will be used as the tie breaker; others as necessary in descending order of total point value.
13. If the competitor does not upload Student Eligibility and Accommodation Form by the deadline, then the competitor will be allowed to compete but will receive 35 penalty points. Points will be deducted in Tabulations.

### Required Digital Uploads

14. The completed [eligibility form](#) must be uploaded as a single document, pdf preferred, by competitor:
  - a. to Tallo for the Secondary division
  - b. Uploads for ILC will be open from April 15th - May 15th for ILC qualified competitors only.

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

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

#### Competitors Must Provide:

- Eligibility form (digitally submitted by state deadline)
- A [photo ID](#)
- Watch required for Round 2 for Vital Signs
- Barrier devices (non-latex gloves, gown, goggles or safety glasses, mask)
- Gait belt (HOSA will provide one, but competitors will have the choice of using their own gait belt if they would like)

# PERSONAL CARE

Competitor #: \_\_\_\_\_ Judge's Signature: \_\_\_\_\_

<b>Skill I Handwashing (Time: 3 minutes)</b>		<b>Possible</b>		<b>Awarded</b>
1.	Stand back from sink to avoid contamination of clothing.	2	0	
2.	Removed rings and pushed wristwatch or long sleeves up above wrist using a paper towel.	2	0	
2.	Turned faucet on with paper towel, adjusted temperature (water should be warm) and discarded towel in waste container.	2	0	
3.	Wet hands, wrists, and the skin 1-2 inches above the wrist thoroughly with fingertips pointing down.	2	0	
4.	Removed hands from water stream and applied soap to create thick lather on hands.	2	0	
5.	Rubbed palms together in a circular, counterclockwise motion.	2	0	
6.	Pushed the fingers of the right hand between the fingers of the left hand and rubbed up and down.	2	0	
7.	Repeated Step #6 with left hand.	2	0	
8.	Interlaced fingers, rubbed the palms together from side to side.	2	0	
9.	Bent fingers and interlocked them with backs of fingers touching the opposite palm. Rubbed side to side.	2	0	
10.	Cleaned under fingernails by rubbing them against other palm and forcing soap underneath them. Continued rubbing to clean around tops of nails.	2	0	
11.	Reversed hands and repeated Step #10.	2	0	
12.	Held the left thumb in the palm of the right hand. Rubbed in a circular, counterclockwise motion.	2	0	
13.	Reversed hands and repeated Step #12.	2	0	
14.	Held the fingers of the right hand together and placed them in the middle of the left palm. Rubbed in a circular, counterclockwise motion.	2	0	
15.	Reversed hands and repeated Step #14.	2	0	
16.	Washed hands for a minimum of 20 seconds.	2	0	
17.	Held hands under running water with fingers pointed downward. Rinsed wrists and hands thoroughly.	2	0	
18.	Dried hands thoroughly with a clean paper towel starting with hands and then the wrists. Did not shake hands or touch dispenser. Repeated if needed.	2	0	

Items Evaluated	Possible		Awarded
19. Used clean, dry paper towel to turn off faucet.	2	0	
20. Discarded paper towel in waste container without touching the container.	2	0	
<b>TOTAL POINTS -- SKILL I</b> <b>70% Mastery for Skill I = 29.4</b>	<b>42</b>		

## PERSONAL CARE

Competitor #: \_\_\_\_\_ Judge's Signature: \_\_\_\_\_

<b>Skill II</b>	<b>Donning &amp; Doffing a Full Set of PPE (Time: 6 minutes)</b>	<b>Possible</b>		<b>Awarded</b>
1.	Assembled equipment and supplies.	1	0	
2.	Washed hands or use alcohol-based handrub for hand hygiene.	2	0	
3.	Opened the gown by holding it in front of you & allowing it to unfold without shaking the gown.	2	0	
4.	Faced the back opening of the gown & placed arms through each sleeve.	2	0	
5.	Fastened the neck opening.	2	0	
6.	Reached behind & pulled the gown until it completely covered all clothing & secured at the waist.	2	0	
7.	Picked up mask by top strings or elastic strap not touching the inside of the mask.	2	0	
8.	Pulled elastic strap or tied top strings first & then tied bottom strings.	2	0	
9.	Pinched the metal strip at the top of the mask to fit tightly around the nose.	2	0	
10.	Fitted mask snugly around face & below chin.	2	0	
11.	Placed goggles over your eyes or eyeglasses while making sure they fit snugly.	2	0	
12.	If right-handed slid one glove on left hand (reverse if left-handed).	2	0	
13.	Used the gloved hand to slide the other hand into the second glove.	2	0	
14.	Interlaced fingers to smooth out folds & created a comfortable fit.	2	0	
15.	Checked gloves for tears, holes, cracks, or discolored spots & replaced if needed.	2	0	

Items Evaluated	Possible		Awarded
16. Adjusted gloves until they are pulled over the wrist fitting correctly & pulled cuffs of gloves over the sleeves of the gown.	2	0	
17. Removed gloves by touching only the outside of one gloved hand at the palm and pulled the glove off.	2	0	
18. With the fingertips of gloved hand, held removed glove.	2	0	
19. With the ungloved hand, slid two fingers under the remaining glove at the wrist without touching the outside of the glove.	2	0	
20. Pulled down, turning the glove inside out over the first glove as you removed it & dropped gloves in appropriate container.	2	0	
21. Removed goggles or face shield.	2	0	
22. Unfastened the gown at the neck & waist.	2	0	
23. Removed gown without touching the outside of the gown by rolling dirty side in, while holding gown away from the body.	2	0	
24. Disposed of gown in appropriate container.	2	0	
25. Untied mask and removed without touching mask.	2	0	
26. Disposed of mask in appropriate container.	2	0	
27. Washed hands or use alcohol-based handrub for hand hygiene.	2	0	
<b>TOTAL POINTS – SKILL II</b> <b>70% Mastery of Skill II = 37.1</b>	<b>53</b>		

# PERSONAL CARE

Competitor #: \_\_\_\_\_ Judge's Signature: \_\_\_\_\_

<b>Skill III Make an Unoccupied Closed Bed (Time: 10 minutes)</b>		<b>Possible</b>		<b>Awarded</b>
1.	Assembled equipment and supplies.	1	0	
2.	Washed hands or use alcohol-based handrub for hand hygiene and put on non-latex gloves (if indicated).	2	0	
3.	Placed items on an accessible location and arranged in the order they will be used.	1	0	
4.	Locked the bed wheels and raised the bed to a comfortable working level.	2	0	
5.	Removed the soiled linens by rolling the edges inward and not allowing soiled linens to touch your scrubs.	2	0	
6.	Deposited soiled linen in the laundry hamper.	1	0	
7.	Worked on one side of bed until that side is complete.	1	0	
8.	Removed pillows and placed pillowcases in hamper.	1	0	
9.	Used fitted bottom sheet, pulling the corners tightly and smooth over the corners of the mattress.	1	0	
10.	Placed drawsheet at center of bed and tucked under mattress to fit tightly and smoothly. (An incontinence/absorbent pad may be used instead of drawsheet if the competitor chooses).	1	0	
11.	Unfolded top sheet on mattress, wrong side up, with hem even with top edge of mattress and center fold used to center the sheet.	1	0	
12.	Placed the spread/blanket on the bed, using the center fold to center the spread.	1	0	
13.	Tucked the top sheet and blanket under the mattress at the foot of the bed.	1	0	
14.	Made a mitered corner at the foot of the bed and tucked in the sides of the top sheet and blanket.	1	0	
15.	Folded the top sheet back over the blanket to make a 6 inch cuff.	1	0	

Items Evaluated	Possible		Awarded
16. Inserted pillows into the pillowcases.	1	0	
17. Placed pillows at the head of the bed with the open end away from the door.	1	0	
18. Checked the bed wheels to be sure they are locked and lowered the bed to its lowest position.	2	0	
19. Washed hands or used alcohol-based handrub for hand hygiene.	2	0	
20. Placed call light on the bed.	2	0	
21. Replaced any items that were moved to proper place.	1	0	
22. Conducted a safety check before leaving room	2	0	
23. Washed hands or use alcohol-based handrub for hand hygiene.	2	0	
24. Practiced standard precautions throughout skill.	2	0	
<b>TOTAL POINTS -- SKILL III</b> <b>70% Mastery for Skill III = 23.1</b>	<b>33</b>		

## PERSONAL CARE

Competitor #: \_\_\_\_\_ Judge's Signature: \_\_\_\_\_

<b>Skill IV Make an Occupied Bed (Time: 12 minutes)</b>		<b>Possible</b>		<b>Awarded</b>
1.	Assembled equipment and supplies.	1	0	
2.	Washed hands or used alcohol-based handrub for hand hygiene and put on non-latex gloves (if indicated).	2	0	
3.	Greeted patient and introduced self.	1	0	
4.	Identified patient.	2	0	
5.	Explained skill to patient.	2	0	
6.	Locked the bed wheels, and raised the bed to hip level.	2	0	
7.	Lowered side rail on working side.	1	0	
8.	Arranged the linen in the order in which the linen will be used.	1	0	
9.	Removed the call light from the bed.	1	0	
10.	Made sure the bed is flat, unless otherwise indicated by the plan of care.	1	0	
11.	Loosened top linen from the end of the bed.	1	0	
9.	Placed a bath blanket over the top linens and asked patient to hold the top edge of the bath blanket or tucked it under the patient's shoulders.	1	0	
10.	Removed the top linens without exposing the patient and placed in laundry hamper.	1	0	
11.	Gently assisted the patient to roll to the side of the bed farthest away from competitor and instructed to grasp side rail.	1	0	
12.	Moved the pillow with the patient and adjusted for comfort.	1	0	
12.	Loosened the soiled bottom linens starting at the head of the bed and tucked them against the patient's back.	1	0	
13.	Placed fitted sheet on bed.			
	a. Placed fitted sheet with the center crease in the center.	1	0	
	b. Pulled the corners of the sheet tightly and smoothly over the corners of the mattress.	1	0	
	c. Rolled the extra material toward the patient.	1	0	
14.	Placed drawsheet on bed; tucked under mattress; fan-folded to center of bed. (An incontinence/absorbent pad can be used instead of a drawsheet if the competitor chooses).	1	0	
15.	Turned the patient toward you explaining they will be moving over linen	1	0	

Items Evaluated		Possible		Awarded
16.	Moved to the opposite side of bed and lowered side rail.	1	0	
17.	Removed soiled bottom linen by rolling from head to foot of bed and avoiding contact with skin or clothing.	2	0	
18.	Placed soiled linen in hamper.	2	0	
19.	Pulled clean linen through as quickly as possible.	1	0	
20.	Pulled the fitted bottom sheet tightly and smoothly over the corners of the mattress.	1	0	
21.	Pulled clean draw sheet into place and tucked it firmly under the side of the mattress without wrinkles.	1	0	
22.	Assisted patient to turn to center of bed on his/her back and raised the side rail.	1	0	
23.	Changed the pillowcases and placed pillows under the patient's head.	1	0	
24.	Placed soiled pillowcases in hamper.	1	0	
25.	Unfolded the top sheet and centered over patient over bath blanket, centered using the sheets center fold.	1	0	
26.	Asked patient to hold the top sheet, and pulled the bath blanket out from underneath, and placed in hamper.	1	0	
27.	Placed spread/blanket over the top sheet, and centered, and tucked the top sheet and blanket at foot of bed and mitered corners.	1	0	
28.	If needed, created room for toes by making toe pleats in the top linens.	1	0	
29.	Folded the top sheet over the spread/blanket to make a 6" cuff.	1	0	
30.	Observed all checkpoints before leaving the patient: placed call signal within easy reach, lowered bed, positioned patient in good body alignment, etc.	2	0	
31.	Removed gloves if worn and disposed of properly, and washed hands or used alcohol-based handrub for hand hygiene.	2	0	
32.	Appropriate verbal and nonverbal communication with patient and other personnel.	2	0	
33.	Practiced standard precautions throughout skill.	2	0	
<b>TOTAL POINTS -- SKILL IV</b>		<b>49</b>		
<b>70% Mastery of Skill IV = 34.3</b>				

# PERSONAL CARE

Competitor #: \_\_\_\_\_ Judge's Signature: \_\_\_\_\_

<b>Skill V Admit Patient (Time: 10 minutes)</b>		<b>Possible</b>		<b>Awarded</b>
1.	Assembled equipment and supplies.	1	0	
2.	Washed hands or use alcohol-based handrub for hand hygiene	2	0	
3.	Greeted patient and introduced self.	1	0	
4.	Placed an identification bracelet on the patient's wrist.	2	0	
5.	Explained skill to patient.	2	0	
6.	Provided for privacy.	1	0	
7.	Obtained admission paperwork from patient and handed to supervisor (judge).	1	0	
8.	Belongings			
	a. verified that patient's belongings are in the room.	1	0	
	b. questioned patient regarding the need to place any valuables in the safe.	1	0	
9.	Provided orientation to the room.			
	a. identified purpose of items on bedside table	1	0	
	b. explained how to use overbed table	1	0	
	c. instructed on how to use the call light, bed controls, TV & light control	2	0	
	d. explained how to make telephone calls & placed telephone within reach	1	0	
	e. showed the patient the bathroom & how to use the bathroom's emergency call light	2	0	
10.	Provided orientation to the facility.			
	a. explained visiting hours & policies	1	0	
	b. explained how to locate nurse's station, chapel, dining room or cafeteria	1	0	
	c. explained how to identify staff (clothing or ID badge)	1	0	
	d. explained when meals are served & how to request snacks	1	0	
11.	Made sure patient was comfortable & placed call light within reach.	2	0	

Items Evaluated	Possible		Awarded
12. Conducted a safety check before leaving room.	2	0	
13. Washed hands or use alcohol-based handrub for hand hygiene.	2	0	
14. Appropriate verbal and nonverbal communication with patient and other personnel.	2	0	
15. Reported any changes to the nurse.	1	0	
16. Documented skill performed.	4	0	
<b>TOTAL POINTS -- SKILL V</b> <b>70% Mastery of Skill V = 25.2</b>	<b>36</b>		



# PERSONAL CARE

Competitor #: \_\_\_\_\_ Judge's Signature: \_\_\_\_\_

<b>Skill VI Transfer Patient with Specified Disability from Bed to Chair/Wheelchair (Time: 6 minutes)</b>		<b>Possible</b>		<b>Awarded</b>
1.	Assembled equipment.	1	0	
2.	Washed hands or used alcohol-based handrub for hand hygiene	2	0	
3.	Greeted patient and introduced self.	1	0	
4.	Identified patient.	2	0	
5.	Explained skill and provided privacy.	2	0	
6.	Placed chair/wheelchair at head of bed, facing the foot of the bed, or at the foot of the bed, facing the head of bed. If patient has a weak side, positioned so patient could use strong side.	1	0	
7.	Locked wheels of wheelchair and folded up foot rest, if needed	2	0	
8.	Lowered bed and locked wheels.	2	0	
9.	Elevated the head of bed.	1	0	
10.	Lowered the side rails on the exit side of bed.	1	0	
11.	Fanfolded the bed linen to the foot of the bed.	1	0	
12.	Assisted patient to dangle feet and observed for signs of stress.	2	0	
13.	Put robe and slippers with non-slip soles on the patient.	1	0	
14.	Applied gait belt.			
a.	Positioned belt around patient's waist – on top of clothing.	1	0	
b.	Positioned buckle/clasp so it is in front of patient.	1	0	
c.	Tightened belt so that fingers can be placed under the belt.	1	0	
15.	Transferred patient into chair/wheelchair.			
a.	Stood in front of patient with feet about 12 inches apart.	1	0	
b.	Used leg to support by placing one of knees against patient's knee or both knees against patient's knees.	1	0	
c.	Instructed patient to assist by pushing against bed with hands to raise to standing position on a given signal (such as on the count of three).	1	0	

