

Extemporaneous Writing

Event Summary

Extemporaneous Writing provides HOSA members with the opportunity to gain knowledge and skills required for writing an essay. This competitive event consists of a secret topic related to health and a written essay based on the given secret topic. This event aims to inspire members to learn more about health through learned writing skills.

Dress Code Competitors must be in official HOSA uniform or in 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.

Competitive Process

5. To prepare for competition competitors will pre-format a Word document on their computer prior to competition, which must be formatted as follows:
 - A. Title page is centered and includes Event name, Competitor Name, HOSA Division, HOSA Chapter #, School Name, Chartered Association, Event Topic
 - B. Pages are one-sided, typed
 - C. 12 pt. Arial font, double-spaced, in English
 - D. 1” margins on 8 ½” x 11” paper
 - E. Running header with last name, event and page number top right side of each page (not counting title page)
 - F. Stapled top left side of paper, as needed
 - G. Saved as Word doc or .pdf
6. Competitors will report with an electronic device containing a USB port that operates on battery power – electricity is NOT provided and CANNOT be used. Devices without a USB port (such as cloud-based writing media or devices such as Chromebooks) will not be able to save the essay to a HOSA flash drive, therefore, cannot be judged.
7. Competitors will be seated at desks or tables.
8. Competitors will write an essay in Microsoft Word based on a secret topic given to competitors at the start of the event.
9. The topic shall relate to current health issues or HOSA. All competitors shall write on the same topic. The topic is a secret topic that is not disclosed until the event begins. Professional ethics demand that competitors DO NOT discuss or reveal the secret topic

for ANY event until after the event has concluded. Violation of the ethics rules will be severely penalized per [the GRRs](#).

10. Sixty (60) minutes are given to write the essay.
11. **Time Remaining Announcements:** There will be a verbal announcement when there are 30 minutes, 15 minutes, 5 minutes, and 1 minute remaining in this event.
12. Competitors will save the essay (as Word doc or .pdf) to a flash drive provided by HOSA and will submit the flash drive to event personnel when they are finished. The completed written essay must be saved within the maximum of sixty (60) minutes to the flash drive, before the timekeeper calls time.
13. Flash drives with saved essays will be submitted in a sealed envelope that is labeled with the competitor's division, name, school and cell phone number. HOSA will provide the envelope.

Supplies

14. No printed materials or prepared notes shall be allowed at the event location.
15. **Use of the Internet and other computer tools:** Internet use is NOT provided and not allowed. This includes any internet / cloud based computers. Spell-check, grammar check, and thesaurus may be used if available on computer, and can be accessed without internet use. No plagiarism is allowed and work must be that of the competitors per the [GRR #13-16](#).

Alternate Process

16. As an alternative to using laptop computers, this event may be held in a computer lab, in which case competitors will develop their essays on the computers that are available. The use of a computer lab may or may not be announced prior to the event. Competitors should come prepared for either option.

If a computer lab is used with a networked printer, competitors may be asked to print their own essay to turn in along with the essay saved to a flash drive. The specific process to be followed will be announced by the event personnel.

Note: *IF this event takes place in a computer lab, competitors will be given 5 minutes prior to the start of the timed 60 minutes to pre-format the Word document. During this 5 minutes, competitors will be provided with a copy of the above formatting requirements (it item #5) for their reference to help pre-format their Word document.*

Final Scoring

17. In the event of a tie, a tie breaker will be determined by the areas on the rating sheet section(s) with the highest point value in descending order.
18. 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.

Competitor Must Bring:

- Electronic device containing a USB port that operates on battery power (device may contain pre-formatted blank document for essay)
- Software to convert Word into .pdf (optional)
- [Photo ID](#)

EXTEMPORANEOUS WRITING – Judge’s Rating Sheet

Competitor # _____
 Section # _____

Judge’s Signature _____
 Division: ____ SS ____ PS/Collegiate

A. Content	Excellent 20 points	Good 16 points	Average 12 points	Fair 8 points	Poor 0 points	JUDGE SCORE
1. Coverage of Secret Topic	Demonstrates command of the topic throughout the essay. Discusses the topic and its significance. Uses the topic as a path for the essay. Competitor offers explanations and insights that enhance the understanding of the topic.	Mentions topic and its significance. Uses the topic as a path for the essay. Competitor offers explanations and insights that link back to the topic.	Mentions topic and briefly explains its significance.	Briefly mentions a topic but does not provide any analysis or reasoning behind the topic.	Did not include much in the way of content or a topic.	
A. Content	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
2. Evidence/ Examples	Writing includes evidence that completely supports the secret topic/main idea with many details, facts, or examples. Uses many sensory/concrete words and details that support the topic/main idea.	Writing includes evidence that mostly supports the topic/main idea with several details, facts or examples. Author uses some sensory/concrete words and details that support the topic/main idea.	Writing includes some evidence that partially supports the topic/main idea. Uses minimal sensory or concrete words/details that support the topic/main idea.	Writing includes minimal evidence to support the topic/main idea. There is a lack of sensory or concrete words/details that support the topic/main idea.	Writing does not include evidence to support the topic/main idea. Does not use sensory or concrete words/details that support the topic/main idea.	
3. Insight (understanding of topic/implications)	Writing completely communicates information accurately. Focus is on subtopics, which connects back to the thesis statement. The writing goes beyond and makes connections to other texts.	Writing mostly communicates information and ideas accurately and is easy to understand. Focus is on subtopics. These subtopics connect back to the thesis statement.	Writing partially communicates information and ideas accurately. Focus is somewhat present. Writing does not connect back to thesis statement.	Some of the writing communicates information and ideas accurately. Little focus is present. Writing does not connect back to thesis statement.	Writing does not communicate information and ideas accurately. Focus is missing. Does not connect back to thesis statement.	
4. Informative, engaging and interesting	Writing is highly informative and extremely engaging for the reader.	Most of the writing is informative and enjoyable to the reader.	Writing is mostly engaging as some of the information is informative and interesting.	Writing needs to be more engaging and informative.	Writing is not informative and does not hold the attention or interest of the reader.	
5. Originality	Writing reflects the original thoughts of the author and extends a creative or unique idea, question or concept on the secret topic. No evidence of plagiarism.	Writing reflects the original thoughts of the author and provides some unique ideas on the secret topic. No evidence of plagiarism.	Some original thoughts are provided by the author. Creativity is experimented with on the secret topic. No evidence of plagiarism.	Limited originality is provided by the author on the secret topic. No evidence of plagiarism.	The competitor reformulates a collection of available ideas or evidence of plagiarism is evident.	

B. Organization	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 0 points	JUDGE SCORE
1. Opening Statement	Competitor grabs attention of reader. The introduction is creative, imaginative and thoughtful. Thesis clearly revealed and well-structured for the paper. Forecasts body of paper in a memorable and effective way.	Competitor somewhat grabs the attention of the reader. Thesis stated and appropriate for the paper. Forecasts body so audience knows main points in brevity.	Audience is reading with some engagement. Thesis needs strength or structure. Forecast incomplete.	Attention device is unrelated to the topic. Thesis missing OR Forecast statement missing.	Attention device is missing. Thesis inappropriate or missing AND Forecast is missing or indistinguishable.	
2. Transitions	Writing has voice and is easily read aloud. Appropriate transitions are used to move from one supporting detail to the next. Word choice and syntax offer surprise, clarity and "just right" wording.	Writing has some voice and is easily read aloud. Transitions are used, but better wording could have been used.	Vocabulary or writing style needs further development in sentence variety, word choice, and fluency. Some basic transitions used.	Sentences are short, fragmented or run-ons. Flow of essay is hard to follow. Few to no transitions are used.	No flow to writing. Difficult for reader to follow. No transitions used.	
3. Conclusion	Conclusion is concise and summarizes supporting points: restates the thesis in a new way. The reader is satisfied with the conclusion and is left with something to think about.	Conclusion is mostly concise and summarizes the supporting points. The reader is indifferent with the conclusion of the essay.	Conclusion provides a summary of supporting points: it does not restate the thesis.	Conclusion may be attempted but does not summarize or restate thesis.	No conclusion is apparent in the essay.	
C. Coherence of Thought	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
1. Each paragraph logically linked to the main idea	Brilliant, logical connection of each paragraph to the main idea. The coherence of thought is well defined and executed throughout the writing.	The paragraphs logically transition to the main idea.	Most of the paragraphs support the main idea.	Little evidence of paragraphs linking back to the main idea.	The paragraphs do not flow together and do not link back to the main idea.	
D. Structure	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 0 points	JUDGE SCORE
1. Grammar	Zero (0) grammatical errors found in this essay.	1-2 grammatical errors were found in this essay. They do not detract from the general flow of the essay.	3-4 errors were found in the essay, and they detract from the overall flow of the essay.	There are 5-6 grammatical errors present which detract from the overall meaning and flow of the essay.	More than 6 errors were found in this essay. The errors are glaring, and the essay is difficult to read.	
2. Spelling & Punctuation	Zero (0) errors in spelling and punctuation were found in this essay.	1-2 errors in spelling or punctuation were found in this essay.	3-4 errors in spelling or punctuation in this essay.	5 errors in spelling or punctuation were found in this essay.	5 or more errors in spelling or punctuation were documented within the essay.	

D. Structure	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 0 points	JUDGE SCORE
3. Title Page	Title page is centered and includes: Event Name, Competitor's Name, HOSA Division, HOSA Chapter #, School Name, Chartered Association, and Event Topic	N/A	N/A	N/A	All requirements are not met.	
4. Formatting	The writing pages are typed, one-sided, Arial 12 pt font, double spaced, 1" margins on 8.5 x 11" paper, have a running header with last name, event, and page number top right side of each page (not counting title page), and stapled top left side of paper as needed.	N/A	N/A	N/A	All requirements are not met.	
Total Points (105):						

Health Career Photography

New for 2021-2022

Editorial changes have been made for clarity.

Event Summary

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

Dress Code Competitors must be in 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.

The Photos

5. **SUBJECT OF PHOTO:** The main subject of each photo should be **a health professional** in action. The health professional needs to be visible and identifiable in the photo and the photos should portray something about the profession or the skills of the professional. By looking at the photo, an observer should be able to clearly tell which health profession is being portrayed.
 - A. For a sample list of health careers, visit the [National Consortium for Health Science Education](#) and [Explore Health Careers](#) websites.
 - B. Photos of only medical “procedures” or “body parts” with no supporting career reference, and photos including the competitor DO NOT meet the guideline requirements.
 - C. All photos should be [HIPAA compliant](#).
6. The selection of the three (3) different health professionals to be photographed is at the discretion of the competitor. The pictures must be of three *different* health professionals in three *different* fields (i.e., nursing / pharmacy / physical therapy, instead of dentist / dental hygienist / dental assistant). The selected professionals must be willing to share information about their career with the competitor.

The Portfolio

7. Competitors may use software to edit and enhance the digital photographs. Editing and cropping of the pictures is permitted, but adding graphics, backgrounds, photo collages, and other elements to the photo is not permitted.
8. The portfolio requirements are as follows and should be included in the portfolio in this order:
 - A. The items below will be contained in the one of three **official HOSA portfolio or notebooks from Awards Unlimited** ([HSA-PBK2002](#), [HSA-NBK150](#), [HAS-NBK250](#))
 - B. Page 1- Title Page includes event name, competitor's name, HOSA division, chapter number, school name and chartered association, all career titles photographed; centered and is neatly presented. (A creative design or pictures may be used but will not affect the score.) One page only.
 - C. Page 2 – Photo #1. Photo must be 8" X 10" (each photo may be landscape or portrait as competitor chooses). Competitors must place the photo (only the photo) in a clear page/sheet protector. Competitors must write the photo number (#1) in the bottom right corner of the photo or sheet protector.
 - D. Page 3 – Photo #1 Narrative Description. One-page, narrative description explaining the professional's job responsibilities, required education/training, benefits/challenges, and any other specific information from this experience that competitors found interesting. Narratives must be:
 - i. one-sided, typed,
 - ii. 12 pt. Arial font, double-spaced, in English,
 - iii. With 1" margins on 8 ½" x 11" paper,
 - iv. Using a Running header with last name, event and page number on top right side of each page (not counting title page).
 - E. Page 4-5 – Photo #1 Permission Forms. The permission forms found at the end of these guidelines need to be included specific to photo #1. A facility permission form AND a patient/subject permission form must be included behind each photo's narrative description. If photos are taken in the same facility, copies should be placed behind each photo narrative. Photo permission forms should not be placed in clear page/sheet protectors.
 - F. Pages 6-9 - Photo #2, Narrative & Permission forms (or copies), following rules CDE above.
 - G. Pages 10-13 – Photo #3, Narrative & Permission forms (or copies), following rules CDE above.
9. CHECK WITH YOUR STATE ADVISOR to determine the process used for chartered association competition.
10. 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.

Round One

11. For Round One, competitors will place their portfolios on tables in the event room to be viewed by the judges. Competitors will not attend Round One.
12. Judges will view the three (3) photos and narrative descriptions by each competitor and will use the Round One rating sheet to judge each competitor submission.

Round Two

13. The top secondary and postsecondary/collegiate competitors from Round One will advance to Round Two, the full presentation. Number of advancing competitors will be determined by criteria met in Round One and space available for Round Two.
14. Competitors shall report to the site of the event at the pre-assigned appointment time.
 - A. The competitor will present each photo to the judges.
 - B. Photos should be numbered 1, 2 and 3, as described in rule #8 above and presented in that order.
 - C. The competitor will have a maximum of three (3) minutes (approximately one minute per photo) to present the picture, describe the profession, explain what is happening in the picture and how the career fits into the healthcare system. Competitors may hold their portfolio/photos as they present them to the judges.
 - D. 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 judges.
 - E. The timekeeper shall present a flash card advising the competitor when there is one (1) minute remaining.
 - F. The competitor will be stopped at the end of the three (3) minutes.
 - G. When instructed, competitors will take portfolio with them. Any portfolios not picked up by the published time may be discarded.
15. Judges will have two (2) minutes to complete the rating sheet.