Items Evaluated		Possible		Awarded
d.	At the given signal, assisted patient to stand at bedside, lifting up on the belt while the patient pushes up from the bed.	1	0	
e.	Instructed the patient to take small steps in the direction of the chair.	1	0	
f.	Assisted patient to pivot until back of legs are touching the seat of the chair/wheelchair, place his/her hands on the armrests, bend at the knees and sit down in chair/wheelchair.	1	0	
g.	Adjusted footrest of wheelchair (as needed) and removed gait belt.	1	0	
16.	Draped patient with blanket/sheet.	1	0	
17.	Checked to determine if patient was comfortable.	1	0	
18.	Washed hands or use alcohol-based handrub for hand hygiene.	2	0	
19.	Appropriate verbal and nonverbal communication with patient and other personnel.	2	0	
20.	Practiced standard precautions throughout skill.	2	0	
<b>TOTAL POINTS -- SKILL VI</b>		<b>37</b>		
<b>70% Mastery for Skill VI – 25.9</b>				

# PERSONAL CARE

Competitor #: \_\_\_\_\_ Judge's Signature: \_\_\_\_\_

<b>Skill VII</b>	<b>Measure and Record Vital Signs (Time: 12 minutes)</b>	<b>Possible</b>		<b>Awarded</b>
1.	Assembled equipment and supplies.	1	0	
2.	Washed hands or used alcohol-based handrub for hand hygiene.	2	0	
3.	Greeted patient and introduced self.	1	0	
4.	Identified patient.	2	0	
5.	Explained vital sign skill.	2	0	
6.	Questioned patient about eating, drinking, and smoking	1	0	
7.	Positioned patient comfortably.	1	0	
8.	<b>TEMPERATURE – Electronic Thermometer</b>			
a.	Placed digital thermometer in disposable sheath or placed a probe cover over the probe.	1	0	
b.	Instructed patient to open mouth and lift tongue. Slowly inserted the covered probe into mouth until tip of probe touched base of mouth and tongue and to one side.	1	0	
c.	Asked patient to close mouth.	1	0	
d.	Held the thermometer/probe in place until unit signals.	1	0	
e.	Removed thermometer/probe from patient's mouth.	1	0	
f.	Read and verbalized the patient's temperature correctly.	4	0	
g.	Disposed of sheath/probe cover in biohazardous waste container without touching it.	2	0	
h.	Returned thermometer to cover or returned probe to stored position.	1	0	
i.	Recorded accurately on graphic form.	4	0	
9.	<b>RADIAL PULSE</b>			
a.	Positioned patient's hand and arm so they were well supported and rested comfortably.	1	0	
b.	Located the radial artery by placing middle and index finger toward the inside of the patient's wrist on the thumb side.	1	0	
c.	Exerted light pressure, counted for full minute.	1	0	
10.	<b>RESPIRATION</b>			
a.	Continued pulse position to keep patient unaware of counting.	1	0	
b.	Counted regular respirations for full minute.	1	0	

<b>Skill VII</b>	<b>Items Evaluated</b>	<b>Possible</b>	<b>Awarded</b>
11.	Verbalized pulse count and respiration count within plus or minus 2 of judge's count.	4 0	
12.	Described quality characteristics of pulse (volume – character strength, and rhythm - regularity) AND respirations (depth and rhythm) to judge.	4 0	
13.	Recorded pulse and respiration accurately on the graphic form.	4 0	
14.	<b>BLOOD PRESSURE</b>		
a.	Cleaned earpieces and diaphragm of the stethoscope	2 0	
b.	Exposed patient's upper arm and positioned the arm so that it rests level with the heart with the palm turned upward.	1 0	
a.	With the valve open, squeezed the cuff to make sure it is completely deflated.	1 0	
d.	With fingertips located the brachial artery.	1 0	
e.	Wrapped cuff around patient's arm above the elbow, snugly and smoothly about 1 inch above the elbow.	1 0	
f.	Placed the center of the cuff above the brachial artery.	1 0	
g.	Closed valve on bulb, by turning clockwise.	1 0	
h.	Correctly positioned earpieces of stethoscope in ears.	1 0	
i.	Palpated brachial artery.	1 0	
j.	Placed stethoscope over brachial artery.	1 0	
k.	Inflate cuff to 180 mg Hg systolic pressure.	1 0	
l.	Deflated the cuff by slowly turning the valve counterclockwise at an even rate of 2 – 4 mL per second.	2 0	
m.	Continued deflating the cuff slowly and noted the first sound and the last sound.	1 0	
n.	Completely deflated the cuff and removed cuff from patient's arm and made patient comfortable.	1 0	
o.	Recorded blood pressure accurately on graphic form.	4 0	
p.	Cleaned earpieces of stethoscope.	2 0	
q.	Replaced equipment appropriately.	1 0	
r.	Maintained accuracy within +/- 2 mm Hg of judge's reading of systolic pressure.	4 0	
s.	Maintained accuracy within +/- 2 mm Hg of judge's reading of diastolic pressure.	4 0	
15.	Washed hands or use alcohol-based handrub for hand hygiene.	2 0	

<b>Skill VII</b>	<b>Items Evaluated</b>	<b>Possible</b>	<b>Awarded</b>
16.	Executed all vital sign skills (temperature, pulse, respiration and blood pressure) smoothly and in logical order, overlapping skills to maximize efficiency of time.	1      0	
17.	Appropriate verbal and nonverbal communication with patient and other personnel.	2      0	
18.	Practiced standard precautions throughout skill.	2      0	
<b>TOTAL POINTS – SKILL VII</b>		<b>81</b>	
<b>70% Mastery for Skill VII = 56.7</b>			

Last Name		First Name						Attending Physician												Room Number								
																				Hospital Number								
Date																												
Day in Facility																												
Day PO or PP																												
Temperature	Hour	AM			PM			AM			PM			AM			PM			AM			PM					
		4	8	12	4	8	12	4	8	12	4	8	12	4	8	12	4	8	12	4	8	12	4	8	12	4	8	12
	104																											
	103																											
	102																											
	101																											
	100																											
	99 Normal																											
	98																											
	97																											
96																												
Pulse	140																											
	130																											
	120																											
	110																											
	100																											
	90																											
	80																											
	70																											
	60																											
	50																											
Respiration	40																											
	30																											
	20																											
	10																											
Blood Pressure																												
Weight																												

# PERSONAL CARE

Competitor #: \_\_\_\_\_ Judge's Signature: \_\_\_\_\_

<b>Skill VIII      Ostomy Care (Time: 10 minutes)</b>		<b>Possible</b>		<b>Awarded</b>
1.	Assembled equipment and supplies.	1	0	
2.	Washed hands or used alcohol-based handrub for hand hygiene.	2	0	
3.	Knocked before entering room.	1	0	
4.	Greeted patient and introduced self.	1	0	
5.	Identified patient.	2	0	
6.	Explained skill to patient.	2	0	
7.	Provided for privacy.	1	0	
8.	Adjusted bed to hip level and locked the bed wheels.	2	0	
9.	Lowered the side rails in indicated.	1	0	
10.	Washed hands or used alcohol-based handrub for hand hygiene.	2	0	
11.	Donned non-latex gloves.	2	0	
12.	Placed patient on back if possible & placed a disposable protective pad under the buttocks.	1	0	
13.	Covered patient with a bath blanket.	1	0	
14.	Fanfolded top linens & moved clothing to expose stoma.	1	0	
15.	Placed a second protective pad alongside the patient's body & covered the patient from the waist down.	1	0	
16.	Pulled gently on one edge of ostomy pouch to release air.	1	0	
17.	Removed ostomy pouch carefully and placed in plastic bag.	1	0	
18.	Wiped area around stoma with disposable wipe and discarded.	1	0	
19.	Used a washcloth & warm water, washing in one direction, away from the stoma.	1	0	
20.	Rinsed & patted the area dry with a towel & temporarily covered stoma opening with a wipe.	1	0	
21.	Applied deodorant (if indicated by scenario) & disposed of wipe.	1	0	

Items Evaluated	Possible		Awarded
22. Applied the clean ostomy pouch by holding in place & securing seal making sure the bottom of the pouch is clamped.	1	0	
23. Removed the bed protector & discarded.	1	0	
24. Placed soiled linens in proper container.	1	0	
25. Discarded plastic bag in proper container.	2	0	
26. Removed & discarded gloves.	2	0	
27. Washed hands or used alcohol-based handrub for hand hygiene.	2	0	
28. Made patient comfortable.	1	0	
29. Returned bed to the lowest position & removed privacy measures.	2	0	
30. Left call light within patient's reach.	2	0	
31. Washed hands or used alcohol-based handrub for hand hygiene.	2	0	
32. Documented skill.	4	0	
33. Noted color, odor, consistency & amount of stool in the pouch in documentation.	1	0	
34. Reported any changes to the nurse.	1	0	
35. Appropriate verbal and nonverbal communication with patient and other personnel.	2	0	
36. Practiced standard precautions throughout skill.	2	0	
<b>TOTAL POINTS – SKILL VIII</b> <b>70% Mastery of Skill VIII = 37.1</b>	<b>53</b>		



**Personal Care**  
**STUDENT ELIGIBILITY and ACCOMMODATION FORM REQUESTED**  
***Completed by Competitor & Advisor***

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

Please read this document in its entirety for instructions!

The purpose of this form is as follows:

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

Student Name: \_\_\_\_\_

Chapter: \_\_\_\_\_ Chartered Association \_\_\_\_\_

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

**SECTION 1: Student Eligibility**

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

School Official\* Signature: \_\_\_\_\_

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

Chapter Advisor Signature: \_\_\_\_\_

**SECTION 2: Accommodation Requested**

- A School Official or Chapter Advisor completes this section
- Based on the student's IEP, what, if any, accommodation is being requested for the student to compete in this event? If none, please write "none."  
(As indicated by industry, additional time is NOT considered a reasonable accommodation for this event due to the life-saving standards of the skills.)

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**SUBMISSION PROCESS for Regional and State/Chartered Association Level:**

Once Section 1 and Section 2 are completed, the Competitor must submit this form prior to the Chartered Association Published Deadline. The form is digitally submitted for ILC by following the instructions found in these guidelines. Competitors should check with their State Advisor for the process to submit this form for chartered association conferences.



## ***New for 2021-2022***

Skill step point values have been revised on the rating sheets.  
*DHO Health Science* 9 Edition has been released.  
*Introduction to Physical Therapy* 6<sup>th</sup> edition has been released.  
Skills have been aligned with the new editions of the texts.  
Editorial updates have been made for clarity.

### **Event Summary**

Physical Therapy provides members with the opportunity to gain knowledge and skills required for assisting patients with recovery. This competitive consists of 2 rounds. Round One is a written, multiple-choice test and top scoring competitors will advance to Round Two for the skills assessment. This event aims to inspire HOSA members to learn more about physical therapy concepts and techniques.

**Sponsorship** This competitive event is sponsored by the [American Physical Therapy Association](#)

**Dress Code** Competitors shall wear proper business attire or official HOSA uniform, or attire appropriate to the occupational area, during both rounds. Bonus points will be awarded for [proper dress](#).

### **General Rules**

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

### **Official References**

5. All official references are used in the development of the written test and skill rating sheets.
  - [Simmers, L., Simmers-Narker, Simmers-Kobelak. \*DHO: Health Science\*. Cengage Learning, Latest edition.](#)
  - [Pierson and Fairchild. \*Principles and Techniques of Patient Care\*. Elsevier, Latest edition.](#)
  - [Pagliarulo, Michael A. \*Introduction to Physical Therapy\*. Elsevier. Latest edition.](#)

### **Round One Test**

6. [Test Instructions](#): The written test will consist of 50 multiple choice items in a maximum of 60 minutes.

7. **Time Remaining Announcements:** There will be a verbal announcement when there are 30 minutes, 15 minutes, 5 minutes, and 1 minute remaining to complete the test.

8. **Written Test Plan**

Profession of PT	15%
Legal and Ethical Considerations	10%
Physical Therapy for Musculoskeletal Conditions	15%
Physical Therapy for Neuromuscular Conditions	15%
Physical Therapy for Cardiopulmonary Conditions	15%
Physical Therapy for Integumentary Conditions	15%
Physical Therapy for Pediatrics and Older Adults	15%

*NOTE: **Chartered associations** may use a different process for testing, to include but not limited to pre-conference testing, online testing, and testing at a computer. Check with your Chartered Association for the process you will be using.*

9. The test score from Round One will be used to qualify the competitor for Round Two.

10. **Sample Test Questions**

1. Where are wounds caused by venous insufficiency most commonly found on the body?

- A. Sacrum
  - B. Elbow
  - C. Lower part of the leg**
  - D. Iliac crest
- Pagliarulo Page 219

2. What type of resistive exercise involves contracting a muscle without visible joint motion?

- A. Active
  - B. Isometric**
  - C. Passive
  - D. Progressive
- Fairchild Page 132

3. Which type of healthcare services includes the health science career pathway for physical therapy?

- A. Support
  - B. Diagnostic
  - C. Social
  - D. Therapeutic**
- Simmers Page 50

**Round Two Skills**

11. Round Two is the performance of a selected skill(s). The skills approved for Round Two for this event are:

- Skill I: Ambulating with a Transfer (Gait) Belt (5 minutes)
- Skill II: Ambulating with a Walker (9 minutes)
- Skill III: Ambulating with a Cane (8 minutes)

Skill IV: Passive Range of Motion	(10 minutes)
Skill V: Ambulating with Crutches	(7 minutes)
Skill VI: Cold Application with Ice Bag	(6 minutes)
Skill VII: Transfer from Supine to Sitting Position	(5 minutes)
Skill VIII: Donning & Removing Transmission-Based Isolation Garments	(5 minutes)

12. The selected skill(s) will be presented to competitors as a written scenario at the beginning of the round. The scenario will be the same for each competitor and will include a challenging component that will require the competitors to apply critical thinking skills. A sample scenario can be found [here](#).
13. Timing will begin when the scenario is presented to the competitors and will be stopped at the end of the time allowed.
14. The scenario is a secret topic. Competitors MAY NOT discuss or reveal the secret topic until after the event has concluded or will face penalties per [the GRRs](#).
15. Judges will provide information to competitors as directed by the rating sheets. Competitors may ask questions of the judges while performing skills if the questions relate to patient physiology and will be included in the scenario

### Final Scoring

16. The competitor must earn a score of 70% or higher on the combined skill(s) of the event (excluding the test) in order to be recognized as an award winner at the ILC.
17. Final rank is determined by adding the round one test score plus round two skill score. In case of a tie, the highest test score will be used to determined final placement.