Required Digital Uploads

16. The ENTIRE completed portfolio (including photos, narratives, & permission forms) must be uploaded as a single document, pdf preferred, by competitor:
 - a. to Tallo for Secondary & Postsecondary/Collegiate divisions
 - 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/or in addition to 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.

Final Scoring

17. Scores from Round One will be added to Round Two to determine the final results.
18. In the event of a tie, a tie breaker will be determined by the areas on the rating sheet section(s) with the highest point value in descending order.
19. All competitors in this event at the International Leadership Conference are **required** to attend the **HOSA Project Display Time** for this event. Competitors will stand with their photo portfolio and share event experiences with conference delegates. Failure to attend Project Display Time will result in a 15 point deduction, assessed in Tabulations.

Competitor Must Provide

- Single upload of ENTIRE completed portfolio, .pdf preferred, uploaded to Tallo by deadline.
- Complete Portfolio (photos, narratives, permission forms) compiled in an **Official HOSA portfolio or notebooks** from [Awards Unlimited](#) ([HSA-PBK2002](#), [HSA-NBK150](#), [HAS-NBK250](#))
- [Photo ID](#)
- Watch with second hand (optional-Round Two only)
- #2 pencil for evaluation

HEALTH CAREER PHOTOGRAPHY PERMISSION FORMS

Instructions

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

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

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

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

For ILC, these permission forms, must be included in the portfolio (per Rule #8) to be uploaded to Tallo by the May 15th deadline. Check with your chartered association for SLC procedures.

HEALTH CAREER PHOTOGRAPHY - PERMISSION FORMS

Photo #(s) _____ Competitor Name _____

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

Facility Photo Permission Form

Facility Name: _____

Facility Address: _____

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

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

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

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

Name (please print): _____

Title: _____

Signature of Authorized Facility representative: _____

Date signed: _____

HEALTH CAREER PHOTOGRAPHY - PERMISSION FORMS

Patient/Subject Photo Release Form

Each photo, and each patient/subject needs a permission form completed.

Photo # _____ Competitor Name _____

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

I hereby authorize HOSA-Future Health Professionals and those acting pursuant to its authority to:

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

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

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

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

Please check one option below:

- _____ Full Photo Series
- _____ Close up photos only (no full face)

Subject Name: _____ Date: _____

Signature: _____

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

Signature: _____ Date: _____

HEALTH CAREER PHOTOGRAPHY – Judge’s Rating Sheet Round 1 – The Photos

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

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

A. Overall Portfolio	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 0 points	JUDGE SCORE
1. Title Page	Title page includes event name, competitor’s name, HOSA division, chapter number, school name, chartered association, and all 3 career titles photographed.	N/A	N/A	N/A	Portfolio is not submitted OR title page does not include ALL requirements.	
2. Photos are numbered.	Photos are numbered one through three.	N/A	N/A	N/A	Portfolio not submitted OR photos are not numbered.	
3. Narrative Description Formatting	Narratives for EACH photo are one-sided, typed, 12 pt. Arial font, double-spaced, in English, With 1” margins on 8 ½” x 11” paper, Using a Running header with last name, event and page number on top right side of each page.	N/A	N/A	N/A	Portfolio not submitted OR pages do not meet ALL requirements	
A. Overall Portfolio	Excellent 15 points	Good 12 points	Average 9 points	Fair 6 points	Poor 0 points	JUDGE SCORE
4. The pictures must be of three <i>different</i> health professionals in three <i>different</i> fields (i.e.: nursing / pharmacy / physical therapy) NOT dentist / dental hygienist / dental assistant)	Photos clearly highlight 3 different health professionals. No question that the competitor was able to explore 3 different health careers through participating in this event.	Photos highlight 3 different health professionals, but there is some ambiguity in articulating the differences between the three.	2 of the 3 photos submitted highlight different health professionals. There is question about whether or not the 3 rd photo does.	Judge is unsure if the 3 photos highlight different health professionals	Portfolio not submitted OR photos are without question of the same health profession.	

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

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

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

D. PHOTO #3	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
1. Focus of occupation within the photo	A clear center of interest is captured in the photo with a clearly defined subject (health professional) performing an aspect of their job. The health professional is clearly visible and identifiable in the photo.	The health professional is at the center of the photo and the career is easily defined. The job aspect the subject is performing is not clearly visible in the photo.	The photo highlights an individual in a health career but the career is not easily defined.	The photo is of a health career but does not focus on the individual performing the occupation.	Photo #3 not submitted OR the photo does not capture a health professional performing functions of their job. The career in this photo is unclear.	
2. Originality of photo	The photo is creative and unique which makes it memorable. The viewer can feel the emotion of the photo through the image alone. The photo brings the occupation "to life" through its imagery.	The photo is a unique image and brings the occupation to life. The "wow-factor" is missing.	The photo is creative but falls short of a unique and original presentation.	The photo has a limited amount of creativity. It does not spark emotion by viewing.	Photo #3 not submitted OR the photo is unoriginal. It does not bring the occupation to life or instill emotion by viewing.	
3. Narrative Description includes: a. the professional's job responsibilities, b. required education/training, c. benefits/challenges, d. and any other specific information from this experience	The competitor describes the experience in detail and brings the profession to life. Includes thorough information covering points a-d. No spelling errors.	A positive description of the experience was captured. A creative description was offered. Information covers points a-d. 1-2 spelling errors	The description of the photo was average and does not leave the reader wanting to know more. Information from points a-d may be limited or vague. 3-4 spelling errors	The description of the photo is basic and does not provide context to the competitor's experience. Information from points a-d is missing. 5+ spelling errors	Photo #3 not submitted OR no description of the photo was provided.	
4. Proper Exposure / Framing Exposure = "The amount of light which reaches your camera sensor or film"	The photo is high quality and contains proper exposure. The subject is focused/framed, the colors of the photo are vibrant, or effective use of black/white is used, the lighting is bright and captures the subject in action. The viewer's eye is drawn to the subject of the photo. No graphics, backgrounds, or photo collages included.	The photo is high quality and contains proper exposure. The subject is mostly in-focus but could use some sharpening or light added to be pleasing to the eye.	The photo is focused correctly but needs some sharpening. The subject may or may not be framed properly.	The photo is slightly out of focus, the exposure and/or framing is slightly off.	Photo #3 not submitted OR the image in the photo is not properly framed. The exposure is out of focus, there is no focal center. Graphics, backgrounds, or photo collages are included (which is not allowed).	
D. PHOTO #3	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 0 points	JUDGE SCORE
5. Permission Forms	Permission forms for facility/subject are included for photo #3	N/A	N/A	N/A	Photo #3 not submitted OR permission forms for facility/subject are not included for photo #3.	
Total Points (165):						

HEALTH CAREER PHOTOGRAPHY – Judge’s Rating Sheet Round 2 - The Presentation

Section # _____ Division: _____ SS _____ PS/C

Competitor # _____ Judge’s Signature _____

A. PRESENTATION PHOTO #1	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
1. Understanding of the Profession	Competitor demonstrates a very clear understanding of the profession depicted in the photo and the job requirements of that profession.	Competitor demonstrates a good understanding of the profession depicted in the photo.	Competitor has an average understanding of the profession depicted in the photo.	Competitor struggled to show an understanding of the profession depicted in the photo.	Competitor did not show an understanding of the profession depicted in the photo. No job requirement information was shared.	
2. Description of Photo	The competitor brought the photo to life through their description. They vividly illustrated the story of the photo and described comprehensive details (such as what is happening and why) about the photo. It is evident the competitor took this photo.	The competitor did a commendable job of describing the photos and many details were included.	The competitor did a standard job of describing the photo, but it felt like details were missing.	The competitor described elements of the photo, but the description was scattered and not robust. The judges were left with more questions than answers.	The competitor made no attempt to describe the photo. Evidence exists to suggest the competitor may not have taken this photo.	
3. Connection to the Healthcare System	The competitor gave 3+ thorough examples of how the career in the photo fits within the healthcare system.	N/A	The competitor gave 2 examples of how the career in the photo fits within the healthcare system.	N/A.	The competitor gave 0-1 examples of how the career in the photo fits within the healthcare system.	

B. PRESENTATION PHOTO #2	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
1. Understanding of the Profession	Competitor demonstrates a very clear understanding of the profession depicted in the photo and the job requirements of that profession.	Competitor demonstrates a good understanding of the profession depicted in the photo.	Competitor has an average understanding of the profession depicted in the photo.	Competitor struggled to show an understanding of the profession depicted in the photo.	Competitor did not show an understanding of the profession depicted in the photo. No job requirement information was shared.	
2. Description of Photo	The competitor brought the photo to life through their description. They vividly illustrated the story of the photo and described comprehensive details (such as what is happening and why) about the photo. It is evident the competitor took this photo.	The competitor did a commendable job of describing the photos and many details were included.	The competitor did a standard job of describing the photo, but it felt like details were missing.	The competitor described elements of the photo, but the description was scattered and not robust. The judges were left with more questions than answers.	The competitor made no attempt to describe the photo. Evidence exists to suggest the competitor may not have taken this photo.	

B. PRESENTATION PHOTO #2	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
3. Connection to the Healthcare System	The competitor gave 3+ thorough examples of how the career in the photo fits within the healthcare system.	N/A	The competitor gave 2 examples of how the career in the photo fits within the healthcare system.	N/A.	The competitor gave 0-1 examples of how the career in the photo fits within the healthcare system.	
C. PRESENTATION PHOTO #3	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
1. Understanding of the Profession	Competitor demonstrates a very clear understanding of the profession depicted in the photo and the job requirements of that profession.	Competitor demonstrates a good understanding of the profession depicted in the photo.	Competitor has an average understanding of the profession depicted in the photo.	Competitor struggled to show an understanding of the profession depicted in the photo.	Competitor did not show an understanding of the profession depicted in the photo. No job requirement information was shared.	
2. Description of Photo	The competitor brought the photo to life through their description. They vividly illustrated the story of the photo and described comprehensive details (such as what is happening and why) about the photo. It is evident the competitor took this photo.	The competitor did a commendable job of describing the photos and many details were included.	The competitor did a standard job of describing the photo, but it felt like details were missing.	The competitor described elements of the photo, but the description was scattered and not robust. The judges were left with more questions than answers.	The competitor made no attempt to describe the photo. Evidence exists to suggest the competitor may not have taken this photo.	
3. Connection to the Healthcare System	The competitor gave 3+ thorough examples of how the career in the photo fits within the healthcare system.	N/A	The competitor gave 2 examples of how the career in the photo fits within the healthcare system.	N/A.	The competitor gave 0-1 examples of how the career in the photo fits within the healthcare system.	
D. PRESENTATION DELIVERY	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
1. Voice Pitch, tempo, volume, quality	The competitor's voice was loud enough to hear. The competitor varied rate & volume to enhance the speech. Appropriate pausing was employed.	The competitor spoke loudly and clearly enough to be understood. The competitor varied rate OR volume to enhance the speech. Pauses were attempted.	The competitor could be heard most of the time. The competitor attempted to use some variety in vocal quality, but not always successfully.	Judges had difficulty hearing /understanding much of the speech due to little variety in rate or volume.	The competitor's voice is too low or monotone. Judges struggled to stay focused during the majority of presentation.	

D. PRESENTATION DELIVERY	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
2. Stage Presence Poise, posture, eye contact, and enthusiasm	Movements & gestures were purposeful and enhanced the delivery of the speech and did not distract. Body language reflects comfort interacting with audience. Facial expressions and body language consistently generated a strong interest and enthusiasm for the topic.	The competitor maintained adequate posture and non-distracting movement during the speech. Some gestures were used. Facial expressions and body language sometimes generated an interest and enthusiasm for the topic.	Stiff or unnatural use of nonverbal behaviors. Body language reflects some discomfort interacting with audience. Limited use of gestures to reinforce verbal message. Facial expressions and body language are used to try to generate enthusiasm but seem somewhat forced.	The competitor's posture, body language, and facial expressions indicated a lack of enthusiasm for the topic. Movements were distracting.	No attempt was made to use body movement or gestures to enhance the message. No interest or enthusiasm for the topic came through in presentation.	
3. Diction*, Pronunciation* and Grammar	Delivery emphasizes and enhances message. Clear enunciation and pronunciation. No vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone heightened interest and complemented the verbal message.	Delivery helps to enhance message. Clear enunciation and pronunciation. Minimal vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone complemented the verbal message	Delivery adequate. Enunciation and pronunciation suitable. Noticeable verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Tone seemed inconsistent at times.	Delivery quality minimal. Regular verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Delivery problems cause disruption to message.	Many distracting errors in pronunciation and/or articulation. Monotone or inappropriate variation of vocal characteristics. Inconsistent with verbal message	
Total Points (120):						

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

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

Healthy Lifestyle

New for 2021-2022

Editorial changes have been made in the guidelines for clarity.
Rating sheet has been updated to reflect guideline changes.
ChooseMyPlate resource has been deleted.
World Health Organization website has been added as a resource.
Healthy People is now Healthy People 2030.
Dietary Guidelines for Americans, 2020-2025 has been added.

Event Summary

Healthy Lifestyle provides HOSA members with the opportunity to gain knowledge and skills required to understand healthy living and the impact on health throughout the life span. 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 a judge interview. In addition, each competitor will focus on one personal healthy lifestyle goal and document his or her efforts in a personalized portfolio. This event aims to inspire members to learn more about health literacy topics and to develop healthy habits for a lifetime.

Dress Code Competitors shall wear proper business attire or official HOSA uniform, 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. Middle School, Secondary and Postsecondary / Collegiate divisions are eligible to compete in this event.
3. Competitors must be familiar with and adhere to the "[General Rules and Regulations of the HOSA Competitive Events Program \(GRR\)](#)."
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

- a. US Department of Health and Human Services (2015). Prevention & wellness. Retrieved from <http://www.hhs.gov/programs/prevention-and-wellness/index.html>
- b. Centers for Disease Control and Prevention (2017). Healthy living. <http://www.cdc.gov/HealthyLiving/>
- c. World Health Organization: Health Topics. <https://www.who.int/health-topics/>
- d. Healthy People 2030. <https://health.gov/healthypeople>
- e. Dietary Guidelines for Americans 2020-2025. [dietary guidelines.gov](https://www.dietaryguidelines.gov)

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

- f. Esposito, E. (2015). The essential guide to writing smart goals, Retrieved from <https://www.smartsheet.com/blog/essential-guide-writing-smart-goals>
- g. DecisionSkills (2014). SMART goals- quick overview. Retrieved from <https://www.youtube.com/watch?v=1-SvuFIQJK8>

Round One: Test

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

7. **Written Test Plan**

Overall Health and Well-Being.....	10%
Prevention and Wellness	10%
Physical activity, exercise and fitness.....	20%
Healthy eating and optimal weight.....	20%
Oral health	5%
Sleep.....	5%
Disease prevention	10%
• Diabetes	
• Cancer	
• Heart disease	
• Stroke	
• STDs	
Risky behaviors	10%
• Excessive alcohol use	
• Smoking and tobacco use	
• Injury and accident prevention	
Stress management and longevity	10%

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

9. **Sample Test Questions**

- 1. According to the WHO, what is the leading cause of death and disability among adolescents?
 - A. Interpersonal violence
 - B. Mental health
 - C. Unintentional injuries**
 - D. Alcohol and drug useWHO: Health Topics

- 2. How does regular intense physical activity by adults decrease the risk of developing a hip fracture?
 - A. Increases joint range of motion
 - B. Slows the loss of bone density**
 - C. Builds connective tissue around the joints
 - D. Decreases pressure on the hip jointHHS PAG Page 38

3. The 2020-2025 Dietary Guidelines for Americans report that almost 90% of Americans do not meet the recommendations for which of the following protein subgroups?
- A. Poultry and eggs
 - B. Nuts and seed
 - C. Seafoods**
 - D. Meats
- HHS DGA Page 34

Personal Healthy Lifestyle SMART Goal

- 10. The goal for this event should be related to the individual's personal health within *any* dimension of wellness. This is a personal choice and should be something that moves the competitor toward a healthier lifestyle.
- 11. In setting a goal, the competitor must first analyze his/her current health status, and **should consult with a licensed health practitioner as part of the goal-setting process and prior to beginning this event.**
- 12. The goal should follow the SMART formula (see resources on pg.2 for assistance-Specific, Measurable, Attainable, Realistic, Timely)
- 13. The goal should focus the competitor's efforts to practice a healthier lifestyle through building or maintaining healthy behaviors, **and/or** avoiding risky behaviors. (The competitor can select any area of healthy living.)
- 14. If the competitor advances from one level of competition to the next (for example, chartered association to international level) the goal will not change, but the competitor should continue to work on his/her goal and update the Healthy Lifestyle portfolio as desired.
- 15. Examples of goals can be found on page 6 of these guidelines.
- 16. The time period for the Healthy Lifestyle Goal will be from July 1, 2021 – May 15, 2022.

Healthy Lifestyle Portfolio

- 17. A Healthy Lifestyle Portfolio will be developed to document the competitor's specific goal and efforts to practice a healthier lifestyle through healthier practices (exercise, nutrition, etc...) and/or avoiding risky behaviors.
- 18. The rules or restrictions for the portfolio, include:
 - A. **Title page** must include the event name, competitor's name & age, HOSA chapter and division, school name, chartered association, and specific healthy lifestyle goal.
 - B. **A baseline health assessment** must be included that is relevant to the chosen SMART goal. Competitors may research and include an existing health assessment, get one from a licensed health provider, or create their own. This assessment must measure both general health factors and specific important factors relevant to the chosen SMART goal. The baseline health assessment will be completed both before the healthy lifestyle goal starts, and again prior to competition.
 - C. **Parental permission form** must be signed (if applicable).
 - D. **Evidence of Journey:**
 - i. The competitor's achievements are judged, and the portfolio provides

the proof of his/her accomplishments during the interview with the judges.

- ii. The more substantive the documentation, the easier it will be for the judges to evaluate progress towards the goal. Documentation may include data from reputable sources, photos, letters from professionals, etc.
- iii. Documentation of medical care and progress (lab work, results of medical tests, etc.) may be included in the portfolio at the discretion of the competitor and their parents and/or legal guardian, if the competitor is under the age of 18. Competitors may block out personal information such as SSN, insurance number, address, etc.
- iv. Narrative pages are formatted:
 1. one-sided, typed, 12 pt. Arial font, double-spaced, in English, 1" margins on 8 ½" x 11" paper
 2. Running header with last name, event name and page number on top right side of each page (not counting title page).

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

19. The only specific rules for the portfolio are listed in rule #18. The number of pages, use of photos, data, etc. is totally up to the competitor and will not be judged.

Round Two: Presentation for Judges

20. Round Two will consist of a four (4) minute presentation with judges followed by two (2) minutes to respond to judge questions.
21. 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 judges.
22. The Presentation will contain the following key items:
 - a. **INTRODUCTION:** The competitor will be introduced to the judge(s) and seated at a conference table with the judges.
 - b. **EXPLANATION:** The competitor will have four (4) minutes to explain his/her personal healthy living goal and show/demonstrate/discuss his/her progress toward achieving the goal. 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.
 - c. A time card will be held up with one-minute remaining during the explanation and again with one-minute remaining during the judge questions. The timekeeper will call time at the end of each phase of the interview.
 - d. **JUDGE QUESTIONS:** Time will be called at four (4) minutes and then judges will have up to two (2) minutes to ask questions of the competitor. The following sample questions, or similar questions, may be asked:
 - What was the greatest challenge you faced in achieving your goal?
 - Did you ever think about giving up? Why didn't you?
 - What surprised you the most about this entire process?

- If you could start this process all over again, what would you do differently?
 - What will you take from this experience to use in your future profession?
- e. CONCLUSION: The judges will have two (2) minutes to evaluate the portfolio and complete the rating sheets.

Final Scoring

- 23. Scores from Round One test will be added to Round Two to determine the final results.
- 24. In the case of a tie, the highest score will be used to determine rank.

Required Digital Uploads

- 25. The completed portfolio must be uploaded as a single document, pdf preferred, by competitor:
 - a. to [Tallo](#) for Secondary & Postsecondary/Collegiate divisions **OR**
 - b. to [this Link](#) for Middle School division. Name of file MUST read: school name.charteredassociation.membername.ILC2022
 - c. 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:

- Uploaded .pdf of portfolio, by published deadline
- #2 lead pencil with eraser
- Watch with second hand (optional-Round Two only)
- Index cards or electronic notecards (optional)
- [Photo ID](#)

HEALTHY LIFESTYLE GOAL & ASSESSMENT

PURPOSE AND EXAMPLES

Every day, health professionals encourage patients to live a healthier lifestyle in an effort to improve their medical condition and quality of life. In order to be successful practitioners, health providers must know where to begin, what to ask of patients, and how to encourage patients to change their behavior.

For most people, behavior change is not easy. Setting a challenging goal and achieving it is often harder than it looks - and requires time, effort and commitment.

Take a moment to review the purpose of this event. The goal is not to tell you how to think, feel or behave, but rather to help improve your understanding of how a healthy lifestyle affects individual health, **AND**, to let you experience the challenge of improving your own personal health.

Ultimately, your personal goal should be something you truly wish to achieve, and should be challenging yet attainable. Do you want to change a little, or a lot? Should you focus on exercise? Your nutrition? Will your goal really lead to improved physical health? How will you empirically and objectively measure your progress and accomplishments? Competitors in this event are **encouraged to see a licensed health provider before beginning this event** to obtain baseline data and discuss his/her goals for improving personal health. HOSA does not encourage any HOSA member getting involved with a fad diet, exercise program, or other program that is not under the direction of a licensed healthcare provider. These practices can be dangerous to a person's health and are not the intent of this event.

The following list of sample healthy lifestyle goals is provided to get you started. Be sure that the goal you write for yourself is specific and personalized to fit your individual needs.

Sample SMART goals:

- ★ I will increase my daily hydration to 64 oz. of water by the end of the spring semester. I will do this by bringing a 20 oz. water bottle with me everywhere and filling it up every morning, noon, and early evening. I will use a calendar to help me track my consumption.
- ★ By June 15th, I will be able to run one mile in under 8:00 minutes. I will do this by running after school with music that will help me pace my run five days a week, beginning with a 20-minute one-mile run, and reducing my time by at least 15 seconds every two weeks. I will track my progress in a fitness log.
- ★ I will reduce the number of stress headaches I get from one daily, to one bimonthly, by taking 10 minutes during each day to meditate. By May 15th, I will find and use soothing music or YouTube meditation videos to sit still in a corner of my room for 10 minutes each morning and focus on letting go of everything that is causing me pain. I will keep a pain diary to help me reach my goal.

A baseline health assessment is a critical starting point for any behavior change. It helps provide a current view of one's overall health status, including physical, social, and emotional wellness components. A baseline health assessment also helps provide guidance in the creation and follow through of the plan necessary to meet one's SMART goal. Competitors may research examples online, request one from their primary health provider, or create their own. For more information on baseline health assessments, visit:

- <https://scopeblog.stanford.edu/2015/01/27/why-establishing-a-health-baseline-is-a-critical-starting-point-for-achieving-future-health-goals/>

HEALTHY LIFESTYLE

Parent/Guardian/Advisor Permission

This form **MUST** be included in the Healthy Lifestyle Portfolio for competitors who are age 17 or younger.

Competitor Name _____ Date of Birth _____

SMART Goal: _____

Note to Parents/Advisors: Please read these event guidelines carefully. Participation is voluntary. HOSA members should choose to participate in this event if it is consistent with their personal and career goals.

HOSA members who wish to enter this competition are asked to provide documentation of their personal health. This may include data from physician offices or other caregivers. It may also include information that can be considered highly personal or private. Competitors in this event are **encouraged to see a licensed health provider before beginning this event** to obtain baseline data and discuss his/her goal for improving personal health. HOSA does not encourage any HOSA member getting involved with a fad diet, exercise program, or other program that is not under the direction of a licensed healthcare provider. These practices can be dangerous to a person's health and are not the intent of this event.

Competitors and their parents should decide what information they wish to include in the Healthy Lifestyle portfolio. Competitors should **ONLY** include information they are comfortable sharing with event judges.

By signing this form, parents/guardians:

- Agree that you have read the event guidelines.
- Verify that all the information in this portfolio is accurate and used with your permission.

Parent (Guardian) Signature: _____ Date: _____

Print Full Name and Address:

By signing this form, HOSA advisors:

- Agree that you have read the event guidelines.
- Verify that the submitted goal is realistic and based in sound research for this competitor.

Advisor Signature: _____ Date: _____

Print Advisor Name, Chapter Name, School & Chartered Association:

HEALTHY LIFESTYLE – Judge’s Rating Sheet Round Two Interview

Competitor # _____ Judge’s Signature _____
 Division: MS _____ SS _____ PS/C _____

One PDF file with Portfolio Uploaded Online*: Yes ____ No ____

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

A. Portfolio	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 0 points	JUDGE SCORE
1. Title Page	Title page includes event name, competitor’s name & age, HOSA chapter and division, school name, chartered association, and specific healthy lifestyle goal.	N/A	N/A	N/A	Portfolio not submitted OR title page does not include all requirements OR is not present.	
2. Baseline Health Assessment	Baseline Health Assessment is included.	N/A	N/A	N/A	Portfolio not submitted OR Baseline Health Assessment is not included.	
3. Parental/Advisor Permission Form included if age 17 or younger	Parental/Advisor Permission Form is included if age 17 or under or is not applicable to competitor.	N/A	N/A	N/A	Portfolio not submitted OR Parental/Advisor Permission Form is required but not included.	
4. Reference Page	The reference page is included with the paper.	N/A	N/A	N/A	Paper not submitted OR no reference page is included OR all items are not included.	