#### Competitor Must Provide:

- Two #2 lead pencils with eraser
- Watch with second hand (optional-Round Two only)
- Gait belt (competitor may bring own OR use the one provided by HOSA)
- [A photo ID](#)
- Gown
- Gloves
- Mask

# PHYSICAL THERAPY

Competitor #: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

<b>Skill I Ambulating with a Transfer (Gait) Belt Time: 5 minutes</b>		<b>Possible</b>		<b>Awarded</b>
1.	Obtained instructions from therapist.	1	0	
2.	Assembled equipment.	1	0	
3.	Knocked on door or requested permission to enter from behind the curtain, and paused before entering.	1	0	
4.	Closed the door or screened the unit to provide privacy (if applicable).	1	0	
5.	Greeted patient and introduced self.	1	0	
6.	Identified patient.	2	0	
7.	Explained skill and obtained consent from patient.	2	0	
8.	Used alcohol-based handrub for hand hygiene.	2	0	
<b>Note to Judge: If the patient is sitting in a chair and wearing a robe and shoes/slippers, omit steps #9, #10 and do not award the points.</b>		-		
9.	Locked the bed and lowered the near siderail.	1	0	
10.	Assisted patient into a sitting position and put a robe on the patient if not wearing one.	1	0	
11.	Checked to be sure the transfer belt is the correct size, then positioned the belt around the patient's waist and on top of the clothing.	2	0	
12.	Positioned the buckle or clasp so that it is slightly off center in the front, smooth and free of wrinkles.	2	0	
13.	Tightened the belt so that it fits snugly, secured the clasp or buckle, and placed fingers under the belt to make sure it is not too tight.	2	0	
14.	Put shoes or slippers with non-skid soles on the patient and ensured patient's feet are on the floor.	2	0	
15.	Made sure the patient's feet were on the floor and moved closer to side of the bed or edge of chair if not.	1	0	
16.	Faced the patient with a broad base of support and grasped the loops on the side of the belt or placed hands under the sides of the belt	2	0	
17.	Asked the patient to stand by pushing against the bed or chair with his/her hands at a given signal.	1	0	
18.	Bent knees, gave the signal to stand and kept back straight and straightened knees as the patient stood.	1	0	

Items Evaluated		Possible	Awarded
19.	Supported the patient in a standing position. Kept one hand on one side of the belt while moving the other hand to the loops or the back of the belt.	2 0	
20.	Moved the second hand from the side to the loops or the back of the belt while moving behind the patient.	2 0	
21.	Encouraged patient to walk slowly and use handrails if available.	2 0	
22.	Walked slightly behind the patient at all times and kept a firm, underhand grip on the belt or kept hands firmly in the loops. If patient has a weak side, positioned self on the weak side.	2 0	
<b>Note to Judge: If scenario calls for the patient to fall, evaluate item #23 and skip #24. If the patient does not fall, skip #23.</b>		-	
23.	If the patient started to fall:	2 0	
a.	Kept a firm grip on the belt.	2 0	
b.	Used body to brace the patient, kept back straight, and gently eased the patient to the floor, taking care to protect his/her head.	2 0	
c.	Stayed with the patient and called for help.	2 0	
d.	Did not attempt to stand the patient up until help arrived	2 0	
<b>Note to Judge: If the patient falls, verbalized that help has arrived and that the patient has been examined by a physician and been returned to bed/chair.</b>		-	
24.	Assisted the patient back to the bed (or chair) after ambulating for the distance/time directed by the therapist.	1 0	
25.	Removed gait belt and shoes.	1 0	
26.	Elevated siderail (if indicated) and observed all checkpoints before leaving the patient.	2 0	
27.	Used alcohol-based handrub for hand hygiene.	2 0	
28.	Appropriate verbal and nonverbal communication with patient and other personnel.	2 0	
29.	Reported skill and observations to the therapist.	4 0	
<b>TOTAL POINTS -- SKILL I: Patient Fell (Bed)</b>		<b>53</b>	
<b>TOTAL POINTS – SKILL I: Patient Did Not Fall (Bed)</b>		<b>46</b>	
<b>TOTAL POINTS -- SKILL I: Patient Fell (Chair)</b>		<b>51</b>	
<b>TOTAL POINTS – SKILL I: Patient Did Not Fall(Chair)</b>		<b>44</b>	
<b>70% Mastery for Skill I Patient Fell (Bed) = 37.1</b>			
<b>70% Mastery for Skill I Patient Did Not Fall (Bed) = 32.2</b>			
<b>70% Mastery for Skill I Patient Fell (Chair) = 35.7</b>			
<b>70% Mastery for Skill I Patient Did Not Fall (Chair) = 30.8</b>			

# PHYSICAL THERAPY

Competitor #: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

<b>Skill II Ambulating with a Walker Time: 9 minutes</b>		<b>Possible</b>		<b>Awarded</b>
1.	Obtained instructions from therapist (to include distance/time for ambulation).	1	0	
2.	Assembled equipment.	1	0	
3.	Checked wheeled walker to assure rubber suction cups are secure on all needed legs, no rough or damaged edges on hand rests.	2	0	
4.	Knocked on door or requested permission to enter from behind the curtain, and paused before entering.	1	0	
5.	Greeted patient and introduced self.	1	0	
6.	Identified patient.	2	0	
7.	Explained skill and obtained consent from the patient.	2	0	
8.	Used alcohol-based handrub for hand hygiene.	2	0	
9.	Put shoes or slippers with non-skid soles on the patient and ensured patient's feet are on the floor.	2	0	
10.	Applied gait belt.	2	0	
11.	Checked to be sure the transfer belt is the correct size, then positioned the belt around the patient's waist and on top of the clothing.	2	0	
12.	Positioned the buckle or clasp so that it is slightly off center in the front, smooth and free of wrinkles.	2	0	
13.	Tightened the belt so that it fits snugly, secured the clasp or buckle, and placed fingers under the belt to make sure it is not too tight.	2	0	
14.	Used an underhand grasp on the belt and assisted the patient to a standing position.	2	0	
15.	Positioned the walker so the patient is "inside" the walker.	1	0	
16.	Check the height of the walker so that hand rests are level with the tops of the femurs at the hip joints.	1	0	
17.	Had the patient grasp the handpieces and observed the angle of elbow flexion which should be 20 to 25 degrees.	1	0	
18.	Instructed the patient to lift the walker and place it forward so that the back legs of the walker are even with the patient's toes.	1	0	
19.	Instructed the patient to avoid sliding the walker to prevent falls.	2	0	
20.	Instructed the patient to transfer their weight forward slightly to walker.	1	0	
21.	Instructed the patient to use the walker for support and to walk "into" the walker. Do Not shuffle feet.	1	0	
22.	Repeated steps 18-20.	1	0	

Items Evaluated		Possible	Awarded
23.	Walked to the side and slightly behind the patient (on the weak side)	2	0
24.	Was alert and ready to or caught the patient if any signs of falling.	2	0
25.	Checked constantly to make sure the patient is lifting the walker forward and is placing walker forward just to their toes.	2	0
26.	Assisted the patient back to the chair after ambulating for the distance/time directed by the therapist.	1	0
27.	Removed gait belt and replaced equipment.	2	0
28.	Used alcohol-based handrub for hand hygiene.	2	0
29.	Appropriate verbal and nonverbal communication with patient and other personnel.	2	0
30.	Reported skill and observations to the therapist.	4	0
<b>TOTAL POINTS -- SKILL II</b>		<b>50</b>	
<b>70% Mastery for Skill II = 35</b>			

# PHYSICAL THERAPY

Competitor #: \_\_\_\_\_ Judge's Signature: \_\_\_\_\_

<b>Skill III Ambulating with a Cane Time: 8 minutes</b>		<b>Possible</b>	<b>Awarded</b>
1.	Obtained instructions from therapist and ascertained which gait the therapist taught the patient.	1 0	
2.	Assembled equipment.	1 0	
3.	Checked cane to assure the bottom has a rubber suction tip.	2 0	
4.	Knocked on door or requested permission to enter from behind the curtain, and paused before entering.	1 0	
5.	Greeted patient and introduced self.	1 0	
6.	Identified patient.	2 0	
7.	Explained skill and obtained consent.	2 0	
8.	Used alcohol-based handrub for hand hygiene	2 0	
9.	Put shoes or slippers with non-skid soles on the patient and ensured patient's feet are on the floor.	2 0	
10.	Applied gait belt.	2 0	
11.	Checked to be sure the transfer belt is the correct size, then positioned the belt around the patient's waist and on top of the clothing.	2 0	
12.	Positioned the buckle or clasp so that it is slightly off center in the front, smooth and free of wrinkles.	2 0	
13.	Tightened the belt so that it fits snugly, secured the clasp or buckle, and placed fingers under the belt to make sure it is not too tight.	2 0	
14.	Used an underhand grasp on the belt and assisted the patient to a standing position.	2 0	
15.	Advised the patient to bear his or her weight on the unaffected leg.	4 0	
16.	Checked the height of the cane:		
a.	Positioned the cane on the unaffected (good) side and approximately 6 to 8 inches from the side of the foot.	1 0	
b.	Checked that the top of the cane is level with the top of the femur at the hip joint.	1 0	
c.	Checked to assure the patient's elbow is flexed at 25 <sup>o</sup> – 30 <sup>o</sup>	1 0	
17.	If the height of the cane needs adjustment, notified the physical therapist. <b>Note to Judge: Adjust the cane, if required</b>	1 0	
18.	Instructed the patient to use the cane on the good, or unaffected, side.	4 0	
19.	Assisted the patient with the gait ordered: Three Point Gait		
a.	Patient balanced the body weight on the strong or unaffected foot while moving the cane forward approximately 12-18 inches.	1 0	
b.	Patient then moved the weak or affected foot forward.	1 0	
c.	Patient transferred the weight to the affected foot and cane.	1 0	

Items Evaluated	Possible	Awarded
d. Brought the unaffected foot forward.	1 0	
<b>OR</b> Assisted patient with the gait ordered: Two Point Gait	1 0	
a. Patient balanced the weight on the strong or unaffected foot.	1 0	
b. Patient then moved the cane and the weak or affected foot forward, keeping the cane fairly close to the body to prevent leaning.	1 0	
c. Patient transferred body weight forward to the cane.	1 0	
d. Patient then moved the good, or unaffected, foot forward.	1 0	
20. Was prepared to or caught the patient if he/she started to fall.	2 0	
21. Assured that patient took small steps to prevent falling.	2 0	
22. Assisted the patient back to the chair after ambulating for the distance/time directed by the therapist.	1 0	
23. Removed gait belt and replaced equipment.	2 0	
24. Used alcohol-based handrub for hand hygiene.	2 0	
25. Appropriate verbal and nonverbal communication with patient and other personnel	2 0	
26. Reported skill and observations to the therapist.	4 0	
<b>TOTAL POINTS -- SKILL III</b> <b>70% Mastery for Skill III = 38.5</b>	<b>55</b>	

# PHYSICAL THERAPY

Competitor #: \_\_\_\_\_ Judge's Signature: \_\_\_\_\_

**Note:** This skill may take place in a hospital bed or outpatient PT clinic. Steps that are appropriate in a hospital setting may not be done in an outpatient clinic. The skill steps performed should be adjusted to fit the setting and scenario. Competitor will perform full range of motion unless patient complains of pain.

<b>Skill IV Passive Range of Motion (one side) Time: 10 minutes</b>		<b>Possible</b>	<b>Awarded</b>
1.	Obtained instructions from physical therapist, to include the number of repetitions for each movement and any specific instructions regarding joints for range of motion. (3-5 repetitions).	1 0	
2.	Knocked on door or requested permission to enter from behind the curtain, closed the door or screened the unit to provide privacy (if applicable).	1 0	
3.	Greeted patient and introduced self.	1 0	
4.	Identified patient.	2 0	
5.	Explained skill to patient and obtained consent from patient.	2 0	
6.	Screened unit and locked wheels of bed to prevent movement (if appropriate).	2 0	
7.	Used alcohol-based handrub for hand hygiene.	2 0	
8.	Elevated the bed to a comfortable working height (if appropriate).	2 0	
9.	Lowered the siderail on the side where you are working (if appropriate).	1 0	
10.	Positioned patient in supine position in good body alignment.	2 0	
11.	Used bath blanket to drape patient and fanfolded top linen to the foot of the bed (if appropriate).	1 0	
12.	Exercised the shoulder joint: Abduction/Adduction	1 0	
a.	Grasped the wrist and elbow.		
b.	Abducted the shoulder by moving the extremity away from the trunk.	1 0	
c.	Adducted the shoulder by returning to the patient's side.	1 0	
	Flexion/Extension		
d.	Patient supine with shoulder at the edge of the support surface.	1 0	
e.	For left shoulder – grasped left wrist with hand and grasped elbow with the right hand. Alternated for right shoulder.	1 0	
f.	Flexed the shoulder by raising arm above the head.	1 0	
g.	Extended the shoulder by bringing the arm back down to the side from above the head.	1 0	

Items Evaluated		Possible	Awarded
13.	Exercised the elbow joint: Flexion/Extension	1 0	
a.	Supported the patient's arm by placing one hand on the elbow and the other hand on the wrist.		
b.	Flexed the elbow by bending the forearm and hand up toward the shoulder.	1 0	
c.	Extended the elbow by moving the forearm and hand down to the side, or straightening the arm.	1 0	
	Supination/Pronation	1 0	
d.	Pronated by turning the forearm and hand so that the palm of the hand is facing down.		
e.	Supinated by turning the forearm and hand so that the palm of the hand is facing up.	1 0	
14.	Exercised the wrist: Flexion/Extension		
a.	Grasped patient's hand over palmar & dorsal surfaces with one hand and supported and stabilized forearm with the other hand.	1 0	
b.	Flexed the wrist by bending the hand down toward the forearm.	1 0	
c.	Extended the wrist by straightening the hand.	1 0	
d.	Hyperextended the wrist by bending the top of the hand back toward the forearm.	1 0	
	Ulnar/Radial Deviation	1 0	
e.	Deviated the wrist in an ulnar direction by moving the hand toward the little finger side.		
f.	Deviated the wrist in a radial direction by moving the hand toward the thumb side.	1 0	
15.	Exercised the fingers and thumb: Flexion/Extension	1 0	
a.	Supported the patient's hand by placing one hand at the wrist.		
b.	Flexed the thumb and fingers by bending them toward the palm.	1 0	
c.	Extended the thumb and fingers by straightening them.	1 0	
	Abduction/Adduction	1 0	
d.	Abducted the thumb and fingers by spreading them apart.		
e.	Adducted the thumb and fingers by moving them together.	1 0	
	Opposition/Circumduct	1 0	
f.	Performed opposition by touching the thumb to the tip of each finger.		
g.	Circumducted the thumb by moving it in a circular motion.	1 0	

Items Evaluated		Possible	Awarded
16.	Uncovered the correct leg indicated in the scenario.	4 0	
17.	Exercised the hip: Abduction/Adduction	1 0	
	a. Supported the patient's leg by placing one hand under the knee and the other hand under the ankle.		
	b. Abducted the hip by moving the entire leg out to the side.	1 0	
	c. Adducted the hip by moving the entire leg back toward the body.	1 0	
	Flexion/Extension	1 0	
	d. Flexed the hip by bending the knee and moving the thigh up toward the abdomen.		
	e. Extended the hip by straightening the knee and moving the leg away from the abdomen.	1 0	
	Medial/Lateral Rotation		
	f. With one hand grasped distal area of thigh proximal to the knee and the other hand grasped proximally to the ankle to roll the extremity inward and outward.	1 0	
18.	Exercised the knee: Flexion/Extension	1 0	
	a. Supported the patient's leg by placing one hand under the knee and the other hand under the ankle.		
	b. Flexed the knee by bending the lower leg back toward the thigh.	1 0	
	c. Extended the knee by straightening the leg.	1 0	
19.	Exercised the ankle: Dorsiflexion/Plantar Flexion	1 0	
	a. Supported the patient's foot by placing one hand under the foot and the other hand behind the ankle.		
	b. Dorsiflexed the ankle by moving the toes and foot up toward the knee.	1 0	
	c. Plantar flexed the ankle by moving the toes and foot down away from the knee.	1 0	
	Invert/Evert Ankle		
	d. Inverted the foot by gently turning it inward.	1 0	
	e. Everted the foot by gently turning it outward.	1 0	
20.	Exercised the toes: Abduction/Adduction	1 0	
	a. Rested the patient's leg and foot on the bed for support.		
	b. Abducted the toes by separating them, or moving them away from each other.	1 0	
	c. Adducted the toes by moving them together.	1 0	

Items Evaluated		Possible	Awarded
	Flexion/Extension d. Flexed the toes by bending them down toward the bottom of the foot.	1 0	
	e. Extended the toes by straightening them.	1 0	
21.	Used proper body mechanics while administering all ROM exercises.	2 0	
22.	Replaced the top bed linens and removed the bath blanket (if appropriate).	1 0	
23.	Elevated the siderail (if appropriate).	2 0	
24.	Used alcohol-based handrub for hand hygiene.	2 0	
25.	Appropriate verbal and nonverbal communication with patient and other personnel.	2 0	
26.	Verbalized to judge what action would be taken if patient complained of pain, exhibited profuse perspiration or difficulty breathing- [competitor would stop the exercise and report to the physical therapist].	4 0	
27.	Reported treatment and observations to physical therapist.	2 0	
<b>TOTAL POINTS – SKILL IV (No Pain Reported)</b>		<b>76</b>	
<b>TOTAL POINTS – SKILL IV (Pain Reported)</b>		<b>80</b>	
<b>70% Mastery for Skill IV (No Pain Reported) = 53.2</b>			
<b>70% Mastery for Skill IV (Pain Reported) = 56</b>			