A. Portfolio	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
5. Competitor worked toward or maintained goal for a significant part of this last year.	Documented evidence that the goal was maintained for 9 -12 months of this past year.	Documented evidence that the goal was maintained for 6-9 months of this past year.	Documented evidence that the goal was maintained for 3-6 months of this previous year.	Documented evidence that the goal was maintained for 1-3 months of this previous year.	Portfolio not submitted OR no documentation was provided.	
6. Written evidence and documentation provides healthy proof of progress toward the goal.	The competitor provides extensive written documentation that provides proof of progress towards meeting their healthy lifestyle goal.	The competitor provides written documentation of their journey towards reaching their healthy lifestyle goal.	The competitor provides a moderate amount of written documentation towards progress made towards their healthy lifestyle goal.	The competitor provides minimal documentation towards progress made towards their healthy lifestyle goal.	Portfolio not submitted OR the competitor does not provide written documentation of progress made towards the goal.	
7. Written evidence provides clear, measurable baseline data at the start of this process.	Documentation is detailed, clearly defined and measurable from the beginning through the completion of this process.	Documentation is somewhat detailed and measurable throughout the project.	Data collected on this project is incomplete and inconsistent throughout this project.	Limited evidence of baseline data collected from this project is provided.	Portfolio not submitted OR no written evidence of baseline data is provided.	
B.SMART Goal	Excellent 15 points	Good 12 points	Average 9 points	Fair 6 points	Poor 0 points	JUDGE SCORE
1. Goal follows SMART formula	SMART goal is clearly defined with all five components: Specific, Measurable, Attainable, Realistic, and Timely	SMART goal has four of the five components present.	SMART goal has three of the five components present.	SMART goal has two of the five components present.	Portfolio not submitted OR SMART goal was not developed or only had one of the five components present.	
2. Goal is consistent with practicing a healthy lifestyle beyond HOSA competition	The goal fully supports the inclusion of a healthy habit or the removal of an unhealthy one. The goal includes a reputable method, not a "fad diet". The plan to maintain the goal past the HOSA competition is evident.	The goal includes the development of a healthy habit or the removal of an unhealthy one. A plan to maintain is not clearly defined.	The goal demonstrates practicing a healthy habit but may be unrealistic to maintain on a long-term basis.	There is minimal evidence or ability to demonstrate that the goal could be incorporated as a long-term healthy habit.	Portfolio not submitted OR there is no demonstration of working towards a healthy lifestyle goal.	
3. The goal is challenging but attainable.	The competitor set a challenging goal and is working/has worked hard to achieve that goal.	N/A	The competitor set a goal and is working/has worked to achieve that goal, but the goal is not particularly challenging.	N/A	Portfolio not submitted OR the competitor did not describe the goal they set or how they planned/are planning to achieve that goal.	
C. Presentation	Excellent 20 points	Good 15 points	Average 10 points	Fair 5 points	Poor 0 points	JUDGE SCORE
1. Content: Verbal explanation clearly describes the journey towards achieving the goal.	The competitor speaks with confidence as they describe their journey toward achieving the healthy lifestyle goal. It is evident that they are motivated by the results of reaching their goal.	The competitor describes their journey towards achieving their healthy lifestyle goal. They speak with less conviction about reaching their goal.	The competitor slightly describes the journey towards achieving their healthy lifestyle goal. They are not very believable.	The competitor speaks about healthy lifestyles but is unable to connect to their personal goals.	The competitor is not able to describe the journey toward achieving a healthy lifestyle.	

C. Presentation	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 0 points	JUDGE SCORE
2. Voice Pitch, tempo, volume, quality	The competitor's voice was loud enough to hear. The competitor varied rate & volume to enhance the speech. Appropriate pausing was employed.	The competitor spoke loudly and clearly enough to be understood. The competitor varied rate OR volume to enhance the speech. Pauses were attempted.	The competitor could be heard most of the time. The competitor attempted to use some variety in vocal quality, but not always successfully.	Judges had difficulty hearing /understanding much of the speech due to little variety in rate or volume.	The competitor's voice is too low or monotone. Judges struggled to stay focused during the majority of presentation.	
3. Stage Presence Poise, posture, eye contact, and enthusiasm	Movements & gestures were purposeful and enhanced the delivery of the speech and did not distract. Body language reflects comfort interacting with audience. Facial expressions and body language consistently generated a strong interest and enthusiasm for the topic.	The competitor maintained adequate posture and non-distracting movement during the speech. Some gestures were used. Facial expressions and body language sometimes generated an interest and enthusiasm for the topic.	Stiff or unnatural use of nonverbal behaviors. Body language reflects some discomfort interacting with audience. Limited use of gestures to reinforce verbal message. Facial expressions and body language are used to try to generate enthusiasm but seem somewhat forced.	The competitor's posture, body language, and facial expressions indicated a lack of enthusiasm for the topic. Movements were distracting.	No attempt was made to use body movement or gestures to enhance the message. No interest or enthusiasm for the topic came through in presentation.	
4. Diction*, Pronunciation** and Grammar	Delivery emphasizes and enhances message. Clear enunciation and pronunciation. No vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone heightened interest and complemented the verbal message.	Delivery helps to enhance message. Clear enunciation and pronunciation. Minimal vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone complemented the verbal message	Delivery adequate. Enunciation and pronunciation suitable. Noticeable verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Tone seemed inconsistent at times.	Delivery quality minimal. Regular verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Delivery problems cause disruption to message.	Many distracting errors in pronunciation and/or articulation. Monotone or inappropriate variation of vocal characteristics. Inconsistent with verbal message.	
5. Answered judge questions effectively.	The competitor provided excellent answers to judge's questions, shared important details and maintained a high level of professionalism and poise throughout the presentation.	The competitor answered the judge's questions accurately and provided some important details about healthy living concepts and their journey.	The competitor was able to answer most of the questions effectively, could have provided more details regarding healthy living concepts and their journey.	The competitor answered some of the questions but failed to expound on the details of healthy living concepts involved in their journey.	The competitor had trouble answering the judge's questions. More evidence is needed to demonstrate a basic understanding of healthy living concepts.	
Total Points (135)						

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

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

Interviewing Skills

New for 2021-2022

The application has been removed.
The cover letter has been replaced with a personal statement.
Competitors will create a digital profile on Tallo to showcase their experiences and accomplishments.
The rating sheet has been updated to align with the changes.
Editorial updates have been made for clarity.

Event Summary

Interviewing Skills provides HOSA members with the opportunity to gain the knowledge and skills required to successfully apply and interview for employment and internship opportunities (for college, medical school, professional career, etc.). This competitive event requires competitors to prepare a personal statement, resume, and digital profile and then participate in a mock job interview with judges. This event aims to inspire members to learn more about applying and interviewing for health-related positions and experiences. This event is specifically for HOSA members who are classified under IDEA.

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

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

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

General Rules

1. Competitors in this event must be active members of HOSA and in good standing.
2. Secondary Division is eligible to compete in this event.
3. Competitors must be familiar with and adhere to the "[General Rules and Regulations of the HOSA Competitive Events Program \(GRR\)](#)."
4. Prior to attending the chartered association or International Leadership Conference, the competitor should select any health-related position, or a position within a health facility for which he/she is trained or is being trained. (A job for which he/she could actually apply; a job that he/ she is currently qualified, or being trained, to hold. It may be clinical, educational or administrative.) The competitor may also select an internship, scholarship, or educational opportunity for which they are qualified to apply.
5. The competitor will create a digital profile on Tallo and prepare a personal statement and resume. The digital profile, personal statement, and resume must be factual and accurate. Competitors should include real work experience, education, and accomplishments.

Suggested Resources

6. Resources that may help the competitor prepare the personal statement and resume include the following. Many other useful sites exist and can be used at the discretion of the competitor.
 - a. Writing Personal Statements Examples [1](#) and [2](#)
 - b. [Writing Resumes](#)

Digital Profile on Tallo

7. Competitors will begin by creating a digital profile on Tallo. Instructions to help build the profile can be found on the HOSA Tallo Landing page: <https://tallo.com/hosa/> as well as from [Tallo's Building A Student Profile page](#).
8. The digital profile will be a compilation of the competitor's accomplishments, highlights, education, experiences, honors, career interests, memberships, organizations, classes, projects, etc. It is the opportunity for the competitor to digitally showcase everything that makes them unique!
9. The Tallo Digital Profile will contain the following items. More information on these topics can also be found [HERE](#):
 - a. Profile Picture
 - b. Featured Video
 - i. Something creative you made, playing a sport, trying an experience. Or record a short video introducing yourself to the audience. This is another way to display your personality.
 - c. Bio
 - i. Short statement sentence describing yourself
 - d. Career Interests
 - i. Careers you are potentially interested in pursuing
 - e. Location Preferences
 - i. Where you want to live, go to school, or find a job
 - f. Next Steps
 - i. College plans, military plans, already in a postsecondary program, etc.
 - g. Digital Badges
 - i. HOSA Member badge added to profile. Questions about approving the digital badge can be sent to info@hosa.org
 - h. Membership, Extracurricular Activities, Hobbies
 - i. Work Experiences and Responsibilities
 - i. Any job (paid or unpaid) and what you learned from the experience
 - j. Accomplishments
 - i. List items for which you have been recognized
 - k. Education
 - i. Include where you go to school / went to school and any applicable certificates such as CPR First Aid certification
 - l. Courses
 - i. Include classes you took that you loved or classes that really apply to your future goals/plans
 - m. Files
 - i. In this section, competitors will upload a .pdf copy of their RESUME and PERSONAL STATEMENT (as explained in items #15 and #17). Files must not exceed 2.5 MB and [instructions for doing this can be found here](#).
 - ii.

Benefits of a Digital Profile

10. Competitors can generate a unique url link for their digital profile. [Instructions HERE](#). This link can be shared with anyone the competitor wishes – prospective employers, colleges, companies, internship leaders, supervisors, scholarship committees, etc. Whoever clicks on the link will be taken directly to the competitor’s profile. This unique url is also what will be uploaded to the Job Seeking Skills Opportunity within Tallo, as the way to submit content for the ILC and chartered association conferences. (see item #18 below).
11. The profile belongs to the competitor and can be updated for as long as the competitor wishes, making it a great tool to grow with the competitor during their educational and early job-seeking years. Additionally, the [HOSA Scholarship Program](#) uses the Tallo digital profile and [Tallo matches college students with \\$20 billion in scholarship money](#). By having a Tallo digital profile, competitors will already be set up for success for these scholarship opportunities.

Personal Statement

12. Next, the competitor will create a Personal Statement. The Personal Statement will outline how the competitor is unique, what makes them different from others, and will tell a story about who the competitor is. The Personal Statement should share things about the competitor that can’t be found on the resume or in the digital profile. It should highlight the elements that makes the competitor a good fit for the scholarship, job, college, or internship, etc.
13. A Personal Statement is: ([as retrieved here](#))
 - a. A Story – More precisely your story, allowing room for creative and meaningful self-reflection
 - b. An Invitation – Bridge the distance and invite your reader to get to know you, share past experiences and how they connect to your future.
 - c. A Picture – a snapshot of who you are as a person
14. The Personal Statement will be formatted as follows:
 - a. Page 1: Title page
 - i. Create a title page for HOSA competitive purposes that includes: Event name, Competitor name, HOSA Division, HOSA Chapter #, School Name, Chartered Association, and the job, college, scholarship, internship, etc. that the Personal Statement is created for. (A creative design or pictures may be used but will not affect the score.)
 - b. Pages 2-3: Personal Statement
 - i. Pages are one-sided, typed, max two pages
 - ii. 12 pt. Arial font, double-spaced, in English
 - iii. 1” margins on 8 ½” x 11” paper
 - iv. Running header with last name, event and page number top right side of each page (not counting title page)
15. The Personal Statement must be saved as a .pdf file, and uploaded to the “Files” section of the Tallo digital profile, as explained in item #9m above

Resume

16. Competitors will prepare a one-page resume summarizing their education, employment, past responsibilities, and experiences that are relevant to the specific job, scholarship, internship, etc. as selected by the competitor.

17. The Resume must be saved as a .pdf file and uploaded to the “Files” section of the Tallo digital profile, as explained in item #9m above.

Required Digital Uploads

18. Prior to competition, competitors will generate a url of their completed Tallo digital profile ([instructions here](#) and in item #10 above). This url link MUST be pasted into the [Interviewing Skills](#) Opportunity for any chartered association conferences and for ILC. This link is what will be shared with judges for competition.
 - a. [Both Secondary & Postsecondary/Collegiate](#) divisions must upload this unique profile url to the [Interviewing Skills](#) Opportunity on Tallo for competition.
 - b. Ensure the Resume and Personal Statement are uploaded as “files” in the digital profile (item #9m) before generating the url.
 - c. Competitors must also upload a .pdf of the eligibility form to the [Interviewing Skills](#) Opportunity on Tallo (page 11 of guidelines)
 - d. Uploads for ILC will be open on Tallo 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 or to develop their own processes for collecting the required information for this event. 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.

The Competitive Process and Interview

19. All competitors shall report to the site of the event at the time designated for the interview. At ILC, competitor’s photo ID must be presented prior to ALL competition rounds.
20. No materials may be taken into the interview. The section leader shall introduce the competitor by name to the judges.
21. In the Job Seeking Skills, Interviewing Skills, and Health Career Preparation events only, handshakes between judges and competitors are allowed. In this event, handshakes are allowed both at the beginning and end of the event.
22. The interview will be conducted for a maximum of five (5) minutes. The timekeeper shall present a flash card advising the competitor when there is one (1) minute remaining.
23. After time is called, the competitor will be excused and judges will be given an additional six (6) minutes to review the digital profile, personal statement, resume, and complete the rating sheet. At ILC and chartered association conferences, it is also acceptable to pre-judge the digital items (digital profile, personal statement, and/or resume) prior to the in-person interviews. The process is determined at the discretion of event management.
24. During the interview, competitors will be asked a series of questions by the judges. The first question will always ask the competitor to explain the job/internship/opportunity for which they are interviewing.

25. The interview questions asked during the event are considered to be a secret topic. Professional ethics demand that competitors DO NOT discuss or reveal the secret topic for ANY event until after the event has concluded. Violation of the ethics rules will be severely penalized per [the GRRs](#).

Final Scoring

26. In the event of a tie, a tie breaker will be determined by the areas on the rating sheet section(s) with the highest point value in descending order.
27. 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.
28. Reminder to refer to [GRR #24](#): By entering this event, competitors consent to allowing HOSA access to use of their submitted materials.

Competitor Must Provide

- Digital Profile on Tallo completed by published deadline
- Personal Statement and Resume added to digital profile on Tallo in the "Files" section
- Link to Tallo Digital Profile uploaded to the IS Opportunity on Tallo by published deadline
- .pdf of the eligibility form (page 11 of guidelines) uploaded to the IS Opportunity on Tallo by the published deadline
- [Photo ID](#)

INTERVIEWING SKILLS – Judge’s Rating Sheet

Section # _____ Judge’s Signature _____
 Competitor # _____ Division _____ SS

Digital Profile includes uploaded Resume .pdf: Yes ___ No ___
 Digital Profile includes uploaded Personal Statement .pdf: Yes ___ No ___
 Link to digital profile submitted to Tallo Interviewing Skills Event Opportunity by published deadline: Yes ___ No ___
 Eligibility Form submitted to Tallo Interviewing Skills Event Opportunity by published deadline: Yes ___ No ___
 *If the materials are not uploaded, please note that applicable items on the rubric below cannot be judged.

A. Tallo Digital Profile	Excellent 2 points		Average 1 point		Poor 0 points	JUDGE SCORE
BASIC INFO (LEFT SIDE COLUMN IN TALLO)						
1. Profile Photo	Photo included.	-	-	-	Profile not submitted OR photo not included.	
2. School	School name and graduation year included.	-	-	-	Profile not submitted OR school not included.	
3. Featured Video	A video that helps the viewer get to know the competitor is included.	-	A video is included, but it doesn't show anything unique about the competitor.	-	Profile not submitted OR video not included.	
4. Major	Major(s) are included in the profile.	-	-	-	Profile not submitted OR major not included	
5. Bio Statement	The bio catches the judge's attention and entices them to learn more.	-	A bio statement is included but it doesn't make the competitor stand out.	-	Profile not submitted OR bio statement not included.	
A. Tallo Digital Profile	Excellent 3 points		Average 1 point		Poor 0 points	JUDGE SCORE
FUTURE GOALS AND PLANS SECTION						
6. Career Interests	More than one career interest is included.	-	At least one career interest is included	-	Profile not submitted OR career interests not included.	
7. Location Preferences	More than one location preference is included	-	At least one location preference is included	-	Profile not submitted OR location preferences not included	
8. Next Steps	The competitor identifies their planned next steps (i.e.: military, 4-year college, workforce, etc.)	-	-	-	Profile not submitted OR Next Steps not included	
A. Tallo Digital Profile	Excellent 2 points		Average 1 point		Poor 0 points	JUDGE SCORE
9. HOSA Digital Membership Badge	HOSA Membership Badge included in profile	-	-	-	Profile not submitted OR HOSA Membership Badge not included	

A. Tallo Digital Profile	Excellent 8 points	Good 6 points	Average 4 points	Fair 2 points	Poor 0 points	JUDGE SCORE
10. Memberships, Extracurricular Activities, and Hobbies	The activities in the profile are excellent in quality, scope and value. The profile demonstrates the competitor's robust involvement in organizations and groups, with a wide variety of interest and passions.	The activities in the profile are good in quality, scope and value. It is evident the competitor was involved in many organizations and groups.	The activities in the profile are average in quality, scope and value. The competitor participated in a few activities and was involved with a few organizations but lacked variety.	The activities in the profile are only fair in quality, scope and value. More work is needed in this area.	Profile not submitted OR no membership, extracurricular, or activities are included.	
11. Work Experience and Responsibilities	Work experience is Detailed, complete and includes descriptions of responsibilities in each position. Paid and unpaid experiences are included, and the items included are excellent in scope.	Work experience is mostly detailed, and some responsibilities are included. But more items could have been included to increase the scope of activities.	Work experience and responsibilities are included, but do not stand out. Details are lacking.	Work experience, and responsibilities are very limited. The scope is lacking and judges have more questions than answers from the information that is provided.	Profile not submitted OR Work experience and responsibilities not included	
12. Accomplishments	Honors are numerous and demonstrate a wide variety of talents and interests. Accomplishments are fully defined with excellent details about the awards.	Accomplishments could be more defined and show more variety, but overall, still demonstrate above-average recognition.	The profile includes honors and shows the competitor's strengths, but variety and detail are somewhat lacking.	Limited number of accomplishments were included and details for those included were very minimal.	Profile not submitted OR accomplishments are not included.	
A. Tallo Digital Profile	Excellent 2 points		Average 1 points		Poor 0 points	JUDGE SCORE
13. Schools	Profile includes at least one current and/or past school attended, or certification earned.	-	-	-	Profile not submitted OR schools are not included.	
14. GPA	GPA is included on profile with any schools that are listed	-	-	-	Profile not submitted OR GPA is not included on profile.	
A. Tallo Digital Profile	Excellent 3 points		Average 1 point		Poor 0 points	JUDGE SCORE
15. Highlighted Courses	Profile includes 3+ courses	-	Profile includes 1-2 courses	-	Profile not submitted OR courses are not included	
16. Additional Files Shared (Remember, the Resume and Personal Statement must be uploaded to this section of the profile. Points for these items are given by judges in section B and C of the rating sheet.)	Profile includes 3+ additional files (other than the resume and personal statement)	-	Profile includes 1-2 additional files (other than the resume and personal statement)	-	Profile not submitted OR additional files are not included	

A. Tallo Digital Profile	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 0 points	JUDGE SCORE
17. Spelling and grammar	There are no spelling or grammar errors throughout the entire digital profile.	There are 1-2 minor misspellings or grammatical errors that will be easy to fix to make it appeal to the viewer.	There are 3-4 spelling or grammatical errors in the profile.	There are 5-6 spelling or grammatical errors present in the profile.	Profile not submitted OR there are 7 or more spelling or grammatical errors in the profile.	
B. Personal Statement	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 0 points	JUDGE SCORE
1. Neatness, spelling, grammar	There are no spelling or grammatical errors throughout the entire	There are 1-2 minor misspellings or grammatical errors that will be easy to fix to make it appeal to the viewer.	There are 3-4 spelling or grammatical errors in the personal statement.	There are 5-6 spelling or grammatical errors present in the personal statement.	Personal Statement not submitted OR there are 7 or more spelling or grammatical errors in the personal statement OR exceeds one page.	
2. Length	Personal statement. Does not exceed two pages.	-	-	-	Personal Statement not submitted OR exceeds two pages	
B. Personal Statement	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
3. Introduction	The competitor grabs the attention of the reader right away in the first paragraph. The introduction is very creative and contains details about the competitor that has the reader wanting to know more.	The reader is engaged in the introduction and there is good creativity and sufficient details.	The personal introduction has some details to engage the reader, but it seems something is missing.	The competitor does not gain the reader's attention. Details and creativity are lacking.	Personal statement not submitted OR introduction not included.	
4. Ability to tell a story	The competitor clearly and creatively tells their story and/or includes an anecdote. The explanation of why that story is important to who they are is excellent.	The competitor shares their story/anecdote creatively. Many details are included but why the story is important to who they are is not as fully developed as it could be.	The competitor's story / anecdote leaves the audience wanting more details. Creativity is limited.	The story / anecdote has few details, delivered in a straightforward manner. The competitor struggled to convey their message effectively.	Personal Statement not submitted OR no story / anecdote is shared.	
5. Connection to past and the future	The competitor does an excellent job relating to and describing a past event, experience, etc. and then connecting that experience to their future plans and goals.	The competitor does a good job of including a past experience and the connection to their future goals, but some details and descriptions are missing.	The connection between the past and future is limited and needs more details. The competitor attempted but fell short.	The audience was unable to make the connection between an experience in the competitor's past to their future goals and plans.	Personal Statement not submitted OR no connection made between past experiences and future goals.	

B. Personal Statement	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
6. A Snapshot of the Competitor	The statement is a compelling snapshot of the competitor and what contributions they will make to the job, scholarship, internship, etc. Their passions are evident.	The competitor does a good job explaining how they would contribute to the job, scholarship, internship etc. The statement is somewhat compelling, but passion and clarity could be improved.	The judge needs more information about how the competitor would contribute to the job, scholarship, internship etc.. The statement does not paint a very clear picture of who the competitor is.	The judge is left with many questions as to how the competitor would contribute and is not sure what the passions of the competitor are.	Personal Statement not submitted OR no effort was made to share the competitor's passions or explain how they would contribute to the job, scholarship, internship, etc.	
7. Conclusion	The competitor's conclusion is strong, memorable, and effective.	The conclusion is included but needs to be more thorough or captivating.	The conclusion is recognizable but needs loose ends tied up. It leaves the reader wanting more.	The conclusion is limited. The personal statement leaves judges confused.	Personal Statement not submitted OR No conclusion is evident.	
C. Resume	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 0 points	JUDGE SCORE
1. Spelling and grammar	There are no spelling or grammar errors throughout the entire resume.	There are 1-2 minor misspellings or grammatical errors that will be easy to fix to make it appeal to the viewer.	There are 3-4 spelling or grammatical errors in the resume.	There are 5-6 spelling or grammatical errors present in the resume.	Resume not submitted OR there are 7 or more spelling or grammatical errors in the resume.	
2. Length	Resume does not exceed one page.	-	-	-	Resume not submitted OR exceeds one page in length.	
C. Resume	Excellent 15 points	Good 12 points	Average 8 points	Fair 4 points	Poor 0 points	JUDGE SCORE
3. Content	Resume is well organized, uses action verbs for clarity and provides a clear overall picture of the competitor's talent and experience.	Resume was well organized. Clarity and use of action verbs could have improved the resume.	Resume covers expected components but the audience is left with questions regarding the competitor's abilities and experiences.	Resume lacks most of expected components. There were numerous areas that were not addressed and evidence of talent and experience was not presented.	Resume not submitted OR Resume was limited and did not provide judges with needed information.	
4. Creativity	The resume incorporated creativity and innovation that made it unique and made it stand out.	The resume has moderate levels of creativity and originality but is missing the wow-factor.	The resume had a fair amount of creativity and originality, but the judges were left with wanting more.	Little creativity or originality was used in the resume.	Resume not submitted OR no creativity or originality was demonstrated.	
D. Interview	Excellent 15 points	Good 12 points	Average 8 points	Fair 4 points	Poor 0 points	JUDGE SCORE
1. Introduction/first impression	Greeting is excellent, shook hands and engaged professionally with the judge upon arrival. Great first impression!	Greeting is good, handshake was appropriate but didn't stand out amongst competition.	Greeting is appropriate, but didn't shake hands or didn't shake hands correctly, conversation is appropriate.	Average greeting did not shake hands with judge, conversation is not engaging or there was no conversation.	Poor first impression. Competitor did not shake hands or try to engage with the judge.	

D. Interview	Excellent 15 points	Good 12 points	Average 8 points	Fair 4 points	Poor 0 points	JUDGE SCORE
2. Content of answers Judges are looking for answers to the following criteria: <ul style="list-style-type: none"> • Competitor shows willingness to volunteer information • Responds appropriately to every question. • Relates strengths and skills for the job. • Sounds professional in choice of vocabulary and description of personal strengths. 	The competitor thoroughly showcased each of the 4 criteria in their answers with ease and conviction. The responses left the judges excited to know more about the experiences, strengths and skillsets of the competitor.	Most questions were answered honestly and thoughtfully using professional language and tone. The competitor covers 3 of the interview answer criteria.	The competitor covers 2 of the 4 interview answer criteria but does not provide a clear picture of their work experience or strengths.	Some questions were answered thoughtfully using professional language. The interview was underwhelming. Covers 1 of the interview criteria.	Most questions were answered inappropriately, didn't elaborate on answers. Covers 0 of the interview criteria.	
D. Interview	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
3. Confidence, maturity, enthusiasm	Competitor exhibited confidence throughout their interview. Genuine excitement for the pending position/opportunity and conducted themselves with maturity. They would make a great employee!	The competitor was confident but not convincing. They were excited for the pending position/opportunity but need a little more polish to be offered the position.	The competitor exhibited some level of confidence in his/her interviewing ability but seemed a little nervous.	The competitor appeared to be nervous and anxious about the interview. It was evident they were excited to be here; they just need more practice with interviews.	The competitor's nerves got the best of them. They were not able to showcase their best work in the interview. Keep trying!	
4. Knowledge of Position/Opportunity Applied For	Competitor was knowledgeable about the position / opportunity and related skills to the job, prepared and practiced interview questions and was prepared with research. They answered all questions put forth by judges by showing confidence and understanding.	The competitor was mostly knowledgeable of the skills related to the job, internship, etc.. They had researched and were able to answer most questions.	Competitor somewhat prepared with research. Answered some of the questions from the judges. Some confidence	Competitor wasn't aware of the position they were hiring for or applying for. They were unable to answer questions asked by the judges.	Competitor lacks preparedness of research and struggled.	
5. Closing	The closing was excellent. The judges were left with a strong overall positive impression of the competitor.	The closing was strong overall, but the judges did not see the wow factor in the competitor's closing.	The judges were left with an average overall impression. The competitor attempted to close the interview but fell short in some regards.	The judges were left with a less than positive impression. The competitor stumbled in trying to close the interview.	The judges were left with a negative impression of the competitor and/or the competitor made no attempt to close the interview.	
6. *Diction and **articulation	The competitor speaks clearly, enunciates words. Clear, crisp speech which is easy to hear and understand.	The competitor enunciates most words clearly and is easily understood.	The competitor speaks clearly, minimal instances when they mumble or do not enunciate their words.	The competitor mumbles some of the time and speaks at a low volume. The judges must ask the competitor to repeat themselves.	Competitor mumbles, speaks softly, and is hard to hear. Judge is unable to hear or understand all or part of the responses to the interview questions	
7. Eye contact, poise and posture	The competitor displays comfortable eye contact, displays confidence in their demeanor; sits up straight throughout interview.	The competitor makes eye contact most of the time, sits up straight and conducts themselves with confidence.	The competitor displays some eye contact but looks down or to the side of the judges.	The competitor makes limited eye contact and does not display good posture.	The competitor does not make eye contact with the judges. They slouch during the interview	
Total Points (240):						

Interviewing Skills

STUDENT ELIGIBILITY and ACCOMMODATION FORM REQUESTED

Completed by Competitor & Advisor

This form **MUST** be completed to provide student eligibility and accommodations for competition. **If the student competitor listed on this form does not get the form completed by the deadline, 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.)

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.

Interviewing Skills

ACCOMMODATIONS PROVIDED AT STATE CONFERENCE

Completed by State Advisor

State / Chartered Association: _____

State Advisor’s Responsibility: The State Advisor is responsible for submitting this entire completed form to HOSA by midnight Eastern Standard Time on May 15, 2022. The form will be submitted via the ILC Special Activity online form. If you did not have competitors in this event at your chartered association conference, write “none” across the form and submit it. One form for each of the four special needs events (LSS, IS, PC, and SS) will be required.