# PHYSICAL THERAPY

Competitor #: \_\_\_\_\_ Judge's Signature: \_\_\_\_\_

<b>Skill V Ambulating with Crutches (Time: 7 minutes)</b>		<b>Possible</b>		<b>Awarded</b>
1.	Obtained instructions from physical therapist and ascertained which gait the therapist taught the patient.	1	0	
2.	Assembled equipment.	1	0	
3.	Checked crutches to assure the rubber suction tips on the bottom ends are not worn down or torn and the axillary bars and hand rests are covered with padding.	2	0	
4.	Knocked on door or requested permission to enter from behind the curtain, and paused before entering (as appropriate).	1	0	
5.	Greeted patient and introduced self.	1	0	
6.	Identified patient.	2	0	
7.	Explained skill and obtained consent from patient.	2	0	
8.	Used alcohol-based handrub for hand hygiene.	2	0	
9.	Put shoes or slippers with non-skid soles on the patient and ensured patient's feet are on the floor.	2	0	
10.	Applied gait belt.	2	0	
11.	Checked to be sure the transfer belt is the correct size, then positioned the belt around the patient's waist and on top of the clothing.	2	0	
12.	Positioned the buckle or clasp so that it is slightly off center in the front, smooth and free of wrinkles.	2	0	
13.	Tightened the belt so that it fits snugly, secured the clasp or buckle, and placed fingers under the belt to make sure it is not too tight.	2	0	
14.	Used an underhand grasp on the belt and assisted the patient to a standing position.	2	0	
15.	Advised the patient to bear his or her weight on the unaffected leg and positioned the crutches on either side of the patient.	4	0	
16.	Checked the fit of the crutches:			
a.	Positioned the crutches 4-6 inches in front of the patient's feet.	1	0	
b.	Moved the crutches 2-4 inches to the sides of the feet.	1	0	
c.	Assured there is a 1 1/2 - 2 inch gap or 2 to 3 finger widths gap between the axilla and the axillary bar.	1	0	
d.	Assured each elbow is flexed at a 25° to 30° angle.	1	0	
e.	If any adjustments needed, notified physical therapist who will make the necessary adjustments.	1	0	
<b>Judge Note: Adjust as necessary</b>				

Items Evaluated	Possible	Awarded
Assisted patient with the required gait: <b>Judge Note: Evaluate competitor on ONE of the following 3 gaits as designated in the event scenario.</b>	-	
17. Four-Point Gait: a. Moved the right crutch forward.	1      0	
b. Moved the left foot forward.	1      0	
c. Moved the left crutch forward.	1      0	
d. Moved the right foot forward.	1      0	
18. Three-Point Gait: a. Advanced both crutches and the weak or affected foot.	2      0	
b. Transferred the patient's body weight forward to the crutches.	1      0	
c. Advanced the unaffected or good foot forward.	1      0	
19. Two-Point Gait: a. Moved the right foot and left crutch forward at the same time.	2      0	
b. Moved the left foot and right crutch forward at the same time.	2      0	
20. Repeated steps of the designated gait three times.	2      0	
21. Monitored progress and provided feedback to patient on gait performance, not moving too far forward at one time and avoidance of resting weight on axillary rest.	2      0	
22. Assisted the patient back into chair.	1      0	
23. Removed gait belt and replaced equipment.	2      0	
24. Used alcohol-based handrub for hand hygiene.	2      0	
25. Appropriate verbal and nonverbal communication with patient and other personnel.	2      0	
26. Reported skill and observations to physical therapist.	4      0	
<b>TOTAL POINTS -- SKILL V: 70% Mastery for Skill V : 36.4</b>	<b>52</b>	

## PHYSICAL THERAPY

Competitor #: \_\_\_\_\_ Judge's Signature: \_\_\_\_\_

**Note:** This skill may take place in a hospital bed or outpatient PT clinic. Steps that are appropriate in a hospital setting may not be done in an outpatient clinic. The skill steps performed should be adjusted to fit the setting and scenario.

<b>Skill VI Cold Application with Ice Bag (Time: 6 minutes)</b>		<b>Possible</b>	<b>Awarded</b>
1.	Obtained instructions from physical therapist.	1	0
2.	Assembled equipment.	1	0
3.	Used alcohol-based handrub for hand hygiene.	2	0
4.	Greeted patient and introduced self.	1	0
5.	Identified patient.	2	0
6.	Explained skill to patient and obtained consent.	2	0
7.	Applied gloves if area to be treated has any drainage.	2	0
8.	Provided for privacy (if appropriate).	1	0
9.	Assisted patient with ice bag:		
	a. Filled the ice bag with water to check for leaks. Empty if no leaks present.	1	0
	b. Used a scoop to fill the bag half full.	1	0
	c. If ice cubes are used, rinsed them in water to remove sharp edges.	1	0
	d. Placed the bag on a flat surface to expel all air, then sealed the bag.	1	0
	e. Wiped the outside of the bag dry.	1	0
<b>OR</b>	Assisted patient with disposable ice bag:		
	a. Activated the chemicals in the cold pack by squeezing the pack or striking it against a solid surface.	2	0
	b. Placed a cover on the bag, or wrapped the ice pack/cold pack in a towel and taped the towel in place.	2	0
10.	Placed the ice pack on the correct area as indicated in the scenario.	4	0
11.	Assured patient is comfortable and ice pack is positioned correctly.	2	0
12.	Verbalized would recheck every 10 minutes for pale or white skin, cyanosis or mottled appearance. <b>Judge states, "ice application has been in place for the ordered time".</b>	2	0
13.	Removed the ice pack, noting the condition of the skin and patient reaction to the skill.	2	0
14.	Cleaned and/or replaced equipment used. Discarded disposables and placed linen in hamper. (if appropriate).	2	0
15.	Used alcohol-based handrub for hand hygiene.	2	0
16.	Appropriate verbal and nonverbal communication with patient and other personnel.	2	0
17.	Reported skill and observations to the physical therapist.	4	0
<b>TOTAL POINTS --- Skill VI: (Making Ice Bag)</b>		<b>37</b>	
<b>TOTAL POINTS -- SKILL VI: (Disposable Ice Bag)</b>		<b>36</b>	
<b>70% Mastery for Skill VI (Making Ice Bag) = 25.9</b>			
<b>70% Mastery for Skill VI (Disposable Ice Bag) = 25.2</b>			

# PHYSICAL THERAPY

Competitor #: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

<b>Skill VII Transfer from Supine to Sitting Time: 5 minutes</b>		<b>Possible</b>	<b>Awarded</b>
1.	Obtained instructions from therapist.	1 0	
2.	Assembled equipment.	1 0	
3.	Knocked on door or requested permission to enter from behind the curtain, and paused before entering.	1 0	
4.	Greeted patient and introduced self.	1 0	
5.	Identified patient.	1 0	
6.	Explained skill and obtained consent from the patient.	2 0	
7.	Used alcohol-based handrub for hand hygiene.	2 0	
8.	Moved the patient close to the edge of the bed or mat (using the length of the patient's thigh as guide to where the patient's buttock should be)	1 0	
9.	Rolled the patient to a side-lying position while the lower extremities are partially flexed.	1 0	
10.	Instructed the patient to look in the direction of the movement and to engage trunk muscles during the activity.	1 0	
11.	Instructed the patient that during the lift on the count of 3 to push up with one or both upper extremities.	1 0	
12.	Positioned feet in an anteroposterior position to widen base of support and to avoid twisting back.	2 0	
13.	Placed your arm across the upper part of the back grasping the shoulder furthest from you.	2 0	
14.	On the count of 3 elevated the trunk by lifting under the shoulders.	2 0	
15.	With the other hand reached over the legs into the popliteal fossa and moved both legs off the bed or mat.	1 0	
16.	Supported the patient's pelvis when placed in a sitting position.	1 0	
17.	Did not leave patient in a sitting position unattended or unsupported throughout skill.	2 0	
18.	Used alcohol-based handrub for hand hygiene.	2 0	
19.	Appropriate verbal and nonverbal communication with patient and other personnel.	2 0	
20.	Reported skill and observations to the therapist.	2 0	
<b>TOTAL POINTS – SKILL VII</b>		<b>29</b>	
<b>70% Mastery for Skill VII = 20.3</b>			

# PHYSICAL THERAPY

Competitor #: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

<b>Skill VIII Donning &amp; Removing Transmission-Based Isolation Garments</b>		<b>Time: 5 minutes</b>		<b>Possible</b>	<b>Awarded</b>
1.	Assembled equipment.	1	0		
2.	Verbalized "hands have been washed & jewelry removed.	2	0		
3.	Donning Gown:				
a.	If sleeves are long rolled up above elbows before applying gown.	2	0		
b.	Lifted the gown by placing the hands inside the shoulders.	2	0		
c.	Worked arms into the sleeves of gown by gently twisting.	2	0		
d.	Placed hands inside the neckband and adjusted until in position and tied the bands at the back of the neck.	2	0		
e.	Reached behind and folded the edges of the gown so that uniform is completely covered and tied the waistband.	2	0		
4.	Donning Mask:				
a.	Secured mask under the chin and covered mouth and nose.	2	0		
b.	Tied mask securely behind head and neck by tying top ties first and bottom ties second.	2	0		
5.	Donning Gloves: Put gloves on and made sure that gloves covered the top cuff of the gown.	2	0		
6.	Removing Gown: Untied the waist ties and loosened the gown at the waist.	2	0		
7.	Removing Gloves:				
a.	Removed first glove by grasping the outside of the cuff with the opposite gloved hand and placed the glove over the hand so it is inside out.	2	0		
b.	Removed the second glove by placing the bare hand inside the cuff and pulled glove off so it is inside out.	2	0		
c.	Placed the gloves in the infectious waste container.	2	0		
d.	Used alcohol-based handrub to cleanse hands.	2	0		
8.	Removing Gown:				
a.	Untied the neck ties and loosened the gown at the shoulders handling only the inside of the gown.	2	0		
b.	Slipped the fingers of one hand inside the opposite cuff without touching the outside of gown and pulled the sleeve down over the hand	2	0		
c.	Used the gown-covered hand and pulled sleeve down over the opposite hand.	2	0		

Items Evaluated	Possible	Awarded
d. Eased arms and hands out of the gown, keeping the gown in front of the body and avoided outside of gown with hands.	2 0	
e. With hands inside the gown at the shoulders together and turned the gown is inside out.	2 0	
f. Folded the gown in half and rolled together.	2 0	
g. Placed gown in infectious waste container.	2 0	
9. Removing Mask:		
a. Untied bottom ties first followed by the top ties.	2 0	
b. Held mask by top ties only and dropped into infectious waste container.	2 0	
10. Used alcohol-based handrub for hand hygiene.	2 0	
<b>TOTAL POINTS -- SKILL VIII</b> <b>70% Mastery for Skill VIII = 34.3</b>	<b>49</b>	

# Pharmacy Science

## ***New for 2021 – 2022***

*The Pharmacy Technician A Comprehensive Approach* 4<sup>th</sup> Edition by Moini has been released. Skill steps have been updated to align to the new edition. Skill step point values have been revised. Editorial updates have been made for clarity

### **Event Summary**

Pharmacy Science provides members with the opportunity to gain knowledge and skills required in pharmacy-related careers. This competitive event consists of 2 rounds. Round One is a written, multiple-choice test and the top scoring competitors will advance to Round Two for the skills assessment. This event aims to inspire members to learn more about pharmacy careers and practices.

**Sponsorship** This competitive event is sponsored by [CVS Health](#)

**Dress Code** Competitors shall wear proper business attire or official HOSA uniform, or attire appropriate to the occupational area, during both rounds. Bonus points will be awarded for [proper dress](#).

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

### **Official References**

5. All official references are used in the development of the written test and skill rating sheets.
  - [Johnston, Mike. The Pharmacy Technician: Foundations and Practices. Pearson, latest edition.](#)
  - American Academy of Allergy, Asthma, and Immunology. Symptoms and Diagnosis tab (as posted as of September 1, 2018) [.https://www.aaaai.org/conditions-and-treatments/allergies/drug-allergy](https://www.aaaai.org/conditions-and-treatments/allergies/drug-allergy)
  - [McCartney, Lisa. Sterile Compounding and Aseptic Technique: Concepts, Training, and Assessment for Pharmacy Technician. Paradigm, latest edition.](#)
  - [Moini, Jahangir. The Pharmacy Technician: A Comprehensive Approach. Cengage Learning, Latest edition.](#)

### **Round One Test**

6. [Test Instructions](#): The written test will consist of 50 multiple choice items in a maximum of 60 minutes.

7. **Time Remaining Announcements:** There will be a verbal announcement when there are 30 minutes, 15 minutes, 5 minutes, and 1 minute remaining to complete the test.

8. **Written Test Plan**

Pharmacy Practice History & Practice Settings .....	5%
Pharmacy Law & Ethics and Safety & Infection Control .....	10%
Pharmacy Terminology & Abbreviations .....	10%
Dosage Formulations & Administration Routes .....	10%
Sterile and Non-Sterile Compounding .....	10%
Concentration & Dilutions .....	10%
Disorders & Treatments .....	45%

*NOTE: **Chartered associations** may use a different process for testing, to include but not limited to pre-conference testing, online testing, and testing at a computer. Check with your Chartered Association for the process you will be using.*

9. The test score from Round One will be used to qualify the competitor for Round Two.

10. **Sample Test Questions**

1. What U.S. law was passed based upon international treaties intended to stop the recreational use of opium?

- A. Sherley Amendment of 1912
  - B. Harrison Narcotic Tax Act of 1914**
  - C. Food, Drug, and Insecticide Administration of 1927
  - D. Food, Drug, and Cosmetic Act of 1938
- Moini Page 45

2. The newest forms of insulin have been produced from which source?

- A. Animal
  - B. Mineral
  - C. Synthetic
  - D. Genetic engineering**
- Johnston Page 94

3. If a patient is to receive 1 ounce of an over-the-counter medication, how many tablespoons should be given?

- A. 1
  - B. 2**
  - C. 4
  - D. 6
- Moini Page 140

**Round Two Skills**

11. Round Two is the performance of a selected skill(s). The skills approved for this event are:

- Skill I: Patient Screening for Pharmacist Consultation and Services (4 minutes)
- Skill II: Verifying Controlled Substance Prescription Content and DEA Number (6 minutes)
- Skill III: Withdrawing Liquid from a Vial (15 minutes)
- Skill IV: Compounding an Oral Suspension (15 minutes)
- Skill V: Identifying Equipment (*Including name of instrument and purpose or use*) (15 minutes)

Numbered Instruments (15) or photos from list:

Ampules	Eyewash Station	Intravenous System – Roller Clamp	Sharps Container
Autoclave	Heat Gun	Laminar Airflow Hood	Spatula
Auxiliary Labels	Hemostatic Forceps	Liquid Oral Syringe	Suppository Mold – Aluminum Type
Beaker Tongs	Hot Plate	Medication Containers	Suppository Mold – Plastic Type
Beakers	Indicator Strip (used for sterilization)	Medicine Cup	Syringes
Calibrated Spoon	Insulin Syringes	Medicine Dropper	Tablet Mold
Compounding Slabs or Disposable Slabs	Intravenous Injection	Mortar	Tissue Forceps
Conical Graduates	Intravenous System – Drip Chamber	Pestle	Transdermal Patch
Counting Trays	Intravenous System – Injection Port	Pipettes	Tuberculin Syringe
Crimper	Intravenous System – IV Solution Bag	Prefilled, Single-Dose Syringe	Weights
Cylindrical Graduates	Intravenous System – Piggyback Device	Safety Syringes	

Skill VI: Filling A Prescription (5 minutes)

Skill VII: Aseptic Garbing, Hand Washing and Gloving (10 minutes)

12. Skill II and/or Skill V may be administered with the Round One written test.
13. The selected Skill(s) will be presented to competitors as a written scenario at the beginning of the round. The scenario will be the same for each competitor and will include a challenging component that will require the competitors to apply critical thinking skills. A sample scenario can be found [here](#).
14. Timing will begin when the scenario is presented to the competitors and will be stopped at the end of the time allowed.
15. The scenario is a secret topic. Competitors MAY NOT discuss or reveal the secret topic until after the event has concluded or will face penalties per [the GRRs](#).
16. Judges will provide information to competitors as directed by the rating sheets. Competitors may ask questions of the judges while performing skills if the questions relate to patient physiology and will be included in the scenario.
17. The competitor must earn a score of 70% or higher on the combined skill(s) of the event (excluding the test and ID equipment) in order to be recognized as an award winner at the ILC.
18. Final rank is determined by adding the round one test score plus round two skill score. In case of a tie, the highest test score will be used to determine the rank.

**Final Scoring**

**Competitors Must Provide:**

- Two #2 lead pencils with eraser
- Ink pen
- Shoe covers
- Face mask
- Hair cover
- Beard cover (if appropriate)
- Hair Tie to pull back long hair (if appropriate)
- Sterile non-shedding gown with snug-fitting cuffs
- Eye shields or goggles
- Sterile, powder-free, latex free gloves
- Watch with second hand (optional-Round Two only)
- A [photo ID](#)

# PHARMACY SCIENCE

Competitor #: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Skill I	Patient Screening for Pharmacist Consultation and Services (Time: 4 minutes)	Possible		Awarded
1.	Greeted patient and introduced self.	1	0	
2.	Provided patient privacy by verbalizing or moving to a private area.	1	0	
3.	Recorded patient's name and date of birth on the blank screening form to verify patient.	2	0	
4.	<p><b>**Asked patient to respond to all questions (5 total) related to screening (as identified in scenario).</b></p> <p><b>- Judge verifies correct questions are asked using screening checklist (student must memorize questions as they will not have access to questions at the event).</b></p> <p>- questions do not have to be asked in order</p>	-		
	a. Question #1	3	0	
	b. Question #2	3	0	
	c. Question #3	3	0	
	d. Question #4	3	0	
	e. Question #5	3	0	
5.	Demonstrated NO distracting elements of nonverbal communication including lack of eye contact, inappropriate facial expressions and body position such as closed posture.	2	0	
6.	Avoided the use of medical jargon during discussion with patient.	2	0	
7.	Spoke with appropriate volume, pitch, inflection, pronunciation and diction.	2	0	
8.	Actively listened and did not interrupt while patient was speaking.	2	0	
9.	Questioned the patient as needed to ensure that responses were completely understood.	2	0	
10.	Signed the Patient Screening form.	1	0	
11.	Referred patient to the pharmacist for counseling.	4	0	
12.	Handed the completed Patient Screening form to the Pharmacist (judge) indicating the skill is complete.	2	0	

Items Evaluated	Possible	Awarded
13. Appropriate verbal and nonverbal communication with patient and other personnel.	2 0	
<b>TOTAL POINTS -- SKILL I</b> <b>70% Mastery for Skill I = 26.6</b>	<b>38</b>	

\*\* Step #4: Competitors should ask the patient the questions outlined in the screening checklists on the following pages 6-11 that are applicable to the screening (vaccination x3, late refill, or drug allergy) listed in the scenario received at the time of competition. To prepare, competitors should memorize all 5 questions on each of the 5 screening checklists so they can adequately ask the patients the correct questions.

# PHARMACY SCIENCE

## Skill I Patient Screening for Pharmacist Consultation and Services

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### Screening Checklist for Contraindications to **Injectable Influenza Vaccination**

For patients (both children and adults) to be vaccinated: The questions asked are developed to determine if the requested vaccination should be given. If you answer “yes” to any of the following questions it, it does not necessarily mean the vaccination will not be given. Additional information will be required.

---

1. Is the person to be vaccinated today showing any signs of illness?
2. Does the person to be vaccinated have allergies to any component of the vaccine?
3. Is the patient over the age of 65 resulting in the need for CDC recommended higher dose?
4. Does the person have a severe allergy to chicken eggs?
5. Is the person to be vaccinated younger than 6 months of age?

Reference: Moini, Jahangir. The Pharmacy Technician: A Comprehensive Approach. Cengage Learning, latest edition.

***Screening Checklist will not be provided during the event. Competitors will need to memorize the questions related to the identified issue.***

# PHARMACY SCIENCE

## Skill I Patient Screening for Pharmacist Consultation and Services

---

### Screening Checklist for Contraindications to **Injectable Inactivated Poliovirus Vaccination**

For patients (both children and adults) to be vaccinated: The questions asked are developed to determine if the requested vaccination should be given. If you answer “yes” to any of the following questions it, it does not necessarily mean the vaccination will not be given. Additional information will be required.

---

1. Does the person to be vaccinated have allergies to any component of the vaccine?
2. Is the person to be vaccinated today immune depressed in any way?
3. Does the person to be vaccinated live with anyone who has an immune deficiency disease?
4. Is there a suspected familial immune deficiency?
5. Is there possibility that the person being vaccinated is pregnant?

Reference: Moini, Jahangir. *The Pharmacy Technician: A Comprehensive Approach*. Cengage Learning, latest edition.

***Screening Checklist will not be provided during the event. Competitors will need to memorize the questions related to the identified issue.***

# PHARMACY SCIENCE

## Skill I Patient Screening for Pharmacist Consultation and Services

---

### Screening Checklist for Contraindications to **Injectable Rubella Vaccination**

For patients (both children and adults) to be vaccinated: The questions asked are developed to determine if the requested vaccination should be given. If you answer “yes” to any of the following questions it, it does not necessarily mean the vaccination will not be given. Additional information will be required.

---

1. Does the person to be vaccinated have allergies to any component of the vaccine?
2. Is the person to be vaccinated today immunosuppressed?
3. Is the person being vaccinated receiving corticosteroids?
4. Has the person being vaccinated been diagnosed with tuberculosis?
5. Is there possibility that the person being vaccinated is pregnant or attempting to become pregnant?

Reference: Moini, Jahangir. The Pharmacy Technician: A Comprehensive Approach. Cengage Learning, latest edition.

***Screening Checklist will not be provided during the event. Competitors will need to memorize the questions related to the identified issue.***

# PHARMACY SCIENCE

## Skill I Patient Screening for Pharmacist Consultation and Services

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### Screening Checklist for **Late Refill**

Promoting compliance with prescribed medication is an important role of the pharmacy staff. If the patient is not taking medication as prescribed the following questions may help determine the cause of noncompliance.

---

1. How did the prescriber recommend you take this medication?
2. What methods do you use to help remember to take your medication?
3. What side effects have you experienced with the medication?
4. Do you believe the medication helps resolve the issues for which it was prescribed?
5. What are your concerns regarding taking this medication?

Reference: Johnston, Mike. The Pharmacy Technician: Foundations and Practices. Pearson, latest edition.

***Screening Checklist will not be provided during the event. Competitors will need to memorize the questions related to the identified issue.***

# PHARMACY SCIENCE

## Skill I Patient Screening for Pharmacist Consultation and Services

---

### Screening Checklist for **Possible Allergic Reaction**

Allergic reactions can be life threatening. Concerns expressed by patient must be investigated. The following questions should be asked to obtain basic needed information.

---

1. What medication were you taking when you noticed symptoms of concern?
2. Please describe your symptoms.
3. When did your symptoms begin?
4. Were any other medications taken during this time, including over-the-counter drugs?
5. Have you stopped taking the medication?

Reference: American Academy of Allergy, Asthma, and Immunology. Symptoms and Diagnosis tab. <https://www.aaaai.org/conditions-and-treatments/allergies/drug-allergy>

***Screening Checklist will not be provided during the event. Competitors will need to memorize the questions related to the identified issue.***

# PHARMACY SCIENCE

## Skill I Patient Screening Form for Pharmacist Consultation and Services

This form is given to the competitor during the event. The competitor completes this form as they ask the patient the 5 questions they have memorized for the selected screening checklist. As the competitor asks each question, the competitor should write a note of which question they asked (such as allergies, side effects, methods, concerns, immunosuppressed, etc.) in the blank space provided below. As the patient answers each question, the competitor should check "yes", "no", or "don't know" according to how the patient responds. After asking the 5 questions, the competitor will sign the form (in the form completed by line) and then return it to the judge (Pharmacist) as the final step in the skill.

Screening Checklist for: \_\_\_\_\_

Patient Name: \_\_\_\_\_ Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_

---

	Yes	No	Don't Know
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Form completed by: \_\_\_\_\_

Date: \_\_\_\_\_

Form reviewed by: \_\_\_\_\_

Date: \_\_\_\_\_

# PHARMACY SCIENCE

## **Skill II: Verifying the Content of a Controlled Substance Prescription and DEA Number (6 minutes)**

\*\*\* Via the event scenario, the competitor will be given a prescription. Each competitor will also be given a Prescription Verification Form which acts as the rating sheet (page 13 of the guidelines). The prescription in the scenario will have missing information. Competitors must know all the required components (below) of the prescription in order to identify which components are missing. The Prescription Verification Form will be scored by the judges using the points indicated.

When verifying a Controlled Substance Prescription with DEA Number, the below list of items must all be verified.

1. Patient Information
  - a. Name
  - b. Address
2. Prescriber Information
  - a. Name
  - b. Address
  - c. Telephone Number
  - d. License Number
3. DEA Number
  - a. Verified the second letter corresponds to the first letter of the provider's last name
  - b. Added the first, third, and fifth digits of the DEA number.
  - c. Added the second, fourth, and sixth digits of the DEA number. Double the sum.
  - d. Added the sum of b and c.
  - e. Verified that the last digit from step d matches the last digit of the DEA number.
4. When prescribed
  - a. Month
  - b. Day
  - c. Year
5. Drug name and strength
6. Dose and quantity
7. Route of administration
8. Directions (signature or "Sig")
9. Number of refills authorized
10. Product selection was permitted
11. Prescriber's signature
12. No dangerous abbreviations, acronyms, or symbols are used from the Joint Commission's "Minimum" Do Not Use list and Joint Commission's "Recommended" Do Not Use List.

# PHARMACY SCIENCE

Competitor #: \_\_\_\_\_

Judge's Initials: \_\_\_\_\_

## Skill II: Verifying the Content of a Controlled Substance Prescription and DEA Number (6 minutes)

### Prescription Verification Form – Rating Sheet

*\*Name brand and generic names will be used in the scenarios.*

Please list which 5 components are missing from the prescription given to you (below):

1. \_\_\_\_\_ (3 points)
2. \_\_\_\_\_ (3 points)
3. \_\_\_\_\_ (3 points)
4. \_\_\_\_\_ (3 points)
5. \_\_\_\_\_ (3 points)

DEA Number listed on prescription: \_\_\_\_\_

Is the DEA number valid? Yes or No (3 points)

Explain your yes or no answer by showing your work in **five** steps to verify the DEA Number:

1. \_\_\_\_\_ (1 point)
2. \_\_\_\_\_ (1 point)
3. \_\_\_\_\_ (1 point)
4. \_\_\_\_\_ (1 point)
5. \_\_\_\_\_ (1 point)

Are there any dangerous abbreviations, acronyms, or symbols used from the Joint Commission's "Minimum" Do Not Use list and the Joint Commission's "Recommended" Do Not Use List? If yes, **list below**. If no, **write NO** (3 points)

What other actions are needed or required? \_\_\_\_\_ (2 points)

**Total Points Possible: 28**

**Total Points Awarded: \_\_\_\_\_**

**70% Mastery for Skill II: 19.6**

# PHARMACY SCIENCE

Competitor #: \_\_\_\_\_ Judge's Signature: \_\_\_\_\_

***\*Name brand OR generic names will be used in the scenarios.***

<b>Skill III: Withdrawing Liquid from a Vial (Time: 15 minutes)</b>	<b>Possible</b>	<b>Awarded</b>
1. Obtained the medication order.	1	0
2. Obtained needed supplies and placed on transport vehicle.	1	0
3. Performed calculation based on scenario.	4	0
4. Verbalized following proper procedure for dressing with PPE and handwashing.	2	0
<b>CLEAN ROOM PROCEDURE</b>		
5. Verbalized cleaning the hood.	2	0
6. Placed all supply items for the skill into the outer six-inch staging area of the hood.	1	0
7. Placed the vial within the DCA.	1	0
8. Removed the flip-top cap and placed in the discard pile.	1	0
9. Opened an alcohol swab within the DCA and swabbed the rubber top of the medicine vial.	2	0
10. Placed the used swab on the hood's work surface within the DCA.	1	0
11. Placed wrapper in the discard pile.	1	0
12. Aseptically attached a regular needle to the syringe.	2	0
13. Pulled the plunger back on the syringe to slightly less than the amount needed to be drawn up.	1	0
14. Removed the needle cap and placed it onto the alcohol swab.	2	0
15. Used the thumb and forefinger of the nondominant hand, to stabilize the vial against the hood's work surface.	1	0
16. Placed the needle tip bevel up and inserted at a 45-degree angle through the stopper.	1	0
17. Gently pushed the air from the syringe into the vial.	1	0
18. Used nondominant hand holding the vial and the dominant hand to maintain the needle in the vial while inverting the vial so that needle and syringe is below the vial.	1	0
19. Released plunger of air into the vial using thumb of dominant hand.	1	0
20. Allowed fluid to move from the vial to syringe. If needed, pulled back on the plunger until the desired amount withdrawn.	1	0
21. Withdrew needle from vial.	1	0
22. Carefully recapped needle.	1	0

Items Evaluated	Possible		Awarded
23. <i>Judge verified correct amount of liquid withdrawn.</i>	4	0	
24. Placed the completed syringe and other supply items on the transport vehicle.	1	0	
25. Discarded waste items in proper waste container.	2	0	
26. Returned to anteroom and returned unused supply items to proper storage.	1	0	
27. Verbalized removing PPE in correct order.	2	0	
28. Verbalized appropriate handwashing or used alcohol-based handrub.	1	0	
<b>TOTAL POINTS – SKILL III</b> <b>70% Mastery for Skill III = 28.7</b>	<b>41</b>		

# PHARMACY SCIENCE

Competitor #: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

**\*Name brand OR generic names will be used in the scenarios.**

<b>Skill IV: COMPOUNDING AN ORAL SUSPENSION (Time: 15 minutes)</b>		<b>Possible</b>	<b>Awarded</b>
1.	Obtained the completed recipe or completed formula via scenario using the Master Formula sheet.	1	0
2.	Checked the prescribed dosage with the pharmacist (judge).	2	0
3.	Verified the obtained the correct number tablets needed for compounding based on Master Formula sheet and notified the pharmacist (judge). <b>* Judge verified accuracy. Competitor proceeds either way. Points only awarded if the correct number of tablets were obtained.</b>	4	0
4.	Obtained needed equipment	1	0
5.	Used alcohol-based hand sanitizer for hand hygiene.	2	0
6.	Donned sterile, powder-free gloves.	2	0
7.	Triturated or reduced to a fine powder by using mortar and pestle.	1	0
8.	Added a small amount of suspending vehicle to levigate or grind the powder until a smooth paste is formed.	1	0
9.	Continued to add suspending vehicle until product is liquid enough to transfer to a graduated cylinder	1	0
10.	Poured the liquid into a graduated cylinder.	1	0
11.	Rinsed mortar several times with suspending vehicle and added to product in graduated cylinder.	1	0
12.	Verified the amount of the suspension at eye level.	2	0
13.	Poured the compounded suspension into medication bottle.	1	0
14.	Selected the appropriate label from those provided and affixed to the medication bottle. <b>*Judge verified accuracy.</b>	4	0
15.	Selected the appropriate auxiliary label from those provided and affixed to medication bottle. <b>*Judge verified accuracy.</b>	4	0
16.	Cleaned the area and equipment using soap and water and returned equipment to proper place.	2	0
17.	Demonstrated proper handwashing or used alcohol-based handrub.	2	0
<b>TOTAL POINTS - SKILL IV</b>		<b>32</b>	
<b>70% Mastery for Skill IV = 22.4</b>			

\*Compounding directions were obtained from [nationwidechildrens.org](http://nationwidechildrens.org)