Process:

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

Competitor Name & School	Accommodation Provided at SLC
<i>John Doe – ABC High School</i>	<i>None</i>
<i>Jane Doe – DEF Career Center</i>	<i>Clarified directions for competitor when asked</i>

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

State Advisor Signature _____

Job Seeking Skills

New for 2021-2022

The application has been removed.

The cover letter has been replaced with a personal statement.

Competitors will create a digital profile on Tallo to showcase their experiences and accomplishments.

The rating sheet has been updated to align with the changes.

Editorial updates have been made for clarity.

Event Summary

Job Seeking Skills provides HOSA members with the opportunity to gain the knowledge and skills required to successfully apply and interview for employment and internship opportunities (for college, medical school, professional career, etc.). This competitive event requires competitors to prepare a personal statement, resume, and digital profile and then participate in a mock job interview with judges. This event aims to inspire members to learn more about applying and interviewing for health-related positions and experiences.

Dress Code Competitors must be in official HOSA uniform or in 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. Prior to attending the chartered association or International Leadership Conference, the competitor should select any health-related position, or a position within a health facility for which he/she is trained or is being trained. (A job for which he/she could actually apply; a job that he/ she is currently qualified, or being trained, to hold. It may be clinical, educational or administrative.) The competitor may also select an internship, scholarship, or educational opportunity for which they are qualified to apply.
5. The competitor will create a digital profile on Tallo and prepare a personal statement and resume. The digital profile, personal statement, and resume must be factual and accurate. Competitors should include real work experience, education, and accomplishments.

Suggested Resources

6. Resources that may help the competitor prepare the personal statement and resume include the following. Many other useful sites exist and can be used at the discretion of the competitor.
 - a. Writing Personal Statements Examples [1](#) and [2](#)
 - b. [Writing Resumes](#)

Digital Profile on Tallo

7. Competitors will begin by creating a digital profile on Tallo. Instructions to help build the profile can be found on the HOSA Tallo Landing page: <https://tallo.com/hosa/> as well as from [Tallo's Building A Student Profile page](#).
8. The digital profile will be a compilation of the competitor's accomplishments, highlights, education, experiences, honors, career interests, memberships, organizations, classes, projects, etc. It is the opportunity for the competitor to digitally showcase everything that makes them unique!
9. The Tallo Digital Profile will contain the following items. More information on these topics can also be found [HERE](#):
 - a. Profile Picture
 - b. Featured Video
 - i. Something creative you made, playing a sport, trying an experience. Or record a short video introducing yourself to the audience. This is another way to display your personality.
 - c. Bio
 - i. Short statement sentence describing yourself
 - d. Career Interests
 - i. Careers you are potentially interested in pursuing
 - e. Location Preferences
 - i. Where you want to live, go to school, or find a job
 - f. Next Steps
 - i. College plans, military plans, already in a postsecondary program, etc.
 - g. Digital Badges
 - i. HOSA Member badge added to profile. Questions about approving the digital badge can be sent to info@hosa.org
 - h. Membership, Extracurricular Activities, Hobbies
 - i. Work Experiences and Responsibilities
 - i. Any job (paid or unpaid) and what you learned from the experience
 - j. Accomplishments
 - i. List items for which you have been recognized
 - k. Education
 - i. Include where you go to school / went to school and any applicable certificates such as CPR First Aid certification
 - l. Courses
 - i. Include classes you took that you loved or classes that really apply to your future goals/plans
 - m. Files
 - i. In this section, competitors will upload a .pdf copy of their RESUME and PERSONAL STATEMENT (as explained in items #15 and #17). Files must not exceed 2.5 MB and [instructions for doing this can be found here](#).

Benefits of a Digital Profile

10. Competitors can generate a unique url link for their digital profile. [Instructions HERE](#). This link can be shared with anyone the competitor wishes – prospective employers, colleges, companies, internship leaders, supervisors, scholarship committees, etc. Whoever clicks on the link will be taken directly to the competitor's profile. This unique url is also what will be uploaded to the [Job Seeking Skills Opportunity](#) within Tallo, as the way to submit content for the ILC and chartered association conferences. (see item #18 below).

11. The profile belongs to the competitor and can be updated for as long as the competitor wishes, making it a great tool to grow with the competitor during their educational and early job-seeking years. Additionally, the [HOSA Scholarship Program](#) uses the Tallo digital profile and [Tallo matches college students with \\$20 billion in scholarship money](#). By having a Tallo digital profile, competitors will already be set up for success for these scholarship opportunities.

Personal Statement

12. Next, the competitor will create a Personal Statement. The Personal Statement will outline how the competitor is unique, what makes them different from others, and will tell a story about who the competitor is. The Personal Statement should share things about the competitor that can't be found on the resume or in the digital profile. It should highlight the elements that makes the competitor a good fit for the scholarship, job, college, or internship, etc.
13. A Personal Statement is: ([as retrieved here](#))
 - a. A Story – More precisely your story, allowing room for creative and meaningful self-reflection
 - b. An Invitation – Bridge the distance and invite your reader to get to know you, share past experiences and how they connect to your future.
 - c. A Picture – a snapshot of who you are as a person
14. The Personal Statement will be formatted as follows:
 - a. Page 1: Title page
 - i. Create a title page for HOSA competitive purposes that includes: Event name, Competitor name, HOSA Division, HOSA Chapter #, School Name, Chartered Association, and the job, college, scholarship, internship, etc. that the Personal Statement is created for. (A creative design or pictures may be used but will not affect the score.)
 - b. Pages 2-3: Personal Statement
 - i. Pages are one-sided, typed, max two pages
 - ii. 12 pt. Arial font, double-spaced, in English
 - iii. 1" margins on 8 ½" x 11" paper
 - iv. Running header with last name, event and page number top right side of each page (not counting title page)
15. The Personal Statement must be saved as a .pdf file, and uploaded to the "Files" section of the Tallo digital profile, as explained in item #9m above

Resume

16. Competitors will prepare a one-page resume summarizing their education, employment, past responsibilities, and experiences that are relevant to the specific job, scholarship, internship, etc. as selected by the competitor.
17. The Resume must be saved as a .pdf file and uploaded to the "Files" section of the Tallo digital profile, as explained in item #9m above.

Required Digital Uploads

18. Prior to competition, competitors will generate a url of their completed Tallo digital profile ([instructions here](#) and in item #10 above). This url link MUST be pasted into the [Job Seeking Skills](#) Opportunity for any chartered association conferences and for ILC. This link is what will be shared with judges for competition.

- a. [Both Secondary & Postsecondary/Collegiate](#) divisions must upload this unique profile url to the [Job Seeking Skills](#) Opportunity on Tallo for competition.
- b. Ensure the Resume and Personal Statement are uploaded as “files” in the digital profile (item #9m) before generating the url.
- c. Uploads for ILC will be open on Tallo 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 or to develop their own processes for collecting the required information for this event. 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.

The Competitive Process and Interview

19. All competitors shall report to the site of the event at the time designated for the interview. At ILC, competitor’s [photo ID](#) must be presented prior to ALL competition rounds.
20. No materials may be taken into the interview. The section leader shall introduce the competitor by name to the judges.
21. In the Job Seeking Skills, Interviewing Skills, and Health Career Preparation events only, handshakes between judges and competitors are allowed. In this event, handshakes are allowed both at the beginning and end of the event.
22. The interview will be conducted for a maximum of four (4) minutes. The timekeeper shall present a flash card advising the competitor when there is one (1) minute remaining.
23. After time is called, the competitor will be excused and judges will be given an additional six (6) minutes to review the digital profile, personal statement, resume, and complete the rating sheet. At ILC and chartered association conferences, it is also acceptable to pre-judge the digital items (digital profile, personal statement, and/or resume) prior to the in-person interviews. The process is determined at the discretion of event management.
24. During the interview, competitors will be asked a series of questions by the judges. The first question will always ask the competitor to explain the job/internship/opportunity for which they are interviewing.
25. The interview questions asked during the event are considered to be a secret topic. Professional ethics demand that competitors DO NOT discuss or reveal the secret topic for ANY event until after the event has concluded. Violation of the ethics rules will be severely penalized per [the GRRs](#).

Final Scoring

26. In the event of a tie, a tie breaker will be determined by the areas on the rating sheet section(s) with the highest point value in descending order.
27. Reminder to refer to [GRR #24](#): By entering this event, competitors consent to allowing HOSA access to use of their submitted materials.

Competitor Must Provide

- Digital Profile on Tallo completed by published deadline
- Personal Statement and Resume added to digital profile on Tallo in the “Files” section
- Link to Tallo Digital Profile uploaded to the JSS Opportunity on Tallo by published deadline
- [Photo ID](#)

JOB SEEKING SKILLS – Judge’s Rating Sheet

Section # _____ Judge’s Signature _____
 Competitor # _____ Division _____ SS _____ PSC _____

Digital Profile includes uploaded Resume .pdf: Yes ___ No ___
 Digital Profile includes uploaded Personal Statement .pdf: Yes ___ No ___
 Link to digital profile submitted to Tallo JSS Event Opportunity by published deadline: Yes ___ No ___
 *If the materials are not uploaded, please note that applicable items on the rubric below cannot be judged.

A. Tallo Digital Profile	Excellent 2 points		Average 1 point		Poor 0 points	JUDGE SCORE
BASIC INFO (LEFT SIDE COLUMN IN TALLO)						
1. Profile Photo	Photo included.	-	-	-	Profile not submitted OR photo not included.	
2. School	School name and graduation year included.	-	-	-	Profile not submitted OR school not included.	
3. Featured Video	A video that helps the viewer get to know the competitor is included.	-	A video is included, but it doesn't show anything unique about the competitor.	-	Profile not submitted OR video not included.	
4. Major	Major(s) are included in the profile.	-	-	-	Profile not submitted OR major not included	
5. Bio Statement	The bio catches the judge's attention and entices them to learn more.	-	A bio statement is included but it doesn't make the competitor stand out.	-	Profile not submitted OR bio statement not included.	
A. Tallo Digital Profile						
A. Tallo Digital Profile	Excellent 3 points		Average 1 point		Poor 0 points	JUDGE SCORE
FUTURE GOALS AND PLANS SECTION						
6. Career Interests	More than one career interest is included.	-	At least one career interest is included	-	Profile not submitted OR career interests not included.	
7. Location Preferences	More than one location preference is included	-	At least one location preference is included	-	Profile not submitted OR location preferences not included	
8. Next Steps	The competitor identifies their planned next steps (i.e.: military, 4-year college, workforce, etc.)	-	-	-	Profile not submitted OR Next Steps not included	
A. Tallo Digital Profile						
A. Tallo Digital Profile	Excellent 2 points		Average 1 point		Poor 0 points	JUDGE SCORE
9. HOSA Digital Membership Badge	HOSA Membership Badge included in profile	-	-	-	Profile not submitted OR HOSA Membership Badge not included	

A. Tallo Digital Profile	Excellent 8 points	Good 6 points	Average 4 points	Fair 2 points	Poor 0 points	JUDGE SCORE
10. Memberships, Extracurricular Activities, and Hobbies	The activities in the profile are excellent in quality, scope and value. The profile demonstrates the competitor's robust involvement in organizations and groups, with a wide variety of interest and passions.	The activities in the profile are good in quality, scope and value. It is evident the competitor was involved in many organizations and groups.	The activities in the profile are average in quality, scope and value. The competitor participated in a few activities and was involved with a few organizations but lacked variety.	The activities in the profile are only fair in quality, scope and value. More work is needed in this area.	Profile not submitted OR no membership, extracurricular, or activities are included.	
11. Work Experience and Responsibilities	Work experience is Detailed, complete and includes descriptions of responsibilities in each position. Paid and unpaid experiences are included, and the items included are excellent in scope.	Work experience is mostly detailed, and some responsibilities are included. But more items could have been included to increase the scope of activities.	Work experience and responsibilities are included, but do not stand out. Details are lacking.	Work experience, and responsibilities are very limited. The scope is lacking and judges have more questions than answers from the information that is provided.	Profile not submitted OR Work experience and responsibilities not included	
12. Accomplishments	Honors are numerous and demonstrate a wide variety of talents and interests. Accomplishments are fully defined with excellent details about the awards.	Accomplishments could be more defined and show more variety, but overall still demonstrate above-average recognition.	The profile includes honors and shows the competitor's strengths, but variety and detail are somewhat lacking.	Limited number of accomplishments were included and details for those included were very minimal.	Profile not submitted OR accomplishments are not included.	
A. Tallo Digital Profile	Excellent 2 points		Average 1 points		Poor 0 points	JUDGE SCORE
13. Schools	Profile includes at least one current and/or past school attended, or certification earned.	-	-	-	Profile not submitted OR schools are not included.	
14. GPA	GPA is included on profile with any schools that are listed	-	-	-	Profile not submitted OR GPA is not included on profile.	
A. Tallo Digital Profile	Excellent 3 points		Average 1 point		Poor 0 points	JUDGE SCORE
15. Highlighted Courses	Profile includes 3+ courses	-	Profile includes 1-2 courses	-	Profile not submitted OR courses are not included	
16. Additional Files Shared <i>(Remember, the Resume and Personal Statement must be uploaded to this section of the profile. Points for these items are given by judges in section B and C of the rating sheet.)</i>	Profile includes 3+ additional files (other than the resume and personal statement)	-	Profile includes 1-2 additional files (other than the resume and personal statement)	-	Profile not submitted OR additional files are not included	