**Skill IV - MASTER FORMULA SHEET: NON-STERILE COMPOUNDING**

*\*This form will be completed by HOSA staff prior to the event and will be given to competitors with the scenario.*

**PRODUCT:** \_\_\_\_\_

**Date Prepared:** \_\_\_\_\_ **FINAL PRODUCT CHECKED BY:** \_\_\_\_\_

**EXPIRATION DATE:** \_\_\_\_\_

<b>INGREDIENT</b>	<b>MANUFACTURER</b>	<b>Lot #</b>	<b>MFR EXPIRATION DATE</b>	<b>FORMULA QUANTITY REQUIRED</b>	<b>QUANTITY USED</b>	<b>PREPARED BY</b>	<b>CHK BY</b>
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**EQUIPMENT**

**PRESCRIPTION LABEL**

**AUXILIARY LABELS**

**COMPOUNDING DIRECTIONS :**

**DATE PREPARED:**

**EXPIRATION DATE:**

**STABILITY**

**REFERENCE(S)**

**FINAL APPEARANCE**

# PHARMACY SCIENCE

Competitor #: \_\_\_\_\_ Judge's Initials: \_\_\_\_\_ Total Points (45 possible) \_\_\_\_\_

## Skill V: Identify Equipment and Instruments

(Time: 15 minutes)

	Name of Instrument	Points (1 each for name & spelling)	Purpose or Use	Points (1 point for correct purpose/use)
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
<b>TOTAL: ID &amp; Spelling (30 poss)</b>			<b>TOTAL: Purpose (15 possible)</b>	

# PHARMACY SCIENCE

Competitor #: \_\_\_\_\_ Judge's Signature: \_\_\_\_\_

**\*Name brand OR generic names will be used in the scenarios.**

<b>Skill VI: Filling a Prescription</b>	<b>(Time: 5 minutes)</b>	<b>Possible</b>		<b>Awarded</b>
1. Obtained prescription.		1	0	
2. Reviewed the prescription for legality and correctness.		2	0	
a. Verified the name on the prescription by asking the patient.		2	0	
b. Verified prescription was presented within one year of being written.		1	0	
c. Verified address of the patient.		1	0	
3. Reviewed the original medication order with the judge:		1	0	
a. correct dosage form is included on the prescription		1	0	
b. correct strength is included on the prescription		1	0	
4. Determined if generic substitution is allowed based on the prescription		1	0	
5. Used alcohol-based hand sanitizer for hand hygiene.		2	0	
6. Obtained the correct medication to fill the prescription.		2	0	
7. Checked the medication expiration date		2	0	
8. Calculated the number of tablets or capsules to dispense based on prescription.		4	0	
9. Used the counting tray and spatula to count needed number of tablets or capsules for the current prescription.		4	0	
10. Recounted to ensure the correct number will be dispensed.		2	0	
11. Obtained the correct container (type and shape) for the prescription.		1	0	
12. Obtained the correct label, rechecking the directions and drug strength.		4	0	
13. Affixed auxiliary labels if indicated such as take with meals, shake well, etc.		2	0	
14. Submitted to pharmacist (judge) for final check.		4	0	

Items Evaluated	Possible		Awarded
15. Avoided contamination by not touching medication directly throughout filling process.	2	0	
16. Cleaned counting tray and spatula with an alcohol swab.	2	0	
17. Returned all equipment to appropriate place.	2	0	
18. Appropriate verbal and nonverbal communication with patient and other personnel.	2	0	
<b>TOTAL POINTS - SKILL VI</b> <b>70% Mastery for Skill VI = 30.8</b>	<b>44</b>		

# PHARMACY SCIENCE

Competitor #: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

<b>Skill VII: Aseptic Garbing, Hand Washing, &amp; Gloving (Time: 10 minutes)</b>	<b>Possible</b>		<b>Awarded</b>
1. Removed any outer garments and jewelry.	2	0	
2. Obtained needed supplies.	1	0	
3. Cleansed your hands with sterile, foamed 70% IPA by holding can so that tip is down into the palm of opposite hand and coating palms, back of hands, and each finger and allow to dry.	2	0	
4. Donned shoe covers one at a time completely covering shoe.	2	0	
5. Reapplied sterile, foamed 70% IPA to hands and allowed to dry.	2	0	
6. Gathered or tied loose hair back and put on the hair cover while completely covering all of the hair.	2	0	
7. Reapplied sterile, foamed 70% IPA to your hands & allow to dry.	2	0	
8. Donned a face mask by positioning the mask securely over nose, mouth and chin. If have facial hair, donned a beard cover.	2	0	
9. TO SINK FOR ASEPTIC HAND WASHING:			
a. Squeezed surgical scrub sponge/brush several times to activate soap suds.	2	0	
b. Opened the packet removing the sterile sponge/brush and held in dominant hand.	2	0	
c. Used the other hand to dispose of wrapper in waste container.	2	0	
d. Pressed the foot pedals if present to begin flow of water. <i><b>*IF NO FOOT PEDALS ARE AVAILABLE ASK JUDGE TO TURN ON THE WATER.</b></i>	2	0	
e. When water was warm wet hands and arms.	2	0	
10. Used the nail pick to clean under each fingernail while still holding the scrub sponge/brush. When completed disposed of pick in wastebasket	2	0	
11. Applied a small amount of water to the scrub sponge/brush.	2	0	
12. Used the brush side of the sterile scrub sponge/ brush under the fingernails of left hand moving from thumb to pinkie. Repeated on right side.	2	0	
13. Repeated step #12 on the right side.	2	0	

Items Evaluated		Possible	Awarded
14.	Used the sponge side to clean each of the four surfaces (top, side, bottom, side) and webbing between beginning with thumb and repeating for each finger on left side.	2	0
15.	Repeated step #14 on the right side.	2	0
16.	Used the sponge to clean the palm of the left hand.	2	0
17.	Repeated step #16 on the right side.	2	0
18.	Cleaned the left forearm in a circular pattern around the arm from wrist to elbow.	2	0
19.	Repeated step #18 on the right side.	2	0
20.	Disposed of scrub sponge/brush without touching waste container or contents.	2	0
21.	Rinsed the left hand and forearm holding your arm with fingers pointed up and rinsing from fingers to elbow.	2	0
22.	Repeated step #21 on right side.	2	0
<b>*Foot Pedal released OR Judge turns off water when handwashing is complete.</b>		-	
23.	Used an aseptic, lint-free paper towel to dry both hands moving from fingers toward the elbow.	2	0
24.	Disposed of paper towel in waste container.	2	0
25.	Opened the sterile gown.	2	0
26.	<b>DONNED STERILE GOWN</b>		
	a. Inserted one arm into open sleeve and pulled it up on shoulder and repeated on other sleeve.	2	0
	b. Secured the gown at the neck and at the waist.	2	0
27.	Sterilized hands with sterile, foamed 70% IPA.	2	0
28.	Opened sterile gloves and placed on clean surface.	2	0
29.	Placed the left glove on the left hand by grasping the inner part of the cuff with the right hand & pulled up onto left hand.	2	0
30.	Repeated gloving process on right hand. <b>*Judge states "skill is completed".</b>	2	0
31.	<b>Removal of PPE</b>		
	a. Grasped cuff of one glove and pulled glove down & off hand.	2	0
	b. While grasping removed glove in gloved hand, grasped the cuff & pulled off the glove of the other hand.	2	0
	c. Disposed of glove bundle in waste container.	2	0
	d. Untied the gown and removed by pulling at shoulders turning the gown inside out and placed in a waste container.	2	0
	e. Removed face mask, hair cover, and shoe covers and discarded in waste container.	2	0
32.	Washed hands or used alcohol-based handrub for hand hygiene.	2	0
<b>TOTAL POINTS - SKILL VII</b>		<b>81</b>	
<b>70% Mastery for Skill VII = 56.7</b>			

***New for 2021-2022***

Skill steps and point values have been updated.  
*Orthopedic Taping, Wrapping, Bracing and Padding* by Beam 4<sup>th</sup> edition has been released.

## **Event Summary**

Sports Medicine provides members with the opportunity to gain knowledge and skills required for patient care in a sports medical setting. This competitive event consists of 2 rounds. Round One is a written, multiple-choice test and the top scoring competitors will advance to Round Two for the skills assessment. This event aims to inspire members to be learn more about injury prevention, therapeutic intervention, and immediate care.

**Sponsorship** This competitive event is sponsored by the National Athletic Trainers' Association

**Dress Code** Competitors shall wear proper business attire or official HOSA uniform, or attire appropriate to the occupational area, during both rounds. Bonus points will be awarded for proper dress.

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

## **Official References**

5. The official references are used in the development of the written test and skill rating sheets.
  - [Beam, Joel W. Orthopedic Taping, Wrapping, Bracing, and Padding. F.A. Davis, Latest edition.](#)
  - [France, Bob. Introduction to Sports Medicine and Athletic Training. Cengage, Latest edition.](#)
  - [Prentice, William E. The Role of the Athletic Trainer in Sports Medicine: An Introduction for the Secondary School Student, McGraw Hill, Latest edition.](#)

## Round One Test

6. Test Instructions: The written test will consist of 50 multiple choice items in a maximum of 60 minutes.
7. **Time Remaining Announcements:** There will be a verbal announcement when there are 30 minutes, 15 minutes, 5 minutes, and 1 minute remaining to complete the test.
8. **Written Test Plan**
  - Injury / Illness Prevention and Wellness Promotion .....30%
  - Examination, Evaluation, and Assessment .....30%
  - Immediate and Emergency Care .....16%
  - Therapeutic Intervention.....16%
  - Healthcare Administration and Professional Responsibilities.....8%

*NOTE: **Chartered associations** may use a different process for testing, to include but not limited to pre-conference testing, online testing, and testing at a computer. Check with your Chartered Association for the process you will be using.*

9. The test score from Round One will be used to qualify the competitor for the Round Two.
10. **Sample Test Questions**
  1. Which professional can best advise an athlete on the psychological aspects of the rehabilitation process and how to cope with an injury?
    - A. Sports physiologist
    - B. Sports neurologist
    - C. Sports psychologist**
    - D. Sports massage therapistPrentice Page 13
  2. Which vitamin is essential for the metabolism of carbohydrates and some amino acids, maintenance of normal appetite, and functioning of the nervous system?
    - A. Ascorbic acid
    - B. Niacin
    - C. Riboflavin
    - D. Thiamine**France Page 96
  3. What is a common mechanism of injury for an MCL sprain?
    - A. Quick deceleration, cutting, twisting, and landing movement.
    - B. Abduction and lower leg rotation on a planted foot.
    - C. Falling on the anterior knee while in a flexed position.
    - D. Adduction and internal rotation of the knee.**Beam Page 157

## Round Two Skills

11. Round Two is the performance of a selected skill(s). The Round Two skills approved for Round Two for this event are:
  - Skill I: Anatomical Landmark Identification (7 minutes)
  - Skill II: Joint Action and Maximum Range of Motion Identification (15 minutes)

Skill III: Taping / Wrapping

- A. Ankle (Inversion) (5 minutes)
- B. Achilles Tendon (6 minutes)
- C. Shoulder Spica (5 minutes)
- D. Wrist / Hand (Circular Wrist/Figure Eight) (4 minutes)

**NOTE: Skill II Options-** This skill may use a live patient to demonstrate poses for competitors to identify. In this case, the competitor will have 15 minutes to identify 15 different numbered poses and it will be the competitor's responsibility to tell the patient when the competitor is ready to move to the next numbered pose. Competitors may request the live patient repeat poses as often as needed during this timeframe, and poses do not need to be done in order. As an alternative to using a live patient, numbered photographs of patients in varying poses may be used. Spelling counts! Competitors should come prepared for either option.

- 12. The selected skill(s) will be presented to competitors as a written scenario at the beginning of the round. The scenario will be the same for each competitor and will include a challenging component that will require the competitors to apply critical thinking skills. A sample scenario can be found here.
- 13. Timing will begin when the scenario is presented to the competitors and will be stopped at the end of the time allowed.
- 14. The scenario is a secret topic. Competitors MAY NOT discuss or reveal the secret topic until after the event has concluded or will face penalties per the GRRs.
- 15. Judges will provide information to competitors as directed by the rating sheets. Competitors may ask questions of the judges while performing skills if the questions relate to patient physiology and will be included in the scenario

**Final Scoring**

- 16. The competitor must earn a score of 70% or higher on the combined skills of the event (excluding the test, Anatomical Landmark Identification and Joint Action and Range of Motion Identification) in order to be recognized as an award winner at the ILC.
- 17. Final rank is determined by adding the round one test score plus round two skill score. In case of a tie, the highest test score will be used to determined final placement.

**Competitors Must Provide:**

- A photo ID
- Two #2 lead pencils with eraser
- Watch with second hand (optional-Round Two only)
- Appropriate tape of any size, color or type
- Elastic wrap (used for Skill III-C)
- Tape scissors or tape cutter
- Thin foam pads (heel and lace pads) with skin lubricant (used for Skill III-A & B)
- Pad for shoulder (used for Skill III-C)
- Underwrap of any size, color or type

**Note:** It is the competitor's responsibility to know what size and type(s) of tape/elastic wrap is (are) needed for each taping/wrapping skill, and to bring the appropriate materials to the event.

## Skill I: Anatomical Landmark Identification

Anatomy of the:	Bones ( <i>including bony landmarks &amp; joint names</i> )	Ligaments or Other Structures	Muscles ( <i>including origin &amp; insertion, belly, &amp; tendons</i> )
<b>Foot</b>	Phalanges 1-5 Metatarsals Tarsals	Transverse arch Longitudinal arches	Adductor Hallucis Flexor/Extensor Digitorum Extensor Hallucis Longus
<b>Ankle &amp; Lower Leg</b>	Tibia Fibula Tarsals	Anterior/Posterior Tibiofibular  Anterior/Posterior Talofibular Deltoid Calcaneofibular	Fibularis(Peroneus) Longus/Brevis Achilles Tendon Extensor/Flexor Digitorum Longus Soleus Tibialis Anterior Extensor/Flexor Hallucis Longus Gastrocnemius
<b>Knee</b>	Femur  Patella Tibia Fibula	Medial Collateral  Lateral Collateral Patellar Ligament/Tendon	Rectus Femoris  Vastus Lateralis Vastus Medialis Oblique Sartorius Gracilis Biceps Femoris Semitendinosus Semimembranosus Popliteus
<b>Elbow &amp; Forearm</b>	Humerus  Radius  Ulna	Ulnar Collateral  Radial Collateral  Annular	Biceps/Triceps  Brachioradialis  Supinator  Pronator Teres  Pronator Quadratus  Flexor/Extensor Carpi Ulnaris  Flexor/Extensor Carpi Radialis
<b>Wrist, Hand &amp; Fingers</b>	Phalanges 1-5 Carpals Metacarpals	Anatomical Snuffbox  Thenar/Hypothenar Eminence	Flexor/Extensor Digiti Minimi Abductor Pollicis Longus Flexor/Extensor Pollicis
<b>Shoulder</b>	Clavicle Scapula Humerus	Sternoclavicular Acromioclavicular Glenohumeral Coracoclavicular Coracoacromial	Infraspinatus Teres Major/Minor Deltoid Biceps/ Triceps Rhomboids Major/Minor Levator Scapula Trapezius Serratus Anterior Latissimus Dorsi
<b>Neck, Spine &amp; Head</b>	Cervical Spine 1-7 Thoracic Spine 1-12 Lumbar Spine 1-5 Parietal Occipital Temporal Zygomatic Frontal Nasal Maxilla Mandible	None	None

# SPORTS MEDICINE

Competitor #: \_\_\_\_\_ Judge's Signature: \_\_\_\_\_

Skill I Anatomical Landmark Identification (Time: 7 minutes)	Possible Points	Awarded
<p>A. <i>This skill enables competitors to demonstrate their knowledge of musculoskeletal anatomy. Competitors will place a small adhesive label over the specified anatomical location of a live patient. Competitors will have 15 seconds to identify each landmark requested by the judge. Landmarks may include specific boney sites, muscles (origin, insertion, belly, tendon), or ligaments.</i></p> <p>The Head Athletic Trainer (judge) will inform the competitor which 21 locations are to be identified, one at a time. The competitor will then have 15 seconds to place the small adhesive label on the patient in the correct location. Competitor should verbalize when they are finished with each landmark so the judge can move on to the next one. The timekeeper will stop competitor once 15 seconds has elapsed, so judge can verbalize next landmark.</p> <p><i>Competitor earns 2 points for correctly identifying each landmark within the given time frame.</i></p>		
<p>B. Anatomy of the Foot:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>	<p>2      0</p> <p>2      0</p> <p>2      0</p>	
<p>C. Anatomy of the Ankle &amp; Lower Leg:</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p>	<p>2      0</p> <p>2      0</p> <p>2      0</p>	
<p>D. Anatomy of the Knee:</p> <p>7. _____</p> <p>8. _____</p> <p>9. _____</p>	<p>2      0</p> <p>2      0</p> <p>2      0</p>	

<p>E. Anatomy of the Neck, Spine &amp; Head:</p> <p>10. _____</p> <p>11. _____</p> <p>12. _____</p>	<p>2      0</p> <p>2      0</p> <p>2      0</p>	
<p>F. Anatomy of the Shoulder:</p> <p>13. _____</p> <p>14. _____</p> <p>15. _____</p>	<p>2      0</p> <p>2      0</p> <p>2      0</p>	
<p>G. Anatomy of the Elbow &amp; Forearm:</p> <p>16. _____</p> <p>17. _____</p> <p>18. _____</p>	<p>2      0</p> <p>2      0</p> <p>2      0</p>	
<p>H. Anatomy of the Wrist, Hand &amp; Fingers:</p> <p>19. _____</p> <p>20. _____</p> <p>21. _____</p>	<p>2      0</p> <p>2      0</p> <p>2      0</p>	
<p><b>TOTAL POINTS -- SKILL I</b></p>	<p><b>42</b></p>	

## Skill II: Joint Action & Maximum Range of Motion Identification

<input type="checkbox"/>	Foot/Ankle eversion	20 degrees
<input type="checkbox"/>	Foot/Ankle inversion	40 degrees
<input type="checkbox"/>	Ankle dorsiflexion	20 degrees
<input type="checkbox"/>	Ankle plantarflexion	45 degrees
<input type="checkbox"/>	Knee flexion	140 degrees
<input type="checkbox"/>	Hip adduction	40 degrees
<input type="checkbox"/>	Hip abduction	45 degrees
<input type="checkbox"/>	Hip extension	10 degrees
<input type="checkbox"/>	Hip flexion	125 degrees
<input type="checkbox"/>	Hip internal rotation	45 degrees
<input type="checkbox"/>	Hip external rotation	45 degrees
<input type="checkbox"/>	Shoulder flexion	180 degrees
<input type="checkbox"/>	Shoulder extension	50 degrees
<input type="checkbox"/>	Shoulder abduction	180 degrees
<input type="checkbox"/>	Shoulder adduction	40 degrees
<input type="checkbox"/>	Shoulder internal rotation	90 degrees
<input type="checkbox"/>	Shoulder external rotation	90 degrees
<input type="checkbox"/>	Elbow flexion	145 degrees
<input type="checkbox"/>	Forearm pronation	80 degrees
<input type="checkbox"/>	Forearm supination	85 degrees
<input type="checkbox"/>	Wrist extension	70 degrees
<input type="checkbox"/>	Wrist flexion	80 degrees
<input type="checkbox"/>	Wrist radial deviation/abduction	20 degrees
<input type="checkbox"/>	Wrist ulnar deviation/adduction	45 degrees

# SPORTS MEDICINE

**Skill II: Joint Action & Maximum ROM Identification (Time: 15 minutes)**

Competitors will identify joint name, action and maximum range of motion from provided photographs or from the live patient demonstration. Spelling counts!

Competitor #: \_\_\_\_\_ Judge's Initials: \_\_\_\_\_ Total Points Awarded= \_\_\_\_\_

	Name of Joint (1 pt each, name & spelling)	Possible Points	Name of Action (1 pt each, name & spelling)	Possible Points	Max Range of Motion (1pt)	Possible Points	Points Awarded
1		2 0		2 0		1 0	
2		2 0		2 0		1 0	
3		2 0		2 0		1 0	
4		2 0		2 0		1 0	
5		2 0		2 0		1 0	
6		2 0		2 0		1 0	
7		2 0		2 0		1 0	
8		2 0		2 0		1 0	
9		2 0		2 0		1 0	
10		2 0		2 0		1 0	
11		2 0		2 0		1 0	
12		2 0		2 0		1 0	
13		2 0		2 0		1 0	
14		2 0		2 0		1 0	
15		2 0		2 0		1 0	
<b>Name &amp; Spelling (30 poss)</b>			<b>Action &amp; Spelling (30 poss)</b>		<b>ROM (15 poss)</b>		<b>TOTAL: 75 pts poss</b>

# SPORTS MEDICINE

Competitor #: \_\_\_\_\_ Judge's Signature: \_\_\_\_\_

<b>Skill III-A Taping – Ankle (Inversion) (Time: 5 minutes)</b>		<b>Possible</b>		<b>Awarded</b>
1.	Obtained instructions from Head Athletic Trainer (judge).	1	0	
2.	Assembled equipment.	1	0	
3.	Greeted patient and introduced self.	1	0	
4.	Identified patient and explained skill.	2	0	
5.	Positioned patient sitting on a taping table with the leg extended off the edge with the foot in dorsiflexion.	1	0	
6.	Demonstrated spraying area with tape adherent (without actually spraying adherent on patient).	1	0	
7.	Applied pre-wrap, or self-adherent wrap, and thin foam pads with skin lubricant over the heel and lace areas to provide additional adherence and lessen irritation.	1	0	
8.	Applied one thin, smooth layer of pre-wrap to foot and ankle.	1	0	
9.	Using non-elastic tape, applied two anchor strips at a slight angle around the distal lower leg, just inferior to the gastrocnemius belly.	1	0	
10.	Placed an anchor strip around the midfoot, proximal to the fifth metatarsal head.	1	0	
11.	Started the first stirrup on the medial lower leg anchor and proceeded down over the posterior medial malleolus, across the plantar surface of the foot and continued up and over the posterior lateral malleolus, finishing on the lateral lower leg anchor.	1	0	
12.	Began the first horseshoe strip on anchor of the medial aspect of the midfoot, continued around the distal Achilles tendon, across the distal lateral malleolus, and finished on the anchor of the lateral midfoot, proximal to the fifth metatarsal head.	1	0	
13.	Started the second stirrup on the medial lower leg anchor by overlapping the first by ½ of the tape width, continued down over the medial malleolus, across the plantar foot, up and over the lateral malleolus, and finished on the anchor of the lateral lower leg.	1	0	

<b>Skill III-A Taping – Ankle (continued)</b>		<b>Possible</b>	<b>Awarded</b>
14.	Began the second horseshoe on the medial rearfoot and overlapped the first by ½ of the tape width.	1 0	
15.	Applied the third stirrup, beginning on the medial lower leg anchor, overlapping the second and covered the anterior medial and lateral malleoli.	1 0	
16.	Starting on the medial rearfoot, applied the third horseshoe, overlapping the second.	1 0	
17.	Beginning at the third horseshoe, applied closure strips in a proximal direction, overlapping each by ½, up to anchor strip on lower leg.	1 0	
18.	Applied two to three closure strips around the midfoot in a medial-to-lateral direction.	1 0	
20.	In steps # 10, 11, 13 and #15 above, the strips and anchors did not put pressure on the 5 <sup>th</sup> metatarsal head.	2 0	
21.	Anchored the first heel lock across the lateral lace area at an angle toward the medial longitudinal arch. Continued across the arch, then angled the tape upward and pulled across the lateral calcaneus, around the posterior heel, finishing on the lateral lace area.	1 0	
22.	Repeated the same pattern on the other side of the ankle joint moving in the opposite direction.	1 0	
23.	Applied two or three heel locks to ensure maximum stability ( <i>use of either individual heel locks or continuous heel locks is acceptable</i> ).	1 0	
24.	Reported skill and observations to the Head Athletic Trainer (judge). <b>(Judges evaluate taping at this time)</b>	4 0	
25.	Upon direction of the athletic trainer, properly used tape scissors (cutter) to remove taping.	2 0	
26.	All tape applied with mild to moderate roll tension.	1 0	
27.	Allowed tape to fit the natural contour of the skin.	1 0	
28.	Skill completed on the correct side / body part.	4 0	
29.	Properly disposed of used taping materials.	1 0	
30.	Appropriate verbal and nonverbal communication with patient and other personnel.	2 0	
<b>TOTAL POINTS -- SKILL III-A</b>		<b>39</b>	
<b>70% Mastery for Skill III-A = 27.3</b>			

# SPORTS MEDICINE

Competitor #: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

<b>Skill III-B Taping – Achilles Tendon (<i>Technique Two</i>) (Time: 6 minutes)</b>	<b>Possible</b>	<b>Awarded</b>
1. Obtained instructions from Head Athletic Trainer (judge).	1	0
2. Assembled equipment.	1	0
3. Greeted patient and introduced self.	1	0
4. Identified patient and explained skill.	2	0
5. Positioned patient prone or kneeling on a taping table, with the lower leg extended off the edge.	1	0
6. Placed hand on the plantar surface of the distal foot and slowly moved foot into dorsiflexion until patient notifies competitor that pain occurs.	1	0
7. When painful range of motion is determined, placed foot in pain-free range & maintained the position during application.	1	0
8. Demonstrated spraying the lower leg and plantar surface of the foot with tape adherent ( <i>without actually spraying adherent on patient</i> ).	1	0
9. Applied pre-wrap over the area being taped to lessen irritation.	1	0
10. Placed thin foam pad over the heel to prevent irritation.	1	0
11. Applied two anchors around the lower leg, inferior to the knee, around the upper portion of the gastrocnemius belly.	1	0
12. Placed the other anchor around the ball of the foot.	1	0
13. Anchored a strip of 2" heavyweight elastic tape on the mid-to-distal plantar foot. Proceeded over the middle calcaneus, and finished on the distal lower leg anchor.	1	0
14. Anchored the next strip of 2" heavyweight elastic tape at an angle over the head of the 5 <sup>th</sup> metatarsal, continued over the medial calcaneus, and finished on the medial lower leg anchor.	1	0
15. Placed the last 2" heavyweight elastic tape strip at an angle over the head of the 1 <sup>st</sup> metatarsal, proceeded over the lateral calcaneus, and finished on the lateral lower leg anchor.	1	0
16. Completed the series by placing 2-3 circular strips of 2" elastic tape around the foot.	1	0
17. Placed 4-6 strips of 2" elastic tape around the lower leg.	1	0
18. Reported skill and observations to the Head Athletic Trainer (judge). ( <b><i>Judges evaluate taping at this time</i></b> )	4	0
19. Upon direction of the athletic trainer, properly used tape scissors (cutter) to remove taping.	2	0
20. Completed tape allows for normal, yet pain free, action of the Achilles tendon with support.	2	0
21. Skill completed on the correct side / body part.	4	0
22. Properly disposed of used taping materials.	2	0
23. Appropriate verbal and nonverbal communication with patient and other personnel.	2	0
<b>TOTAL POINTS -- SKILL III-B</b>	<b>34</b>	
<b>70% Mastery for Skill III-B = 23.8</b>		

# SPORTS MEDICINE

Competitor #: \_\_\_\_\_ Judge's Signature: \_\_\_\_\_

<b>Skill III-C Wrapping – Shoulder Spica<sup>^</sup> (Time: 5 minutes)</b>		<b>Possible</b>	<b>Awarded</b>
1.	Obtained instructions from Head Athletic Trainer (judge).	1	0
2.	Assembled equipment.	1	0
3.	Greeted patient and introduced self.	1	0
4.	Identified patient and explained skill.	2	0
5.	Requested patient stand with hand of the involved arm placed on the lateral hip in a relaxed manner.	1	0
6.	Placed pad over the injured area directly on to skin.	1	0
7.	Anchored the extended end of the wrap on the mid-to-proximal lateral upper arm and proceeded around the upper arm in a medial direction to encircle the anchor.	1	0
8.	At the posterior upper arm, continued the wrap in a medial direction over the lateral shoulder, across the chest, under the axilla of the non-involved arm, then across the upper back.	1	0
9.	Next, continued over the lateral involved shoulder, under the axilla, and encircle the upper arm.	1	0
10.	Repeat this spica pattern two to four times with the wrap, overlapping slightly.	1	0
11.	Finished the wrap over the involved shoulder, upper back, or thorax area.	1	0
12.	Anchored 2-3" elastic tape at the end of the wrap and applied 1-2 spica patterns over the wrap with this tape.	1	0
13.	Reported skill and observations to the Head Athletic Trainer (judge). <b><i>(Judges evaluate taping at this time)</i></b>	4	0
14.	Upon direction of the athletic trainer, properly used tape scissors (cutter) to remove taping.	2	0
15.	Wrap tension is moderate, yet prevents constriction and irritation of the axilla areas.	2	0
16.	Skill completed on the correct side / body part.	4	0
17.	Properly disposed of used taping materials.	2	0
18.	Appropriate verbal and nonverbal communication with patient and other personnel.	2	0
<b>TOTAL POINTS -- SKILL III-C</b>		<b>29</b>	
<b>70% Mastery for Skill III- C = 20.3</b>			

<sup>^</sup>This wrap may be done over a tee shirt or tank top for this event.

## SPORTS MEDICINE

Competitor #: \_\_\_\_\_ Judge's Signature: \_\_\_\_\_

<b>Skill III-D Taping – Wrist/Hand (Circular Wrist/<i>Figure of Eight</i>) (Time: 4 minutes)</b>	<b>Possible</b>	<b>Awarded</b>
1. Obtained instructions from Head Athletic Trainer (judge).	1 0	
2. Assembled equipment.	1 0	
3. Greeted patient and introduced self.	1 0	
4. Identified patient and explained skill.	2 0	
5. The patient should sit on table or bench with the wrist in a neutral position and the fingers in abduction.	1 0	
6. Demonstrated spraying area with tape adherent (without actually spraying adherent on patient).	1 0	
7. Applied pre-wrap to the wrist and hand to lessen irritation.	1 0	
8. Anchored non-elastic tape over the ulnar styloid process and continued in a circular, lateral-to-medial direction around the wrist and returning to the anchor.	1 0	
9. Applied 4-5 additional circular strips around the wrist, overlapping by ½ the width of the tape. ( <i>Strips may be applied individually or continuously</i> )	1 0	
10. Beginning again at the ulnar styloid process, applied tape in a medial direction over the dorsum of the hand, over the thenar web space, then across the distal palm. ( <i>Tape may need to be creased through the thenar web space to prevent constriction</i> )	1 0	
11. Continued from the fifth metacarpal over the dorsum of the hand to the distal radius around the wrist, and returned to the ulnar styloid process.	1 0	
12. Repeated this figure eight pattern, overlapping by 1/3 the tape width, and anchored on the dorsal wrist.	1 0	
13. Reported skill and observations to the Head Athletic Trainer (judge). ( <b><i>Judges evaluate taping at this time</i></b> )	4 0	
14. Upon direction of the athletic trainer, properly used tape scissors (cutter) to remove taping.	2 0	
15. Tape is of moderate tension and does not cause constriction of the hand and thumb.	2 0	
16. Tape remains proximal to the metacarpophalangeal joints of the hand.	1 0	
17. Skill completed on the correct side / body part.	4 0	
18. Properly disposed of used taping materials.	2 0	
19. Appropriate verbal and nonverbal communication with patient and other personnel.	2 0	
<b>TOTAL POINTS – SKILL III-D</b> <b>70% Mastery for Skill III-D = 21</b>	<b>30</b>	

***New for 2021-2022***

Skill step point values have been updated.