A. Tallo Digital Profile	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 0 points	JUDGE SCORE
17. Spelling and grammar	There are no spelling or grammar errors throughout the entire digital profile.	There are 1-2 minor misspellings or grammatical errors that will be easy to fix to make it appeal to the viewer.	There are 3-4 spelling or grammatical errors in the profile.	There are 5-6 spelling or grammatical errors present in the profile.	Profile not submitted OR there are 7 or more spelling or grammatical errors in the profile.	
B. Personal Statement	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 0 points	JUDGE SCORE
1. Neatness, spelling, grammar	There are no spelling or grammatical errors throughout the entire	There are 1-2 minor misspellings or grammatical errors that will be easy to fix to make it appeal to the viewer.	There are 3-4 spelling or grammatical errors in the personal statement.	There are 5-6 spelling or grammatical errors present in the personal statement.	Personal Statement not submitted OR there are 7 or more spelling or grammatical errors in the personal statement OR exceeds one page.	
2. Length	Personal statement. Does not exceed two pages.	-	-	-	Personal Statement not submitted OR exceeds two pages	
B. Personal Statement	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
3. Introduction	The competitor grabs the attention of the reader right away in the first paragraph. The introduction is very creative and contains details about the competitor that has the reader wanting to know more.	The reader is engaged in the introduction and there is good creativity and sufficient details.	The personal introduction has some details to engage the reader, but it seems something is missing.	The competitor does not gain the reader's attention. Details and creativity are lacking.	Personal statement not submitted OR introduction not included.	
4. Ability to tell a story	The competitor clearly and creatively tells their story and/or includes an anecdote. The explanation of why that story is important to who they are is excellent.	The competitor shares their story/anecdote creatively. Many details are included but why the story is important to who they are is not as fully developed as it could be.	The competitor's story / anecdote leaves the audience wanting more details. Creativity is limited.	The story / anecdote has few details, delivered in a straightforward manner. The competitor struggled to convey their message effectively.	Personal Statement not submitted OR no story / anecdote is shared.	
5. Connection to past and the future	The competitor does an excellent job relating to and describing a past event, experience, etc. and then connecting that experience to their future plans and goals.	The competitor does a good job of including a past experience and the connection to their future goals, but some details and descriptions are missing.	The connection between the past and future is limited and needs more details. The competitor attempted but fell short.	The audience was unable to make the connection between an experience in the competitor's past to their future goals and plans.	Personal Statement not submitted OR no connection made between past experiences and future goals	

B. Personal Statement	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
6. A Snapshot of the Competitor	The statement is a compelling snapshot of the competitor and what contributions they will make to the job, scholarship, internship, etc. Their passions are evident.	The competitor does a good job explaining how they would contribute to the job, scholarship, internship etc. The statement is somewhat compelling, but passion and clarity could be improved.	The judge needs more information about how the competitor would contribute to the job, scholarship, internship etc.. The statement does not paint a very clear picture of who the competitor is.	The judge is left with many questions as to how the competitor would contribute and is not sure what the passions of the competitor are.	Personal Statement not submitted OR no effort was made to share the competitor's passions or explain how they would contribute to the job, scholarship, internship, etc.	
7. Conclusion	The competitor's conclusion is strong, memorable, and effective.	The conclusion is included but needs to be more thorough or captivating.	The conclusion is recognizable but needs loose ends tied up. It leaves the reader wanting more.	The conclusion is limited. The personal statement leaves judges confused.	Personal Statement not submitted OR No conclusion is evident.	
C. Resume	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 0 points	JUDGE SCORE
1. Spelling and grammar	There are no spelling or grammar errors throughout the entire resume.	There are 1-2 minor misspellings or grammatical errors that will be easy to fix to make it appeal to the viewer.	There are 3-4 spelling or grammatical errors in the resume.	There are 5-6 spelling or grammatical errors present in the resume.	Resume not submitted OR there are 7 or more spelling or grammatical errors in the resume.	
2. Length	Resume does not exceed one page.	-	-	-	Resume not submitted OR exceeds one page in length.	
C. Resume	Excellent 15 points	Good 12 points	Average 8 points	Fair 4 points	Poor 0 points	JUDGE SCORE
3. Content	Resume is well organized, uses action verbs for clarity and provides a clear overall picture of the competitor's talent and experience.	Resume was well organized. Clarity and use of action verbs could have improved the resume.	Resume covers expected components but the audience is left with questions regarding the competitor's abilities and experiences.	Resume lacks most of expected components. There were numerous areas that were not addressed and evidence of talent and experience was not presented.	Resume not submitted OR Resume was limited and did not provide judges with needed information.	
4. Creativity	The resume incorporated creativity and innovation that made it unique and made it stand out.	The resume has moderate levels of creativity and originality but is missing the wow-factor.	The resume had a fair amount of creativity and originality, but the judges were left with wanting more.	Little creativity or originality was used in the resume.	Resume not submitted OR no creativity or originality was demonstrated.	
D. Interview	Excellent 15 points	Good 12 points	Average 8 points	Fair 4 points	Poor 0 points	JUDGE SCORE
1. Introduction/first impression	Greeting is excellent, shook hands and engaged professionally with the judge upon arrival. Great first impression!	Greeting is good, handshake was appropriate but didn't stand out amongst competition.	Greeting is appropriate, but didn't shake hands or didn't shake hands correctly, conversation is appropriate.	Average greeting did not shake hands with judge, conversation is not engaging or there was no conversation.	Poor first impression. Competitor did not shake hands or try to engage with the judge.	

D. Interview	Excellent 15 points	Good 12 points	Average 8 points	Fair 4 points	Poor 0 points	JUDGE SCORE
2. Content of answers Judges are looking for answers to the following criteria: <ul style="list-style-type: none"> • Competitor shows willingness to volunteer information • Responds appropriately to every question. • Relates strengths and skills for the job. • Sounds professional in choice of vocabulary and description of personal strengths. 	The competitor thoroughly showcased each of the 4 criteria in their answers with ease and conviction. The responses left the judges excited to know more about the experiences, strengths and skillsets of the competitor.	Most questions were answered honestly and thoughtfully using professional language and tone. The competitor covers 3 of the interview answer criteria.	The competitor covers 2 of the 4 interview answer criteria but does not provide a clear picture of their work experience or strengths.	Some questions were answered thoughtfully using professional language. The interview was underwhelming. Covers 1 of the interview criteria.	Most questions were answered inappropriately, didn't elaborate on answers. Covers 0 of the interview criteria.	
D. Interview	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
3. Confidence, maturity, enthusiasm	Competitor exhibited confidence throughout their interview. Genuine excitement for the pending position/opportunity and conducted themselves with maturity. They would make a great employee!	The competitor was confident but not convincing. They were excited for the pending position/opportunity but need a little more polish to be offered the position.	The competitor exhibited some level of confidence in his/her interviewing ability but seemed a little nervous.	The competitor appeared to be nervous and anxious about the interview. It was evident they were excited to be here; they just need more practice with interviews.	The competitor's nerves got the best of them. They were not able to showcase their best work in the interview. Keep trying!	
4. Knowledge of Position/Opportunity Applied For	Competitor was knowledgeable about the position / opportunity and related skills to the job, prepared and practiced interview questions and was prepared with research. They answered all questions put forth by judges by showing confidence and understanding.	The competitor was mostly knowledgeable of the skills related to the job, internship, etc.. They had researched and were able to answer most questions.	Competitor somewhat prepared with research. Answered some of the questions from the judges. Some confidence	Competitor wasn't aware of the position they were hiring for or applying for. They were unable to answer questions asked by the judges.	Competitor lacks preparedness of research and struggled	
5. Closing	The closing was excellent. The judges were left with a strong overall positive impression of the competitor.	The closing was strong overall, but the judges did not see the wow factor in the competitor's closing.	The judges were left with an average overall impression. The competitor attempted to close the interview but fell short in some regards.	The judges were left with a less than positive impression. The competitor stumbled in trying to close the interview.	The judges were left with a negative impression of the competitor and/or the competitor made no attempt to close the interview.	
6. *Diction and **articulation	The competitor speaks clearly, enunciates words. Clear, crisp speech which is easy to hear and understand.	The competitor enunciates most words clearly and is easily understood.	The competitor speaks clearly, minimal instances when they mumble or do not enunciate their words.	The competitor mumbles some of the time and speaks at a low volume. The judges must ask the competitor to repeat themselves.	Competitor mumbles, speaks softly, and is hard to hear. Judge is unable to hear or understand all or part of the responses to the interview questions	
7. Eye contact, poise and posture	The competitor displays comfortable eye contact, displays confidence in their demeanor; sits up straight throughout interview.	The competitor makes eye contact most of the time, sits up straight and conducts themselves with confidence.	The competitor displays some eye contact but looks down or to the side of the judges.	The competitor makes limited eye contact and does not display good posture.	The competitor does not make eye contact with the judges. They slouch during the interview	
Total Points (240):						

Organizational Leadership (State Advisor Designated Event)

New for 2021-2022

Editorial changes have been made for clarity.

Purpose The purpose of the event is two-fold: 1) To assist chartered associations with selecting their Voting Delegates, if a method does not already exist and 2) To encourage HOSA members to develop and apply their knowledge of the organization and Parliamentary Procedure to represent their chartered associations at the International Leadership Conference as an official Voting Delegate.

General Rules

1. Competitors in this event must be active members of HOSA-Future Health Professionals, in good standing in the division in which they are registered to compete (Secondary or Postsecondary/Collegiate).
2. Competitors must be familiar with and adhere to the [“General Rules and Regulations of the HOSA Competitive Events Program \(GRR\).”](#)

Voting Delegate Selection Process

3. At the chartered association level, the selection of Voting Delegates is at the discretion of the State Advisor or as outlined by the Chartered Association’s Bylaws and/or Policies and Procedures. HOSA members interested in serving as a Voting Delegate for their Chartered Association should check with their State Advisor to determine the process used in their chartered association.

Optional HOSA Voting Delegate Test

4. If a selection process is not clearly outlined in the Chartered Association’s Bylaws and/or Policies and Procedures, the chartered association may use the HOSA Voting Delegate test as a selection method.
5. If used, the HOSA Voting Delegate test shall be in the form of a 25-item multiple choice test and one essay question. The written test will measure knowledge and understanding of the information required to be a voting delegate. Competitors will have 30 minutes to complete the test. The essay will only be used if a tie-breaker is needed.
6. The official references for the selection of test questions for the HOSA Voting Delegate Test will be:
 - a. [HOSA Handbook](#), Sections A, B, and C
 - b. [HOSA Website](#)
 - c. [Robert's Rules of Order Newly Revised in Brief 3rd Edition](#).

7. The chartered association written test plan is as follows:
- Voting Delegate Role and Responsibilities.....24%
 - Parliamentary Procedure24%
 - HOSA Inc.16%
 - Organizational Structure of HOSA12%
 - History of HOSA12%
 - Positions and Responsibilities of the Executive Council8%
 - Membership4%
8. [Test Instructions](#): There will be a maximum of **30 minutes** to complete the test. There will be a verbal announcement when there are 15 minutes, 5 minutes, and 1 minute remaining for the test period. Competitors are required to bring two #2 lead pencils with erasers.
9. In case of a tie on the test, the essay question will be graded and used to break the tie.
10. Dress Code for testing: Competitors must be in official HOSA uniform or in proper business attire for testing at the Chartered Association Level. Bonus points will be awarded for [proper dress](#).
11. Sample HOSA Voting Delegate Test Questions:
- HOSA has how many regions?
- A. Two
 - B. Three
 - C. Four
 - D. Five
- A member who is *not* in favor of a motion votes by saying:
- A. nay.
 - B. no.
 - C. negative.
 - D. nothing.
- Who votes for the office of President-Elect?
- A. Alumni
 - B. Secondary and Postsecondary/Collegiate Voting Delegates
 - C. Executive Council
 - D. Secondary Voting Delegates

Number of Voting Delegate Selected for ILC

12. Each chartered association shall be allowed to select qualified HOSA members to serve as Voting Delegates at the ILC based on the division membership formula from [Article V Section 2 of the HOSA Bylaws](#) (below):

Membership	Voting Delegates
0-25	0
25-100	1
101-1,000	2
1,001-3,000	3
3,001-5,000	4
5,001-7,000	5
7,001-9,000	6
9,001-11,000	7
11,001-13,000	8
13,001-15,000	9
15,001-17,000	10
17,001 – 19,000	11
19,001 – 21,000	12
21,001 – 23,000	13
23,001 – 25,000	14
25,001 – 27,000	15
27,001 – 29,000	16
29,001 – 31,000	17
31,001 – 33,000	18
33,001 – 35,000	19
35,001 – 37,000	20
37,001 – 39,000	21
39,001 – 41,000	22
41,001 – 43,000	23
43,001 – 45,000	24

Example: A chartered association with a total membership of 8,000 members (7,500 Secondary members and 500 Postsecondary/Collegiate members) is allotted 6 Secondary and 2 Postsecondary/Collegiate Voting Delegates

Voting Delegate Responsibilities

13. All members who are selected by their Chartered Association to serve as Voting Delegates will follow the rules and items outlined in these guidelines.
14. Each chartered association will implement a process for notifying the Voting Delegates who have been selected for this important role.
15. **Voting Delegate ILC Requirements:** Prior to the ILC, Voting Delegates **must** review the following materials and submit the Voting Delegate Verification Form:

a. Voting Delegate Packet

Requirement #1: All Voting Delegates attending the ILC will read the Voting Delegate Packet, sign the Voting Delegate Verification Form found in these guidelines and upload to Tallo prior to June 10. (Voting Delegates attending the ILC will receive the Voting Delegate Packet from their State Advisor. State Advisors receive the Voting Delegate Packet by April 20. If a Voting Delegate needs a copy of the Voting Delegate Packet and the State Advisor does not have, contact hosa@hosa.org.)

b. Executive Council Applicant Resumes and You Tube Videos

Requirement #2: All voting delegates attending the ILC must read the Executive Council Applicants' resumes and watch the You Tube videos on HOSA's website at www.hosa.org prior to coming to the HOSA ILC, sign the Voting Delegate Verification Form found on page 5 of the guidelines, and upload to Tallo prior to June 10.