## Event Summary

Veterinary Science provides members with the opportunity to gain knowledge and skills required for diagnosis and treatment of animals. This competitive event consists of 2 rounds. Round One is a written, multiple-choice test and the top scoring competitors will advance to Round Two for the skills assessment. This event aims to inspire members to learn more about the field of veterinary care.

**Dress Code** Competitors shall wear proper business attire or official HOSA uniform, or attire appropriate to the occupational area, during both rounds. Bonus points will be awarded for [proper dress](#).

## General Rules

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

## Official References

5. All official references are used in the development of the written test and skill rating sheets.
  - [Lawhead, James and Baker, MeeCee. Introduction to Veterinary Science. Cengage Learning. Latest Edition.](#)
  - [Sirois, Margi. Principles and Practice of Veterinary Technology. Elsevier Mosby. Latest edition.](#)
  - Reference for Skill VII: [Preparing a Feline for Exam AAFP and ISFM Feline-Friendly Handling Guidelines](#)
  - References for Companion Animal Breeds/Species Identification: (as posted as of September 1, 2021)
    - Dogs = American Kennel Club - [www.akc.org](http://www.akc.org)
    - Cats = The Cat Fanciers’ Association - [www.cfainc.org](http://www.cfainc.org)

## Round One Test

6. [Test Instructions](#): The written test will consist of 50 multiple choice items in a maximum of 60 minutes.
7. **Time Remaining Announcements**: There will be a verbal announcement when there are 30 minutes, 15 minutes, 5 minutes, and 1 minute remaining to complete the test.

8. **Written Test Plan** (Includes both Large and Small Animals)

Anatomy and Physiology	23%
Basic Nutrients	10%
Animal Behavior	6%
Diseases/Disease Prevention	15%
Zoonoses	6%
Clinical Practice	10%
Emergency Care/First Aid	12%
Principles of Surgery	12%
Veterinary Careers	6%

*NOTE: **Chartered associations** may use a different process for testing, to include but not limited to pre-conference testing, online testing, and testing at a computer. Check with your Chartered Association for the process you will be using.*

9. The test score from Round One will be used to qualify the competitor for the Round Two.

10. **Sample Test Questions**

1. How many days is the average length of pregnancy for a cat?
  - A. 15 - 20
  - B. 30 - 35
  - C. 58 - 65**
  - D. 90 - 112

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2. Which procedure is used when performing a surgical site prep scrub?
  - A. Scrub from the area with alcohol after removing the hair.
  - B. Scrub from the intended incision area outward in concentric circles.**
  - C. Scrub from the outside of the shaved area to the central area.
  - D. Scrub in large straight strokes across the surgical area.

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3. What type of organism causes ringworm in animals?
  - A. Bacteria
  - B. Parasite
  - C. Virus
  - D. Fungus**

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## Round Two Skills

11. Round Two is the performance of a selected skill(s). The skills approved for this event are:

Skill I:	Preparation of the Operative Site	(7 minutes)
Skill II:	Lifting and Restraining a Dog	(4 minutes)
Skill III:	Identify <i>Instruments/Equipment</i>	(15 minutes)

### Numbered Instruments (15) or photos from list:

Ambu Bag	Endotracheal Tubes & Laryngoscope	Mouth Speculum	Sharps Container
Autoclave	Fecal Floatation Kits	Needle Holders	Splints
Blair Hugger Warming Unit	Hoof Testers	Patient Warming System	Surgical Pack
Balling Gun	Insulin Syringe	Penrose Drains	Tetotomy or Iris Scissors
Barnes Dehorner	Lavale System	Pulse Oximeter	Through the Needle Catheter
Binocular Microscope	Leukopet System	Radiograph Machine	Tissue Forceps
Butterfly Catheter	Mayo Scissors	Reagent Strip Test	Tooth Float
Cattle Prod	Mayo Stands	Scalpel Blades	Trocar
Clipboard	Mobile Crash Cart	Semi-Automated External Defibrillator	Urinary Catheters
Colostrometer	Mobile X-Ray Unit	Senn Or Rake Retractor	Vacutainer

Skill IV:	Simple Fecal Flotation	(5 minutes)
Skill V:	Identification of Companion Animal Breeds/Species	(8 minutes)
Skill VI:	Wrapping a Surgical Pack	(3 minutes)
Skill VII:	Preparing a Feline to Obtain a Temperature	(6 minutes)

### (FOR ALL SKILLS, BODY FLUIDS WILL BE A SIMULATED PRODUCT)

12. Skills III and/or V may be administered with the Round One written test.
13. The selected skill(s) will be presented to competitors as a written scenario at the beginning of the round. The scenario will be the same for each competitor and will include a challenging component that will require the competitors to apply critical thinking skills. A sample scenario can be found [here](#).
14. Timing will begin when the scenario is presented to the competitors and will be stopped at the end of the time allowed.
15. The scenario is a secret topic. Competitors MAY NOT discuss or reveal the secret topic until after the event has concluded or will face penalties per [the GRRs](#).
16. Judges will provide information to competitors as directed by the rating sheets. Competitors may ask questions of the judges while performing skills if the questions relate to patient physiology and will be included in the scenario

## Final Scoring

17. The competitor must earn a score of 70% or higher on the combined skill(s) of the event (excluding the test and ID equipment/animal breeds) in order to be recognized as an award winner at the ILC.
18. Final rank is determined by adding the round one test score plus round two skill score. In case of a tie, the highest test score will be used to determined final placement.

**Competitor Must Provide:**

- Two #2 lead pencils with eraser
- Watch with second hand (optional-Round Two only)
- Sterile non-latex surgical gloves
- Exam non-latex gloves
- 2 - 4 inch wide gauze roll (18 inches or longer)
- A [photo ID](#)

## VETERINARY SCIENCE

Competitor #: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

Skill I Preparation of the Operative Site (Time: 7 minutes)	Possible		Awarded
1. Used alcohol-based handrub for hand hygiene.	2	0	
2. Verified the patient's identity.	2	0	
3. Verified surgical skill being performed and surgical site.	2	0	
4. Checked progress notes to assure that patient was bathed and surgical site clipped and scrubbed and urine was expressed from bladder.	2	0	
5. Assembled materials for prep.	1	0	
6. Positioned patient on back and secured legs with tape.	1	0	
7. Opened sterile packages: bowl and gauze using aseptic technique.	2	0	
8. Dropped four (4) gauze sponges into a sterile bowl and then poured germicide to cover sponges, using aseptic technique.	2	0	
9. Donned sterile gloves correctly.	2	0	
10. Handled gauze sponges with sterile sponge forceps or the gloved hand using aseptic technique.	2	0	
11. Began scrub at the intended incision site and continued out in concentric circles to an area of at least two inches larger than expected size of sterile field.	2	0	
12. Sponge discarded after reaching the periphery.	2	0	
13. Repeated steps 9, 10 & 11 two more times.	3	0	
14. Blotted excess germicide solution with sterile gauze sponge(s).	1	0	
15. Sprayed 10% Povidone Iodine solution on site.	1	0	
16. Removed gloves and used alcohol-based handrub for hand hygiene.	2	0	
17. Appropriate verbal and nonverbal communication with patient and other personnel.	2	0	
<b>TOTAL POINTS -- SKILL I</b> <b>70% Mastery for Skill I = 21.7</b>	<b>31</b>		

## VETERINARY SCIENCE

Competitor #: \_\_\_\_\_ Judge's Signature: \_\_\_\_\_

*Note: In this skill, the competitor will lift a small dog, and then will also lift a medium-sized dog. He/she will verbalize the process for lifting a large dog. Simulation of the cephalic venipuncture will be done on the medium dog.*

<b>Skill II Lifting and Restraining a Dog (Time: 4 minutes)</b>	<b>Possible</b>	<b>Awarded</b>
1. Used alcohol-based handrub for hand hygiene.	2 0	
2. Lifted the small dog onto the table, holding the dog draped over a forearm with the other hand holding on to the head just below the mandible.	1 0	
3. Lifted the small dog off the table and back to the floor, using correct body mechanics and lifting technique.	1 0	
4. Lifted the medium-sized dog onto the table, with one arm around the neck and the other arm around the rear end.	1 0	
5. Held the medium-sized dog in a standing position by placing one arm around the dog's neck and the other around the abdomen, and hugging the dog close to the body.	1 0	
6. Verbalized the proper technique for lifting a large dog. <b>* Judge states "Place the dog in a sitting position for a cephalic venipuncture."</b>	1 0	
7. Placed patient on the table near one end, facing the edge, in the sitting position.	2 0	
8. Restrained the patient's head by reaching under the neck, placing the hand behind the jaw and pressing the patient's head against the person's chest.	2 0	
9. Used other arm to reach around rear of the dog and pull dog close to the body.	2 0	
10. Moved arm that was holding the rear across the shoulders and grasped the leg opposite his/her body.	2 0	
11. Held the leg by placing the elbow of the dog into the palm of that hand and pushing the leg forward.	2 0	
12. Placed thumb on top of the leg, squeezing and rotating laterally, to occlude the vein. <b>* Judge will verbalize venipuncture and when blood is drawn.</b>	2 0	
13. Released thumb after the blood was drawn.	2 0	
14. Appropriate verbal and nonverbal communication with patient and other personnel.	2 0	
15. Used alcohol-based handrub for hand hygiene.	2 0	
<b>TOTAL POINTS – SKILL II</b> <b>70% Mastery for Skill II = 17.5</b>	<b>25</b>	

# VETERINARY SCIENCE

Competitor #: \_\_\_\_\_ Judge's Initials: \_\_\_\_\_ Total Points (45 poss.) \_\_\_\_\_

**Skill III: Identify Equipment and Instruments (Time: 15 minutes)**

Name of Instrument	Points (1 each for name & spelling)	Purpose or Use	Points (1 point for correct purpose/use)
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
<b>TOTAL: ID &amp; Spelling (30 poss.)</b>		<b>TOTAL: Purpose (15 poss.)</b>	

# VETERINARY SCIENCE

Competitor #: \_\_\_\_\_ Judge's Signature: \_\_\_\_\_

<b>Skill IV Simple Fecal Flotation (Time: 5 minutes)</b>	<b>Possible</b>		<b>Awarded</b>
1. Used alcohol-based handrub for hand hygiene	2	0	
2. Applied non-latex exam gloves.	2	0	
3. Assembled equipment and supplies.	1	0	
4. Placed approximately 2 – 5 g of feces in a paper cup.	1	0	
5. Add 30 ml of flotation solution.	1	0	
6. Using the tongue depressor, mix the feces to produce an evenly suspended emulsion.	1	0	
7. Poured the suspension through a 10 cm (4"x4") gauze square into another cup.	1	0	
8. Filled the shell vial (or 15 ml conical centrifuge tube) with the filtered solution to form a convex dome (meniscus) at the rim.	1	0	
9. Placed a cover slip on top of the meniscus.	1	0	
10. Verbalized leaving the cover slip in place for 10 – 20 minutes.	1	0	
11. Picked the cover slip straight up and placed on a glass slide, fluid side down.	1	0	
12. Removed non-latex gloves and used alcohol-based handrub for hand hygiene.	2	0	
<b>TOTAL POINTS – SKILL IV</b>	<b>15</b>		
<b>70% Mastery for Skill IV = 10.5</b>			

# VETERINARY SCIENCE

Competitor #: \_\_\_\_\_ Judge's Initials: \_\_\_\_\_ Total Points (30 possible.) \_\_\_\_\_

## Skill V: Identification of Companion Animal Breeds/Species (Time: 8 Minutes)

	Companion Animal Breed Species	One point for correct identification	One point for correct spelling
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
<b>TOTAL:</b>		<b>TOTAL: ID (15)</b>	<b>TOTAL: Spelling(15)</b>

# VETERINARY SCIENCE

Competitor #: \_\_\_\_\_ Judge's Signature: \_\_\_\_\_

Skill VI	Wrapping a Surgical Pack (Time: 3 minutes)	Possible		Awarded
1.	Assembled equipment and supplies.	1	0	
2.	Used alcohol-based handrub for hand hygiene.	2	0	
3.	Placed a large unfolded wrap diagonally in front of you.	2	0	
4.	Placed the instrument tray in the center of the wrap so that an imaginary line can be drawn from one corner of the wrap to the opposite corner and is perpendicular to the two sides of the instrument tray.	2	0	
5.	Folded the corner of the wrap that is closest over the instrument tray to its far side, tucked it underneath the tray with a tab out.	2	0	
6.	Folded the right corner over the pack two-thirds of the way to the opposite side.	2	0	
7.	Folded the left corner over the pack two-thirds of the way to the opposite side.	2	0	
8.	Folded the final corner.	2	0	
	a. Folded the final corner down.	2	0	
	b. Tucked the fold under the previous two folds.	2	0	
	c. Folded the tip of the final fold so it is exposed for easy unwrapping.	2	0	
9.	Wrapped the pack in a second layer of cloth or paper, secured the final tab with autoclave or gas sterilization indicator tape for ease of grasping and opening.	2	0	
10.	Returned equipment and supplies.	2	0	
11.	Used alcohol-based handrub for hand hygiene.	2	0	
<b>TOTAL POINTS -- SKILL VI</b>		<b>25</b>		
<b>70% Mastery of Skill = 17.5</b>				

# VETERINARY SCIENCE

Competitor #: \_\_\_\_\_

Judge's Signature: \_\_\_\_\_

*Note: Verbalization of the temperature will be provided by judge. In standard practice, please note that all feline visits should be at a minimum of 15 minutes to follow the American Association of Feline Practitioners motto of "Go Slow to Go Fast." For HOSA purposes, this skill time has been reduced in order for competitors to demonstrate sufficient knowledge of the appropriate steps as demonstrated on a stuffed animal.*

Skill VII Preparing a Feline to Obtain a Temperature (Time: 6 minutes)	Possible	Awarded
1. Used alcohol-based handrub for hand hygiene.	1	0
2. Gathered and prepared equipment needed for skill.	1	0
3. Sprayed the area where cat will be seen with a synthetic FFP analog to promote calming and decrease anxiety.	2	0
4. Greeted cat & client by name with moderated body language & voice.	2	0
5. Placed the carrier on the exam table and opened the door to the carrier as soon as you enter the room.	1	0
6. Verbalize "the animal history of the cat has been obtained."	1	0
<b><i>After obtaining the history, if the cat has left the carrier follow step 7 and skip 8 &amp; 9. If the cat has not come out of the carrier skip step 7 and start again with step 8.</i></b>	-	
7. If the cat has left the carrier: Placed the carrier out of sight until the procedures are completed.	1	0
8. If the cat will not come out of the carrier: To decrease the cat's anxiety, placed a towel between the two halves of the carrier as you remove the top and front of the carrier.	1	0
9. Created a "tent" with the towel covering the cat. The cat remains accessible.	1	0
10. Used a towel to lightly swaddle the cat and placed on exam area (OR if cat is still in carrier, allowed to remain in bottom of carrier for the exam).	1	0
11. Placed hand on the top of the cat's head with the fingers pointed toward cat's nose using the first and fifth finger to hold each side of the head to prevent movement.	2	0
12. Attempted to massage or stroke the top of the head to relax the cat.	2	0
13. Observed for signs of increased anxiety in cat throughout procedure such as posture or facial changes. Reported observations to the judge. <b><i>*Judge will verbalize that temperature has been performed and skill is complete.</i></b>	4	0
14. Released cat by unwrapping towel OR removing towel tented on top of carrier.	1	0

ITEM EVALUATED	Possible	Awarded
15. Verbalized "Owner will now comfort the cat and return the cat to the carrier."	1      0	
16. Used a calm, positive demeanor and worked at a consistent pace throughout the skill.	2      0	
17. Used alcohol-based handrub for hand hygiene.	2      0	
<b>TOTAL POINTS -- SKILL VII Cat Left Carrier</b>	<b>24</b>	
<b>TOTAL POINTS -- SKILL VII Cat Did Not Leave Carrier</b>	<b>25</b>	
<b>70% Mastery for Skill VII = Cat Left Carrier = 16.8</b> <b>70% Mastery for Skill VII = Cat Did Not Leave Carrier = 17.5</b>		