16. Voting Delegates will bring the Voting Delegate Packet with them to ILC.
 17. At the International Leadership Conference, Voting Delegates **must** attend and participate in the following events in order to fulfill their duties as a Voting Delegate:
 - a. Voting Delegate Orientation
(Wednesday of the ILC from 1:00 – 4:00 PM)*
 - b. Meet the Candidates Breakfast
(Thursday of the ILC from 9:00 AM – 12:00 PM)*
 - c. Chartered Association Caucus – if desired
(Thursday afternoon of the ILC)*
 - d. Business Session
(Friday of ILC from 8:30 – 11:30 AM)*
 - e. Recognition Session
(Friday of ILC at 7:30 PM)*
- *Times may be subject to change – check the ILC schedule for exact times.
18. Competitors can register for both HCIE and Organizational Leadership, but special testing arrangements for HCIE must be made for ILC as these events take place at the same time as Voting Delegate Orientation (Wednesday) of the ILC. State Advisors will be required to notify HOSA Headquarters of any competitors registered for both events so that special arrangements can be made.
 19. At the International Leadership Conference, Voting Delegates who represent their chartered association will be recognized at the Friday night Recognition Session at the HOSA International Leadership Conference. Voting Delegates will receive a name badge ribbon, certificate and a pin, and walk across the stage at the Recognition Session.
 20. **Dress Code at ILC:** Competitors must be in official HOSA uniform or in proper business attire for the Voting Delegate events at the International Leadership Conference.

Required Digital Uploads

21. The completed Delegate Verification Form must be uploaded, pdf preferred, by selected delegate:
 - a. to Tallo for Secondary & Postsecondary/Collegiate divisions
 - b. Uploads for ILC will be open from April 20 – June 10 for selected delegates only.

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



HOSA Voting Delegate Verification Form

Chartered Association: _____

Voting Delegate's Name: _____
(Please print)

This form **must** be completed and uploaded to Tallo by EACH chartered association voting delegate no later than **June 10** for validation as a voting delegate to the International Leadership Conference.

Voting Delegate Packet

By signing here, I verify that I have received a copy of the Voting Delegate Packet from my State Advisor and have read its contents.

Voting Delegate Signature

Date

Executive Council Applicant Resumes and You Tube Videos

By signing here, I verify that I have read all Executive Council Applicant resumes and watched all the You Tube videos on HOSA's website at www.hosa.org.

Voting Delegate Signature

Date

Prepared Speaking

New for 2021-2022

Editorial changes have been made for clarity.

Event Summary

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

2021-2022 Topic: *Shatter Your Expectations*

Dress Code Competitors must be in official HOSA uniform or in 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. Middle School, Secondary and Postsecondary / Collegiate divisions are eligible to compete in this event.
3. Competitors must be familiar with and adhere to the [“General Rules and Regulations of the HOSA Competitive Events Program \(GRR\).”](#)
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.

Competitive Process

5. Use of index card notes during the speech is permitted. Electronic notecards (on a tablet, smart phone, laptop, etc.) are permitted, but may not be shown to judges.
6. The prepared speech shall be a maximum of **five (5) minutes** in length.
7. The timekeeper shall present a flash card advising the competitor when there is one (1) minute remaining. The competitor will be stopped when the five minutes are up and be dismissed, allowing the judges 2 minutes to complete the rating sheet.
8. All competitors shall speak on the same announced topic.
9. Props may NOT be used.
10. There will be no microphones used for this event.

Final Scoring

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

Competitor Must Provide

- Watch with second hand (optional)
- Paper or electronic notes (optional)
- [Photo ID](#)

PREPARED SPEAKING – Judge’s Rating Sheet

Section # _____
 Competitor # _____

Division: ___MS ___SS ___PS/Collegiate
 Judge’s Signature _____

A. Content	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
1. Appropriate to the Conference Theme	The conference theme is clearly revealed and well-structured into speech.	The conference theme is stated and appropriate for speech.	The conference theme is apparent and not fully threaded into speech.	The conference theme is not clearly communicated throughout speech.	No statement of conference theme in speech.	
2. Coverage of Topic	Demonstrates command of the topic throughout the speech. Discusses the topic and its significance. Uses the topic as a path for the speech. Student offers explanations and insights that enhance the understanding of the topic.	Mentions topic and its significance. Uses the topic as a path for the speech. Student offers explanations and insights that link back to the topic.	Mentions topic and briefly explains its significance.	Briefly mentions a topic but does not provide any analysis or reasoning behind the topic.	Did not include much in the way of content or a topic.	
3. Clear focus and point of view	Speech was focused and compelling to the audience.	Speech is somewhat compelling; the audience might need stronger evidence in order to gain their support.	Speech evidence was weak, there were a few moments when the audience was compelled to the points being made.	While evidence is provided to prove the main points, the evidence is not compelling and leaves the audience unengaged.	Speech lacked focus and provided no compelling evidence.	
4. Impact Strong and meaningful message	Effectively appeals to audience emotions (anger, fear, compassion, humor etc.) to deliver the message of the speech. Vivid and emotive language effectively used to create imagery to engage audience emotionally.	Appeals to audience emotions (anger, fear, compassion, humor etc.) to achieve the goal. Creates some effective imagery through language.	While much of the speech was emotionless and a bit dry there were a few moments in which the author succeeded in engaging the audience emotionally.	Few attempts were made to connect to emotional appeals, the speech is dry and lacks emotion to support the message.	No attempt was made to focus the audience on the message through emotional appeals. Fails to appeal to audience emotions. No attempt to use vivid or descriptive language to capture audience emotions	
B. Organization	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
1. Opening Statement	The competitor clearly establishes the occasion and purpose of the speech, grabs the audience's attention and makes the audience want to listen.	The competitor introduced the speech adequately, including an attention getter and established the occasion and purpose of the speech.	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 speech. Or, the introduction was not useful in indicating what the speech was about.	The competitor did not provide an opening statement.	
2. Cohesion of Body of Speech	Logical, coherent organization helped convey the competitor's message clearly. It was easy to follow and understand. Transitions were appropriate to speech and helped audience follow along.	The competitor used a logical order to deliver the message but may have minor lapses in organization. Transitions were appropriate to speech but were not as helpful to audience understanding.	The competitor attempted to use an organizational pattern, but it was not always effective. Competitor rambled at times and/or did not stay on topic.	The competitor was difficult to follow due to a lack of organization and rambling. Some cohesion was demonstrated in the delivery.	The speech was not organized, and audience was not able to follow the message.	

B. Organization	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
3. Closing	The competitor prepares the audience for ending and ends memorably. They drew the speech to a close with an effective memorable statement. The competitor's message was clear.	The competitor adequately concluded the speech and ended the speech with a closing statement. Clear ending but ends with little impact.	The competitor concluded the speech in a disorganized fashion and/or did not have a closing statement. Competitor's message could have been clearer.	Audience has no idea conclusion is coming. Competitor's message was unclear.	The competitor ended the speech abruptly without an effective conclusion. Competitor had no message.	
C. DELIVERY	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
1. Voice Pitch, tempo, volume, quality	The competitor's voice was loud enough to hear. The competitor varied rate & volume to enhance the speech. Appropriate pausing was employed.	The competitor spoke loudly and clearly enough to be understood. The competitor varied rate OR volume to enhance the speech. Pauses were attempted.	The competitor could be heard most of the time. The competitor attempted to use some variety in vocal quality, but not always successfully.	Judges had difficulty hearing /understanding much of the speech due to little variety in rate or volume.	The competitor's voice is too low or monotone. Judges struggled to stay focused during the majority of presentation.	
2. Stage Presence Poise, posture, eye contact, and enthusiasm	Movements & gestures were purposeful and enhanced the delivery of the speech and did not distract. Body language reflects comfort interacting with audience. Facial expressions and body language consistently generated a strong interest and enthusiasm for the topic.	The competitor maintained adequate posture and non-distracting movement during the speech. Some gestures were used. Facial expressions and body language sometimes generated an interest and enthusiasm for the topic.	Stiff or unnatural use of nonverbal behaviors. Body language reflects some discomfort interacting with audience. Limited use of gestures to reinforce verbal message. Facial expressions and body language are used to try to generate enthusiasm but seem somewhat forced.	The competitor's posture, body language, and facial expressions indicated a lack of enthusiasm for the topic. Movements were distracting.	No attempt was made to use body movement or gestures to enhance the message. No interest or enthusiasm for the topic came through in presentation.	
C. DELIVERY	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
3. Diction*, Pronunciation** and Grammar	Delivery emphasizes and enhances message. Clear enunciation and pronunciation. No vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone heightened interest and complemented the verbal message.	Delivery helps to enhance message. Clear enunciation and pronunciation. Minimal vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone complemented the verbal message	Delivery adequate. Enunciation and pronunciation suitable. Noticeable verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Tone seemed inconsistent at times.	Delivery quality minimal. Regular verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Delivery problems cause disruption to message.	Many distracting errors in pronunciation and/or articulation. Monotone or inappropriate variation of vocal characteristics. Inconsistent with verbal message.	
Total Points (100):						

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

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

Research Poster

New for 2021-2022

Event requirements are now the same for Secondary Division (SS) and Postsecondary / Collegiate Division (PSC) and is a single round event.

Event Summary

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

Dress Code Competitors must be in official HOSA uniform or in 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.

The Research Question

5. Competitors must pose a topic and research question that can be researched in their community.
6. Topics must be health-related, but flexibility is given to competitors to select something of interest and of local importance and relevance.
7. Examples of topics:
 - a. Community Based Strategies to Reduce Mental Health Stigma
 - b. Combating Post-Partum Depression in Teen Moms
 - c. Decreasing Juvenile Incarceration Rates by increasing the Presence of Positive Male Role Models

The Research Process

8. Once the research question is identified, competitors will determine the best method(s) for conducting their research. Research methods may include, but are not limited to:
 - a. survey(s)
 - b. interviews
 - c. scientific study
 - d. observational ethnography
9. It is the competitor’s responsibility to obtain informed consent for any human subjects

engaged in research. More information is available from [HHS.gov](https://www.hhs.gov) and their [FAQ section](#).

10. The research must be conducted within the current HOSA membership year (July 2021 – June 2022).

The Research Poster Content

11. A Research Poster is developed summarizing the research question and research findings.
12. The best posters are self-contained and self-explanatory. Observers should be able to understand the content of your poster without you being present.
13. The research poster will contain the following eight (8) components:
 - A. TITLE
 - The title should highlight the research to be conducted by the competitor and gain attention of the viewers
 - The competitor's name, HOSA Division, HOSA Chapter #, School Name, and Chartered Association should be located on the Research Poster.
 - 100 words maximum (suggested)
 - B. ABSTRACT
 - An abstract is a brief summary of the research.
 - Include the overall purpose of the study and the research problem(s) investigated.
 - Describe the basic design of the study and objectives.
 - Explain the major findings found as a result of analysis.
 - Provide a brief summary of interpretations and conclusions.
 - 250 words maximum (suggested)
 - C. METHODS
 - Describe the research methods that led to the results.
 - Identify the target population.
 - Explain how data was collected accurately.
 - Explain how the data was analyzed.
 - Explain possible errors and biases in the methods
 - 200 words maximum (suggested)
 - D. RESULTS
 - Describe qualitative and quantitative results.
 - Present the data analysis employed.
 - Explain why the results matter
 - Use supportive charts and figures.
 - 200 words maximum (suggested)
 - E. CONCLUSIONS
 - Emphasize the major results and try to convince why the results are interesting.
 - Explain the relevance of your findings to your community and our world.
 - 200 words maximum (suggested)
 - F. REFERENCES
 - List the literature cited that gave guidance to the project.
 - American Psychological Association (APA) is the preferred resource

in Health Sciences.

- 100 words maximum (suggested)

G. ACKNOWLEDGEMENTS

- Acknowledgements is where the competitor thanks anyone who helped make the project possible.

H. IMAGES

- Crunch the data into graphs, tables, statistics, and/or quotes that illustrate the findings. Include photos and illustrations that reflect the research. Use 2 to 5 images.
- Logos from community agencies involved in the research are acceptable.

The Research Poster Template and Design

14. Competitors will create the poster template (the file sent out to have professionally printed) in 48" x 36" landscape orientation.
15. Any computer program of your choosing is acceptable to use to create the poster template, as long as the final digital product can be saved as .pdf and final printed product is 48" x 36" landscape orientation.
16. The above eight (8) items listed in rule #13 must be included, but colors, fonts and overall design are at the discretion of the competitor.
17. Numerous websites are available showcasing sample poster designs and templates to show strengths and weaknesses of sample posters, as a reference for competitors.
18. Tips for successful poster design. These are suggestions only, and not requirements.
 - a) 3 Feet Rule
 - Poster must be readable 3 feet away
 - Title font size: Minimum 65 pt.
 - Heading font size: Minimum 48 pt.
 - All other text size: Minimum 24 pt., suggested 36-42 pt.
 - Use bold to provide emphasis, but avoid underline and CAPITALS
 - b) Left to Right, Top to Bottom
 - Most readers read top left to bottom, top right to bottom, in that order
 - Strategically placing your content in order will help the reader to follow along and understand the content
 - c) Use Bullet Points
 - Focus on highlights
 - Use brief statements, instead of full sentences
 - d) Context
 - Write in Active language, avoid using passive language
 - Use third person point of view to provide readers with an objective perspective
 - Use text boxes to write your text. This will make editing and layout adjustments easier.
 - Writing should be left justified
 - e) Images
 - Make sure images are high quality to avoid grainy or distorted photos
 - Photos typically print best at 300 dpi or greater and in TIFF format.
 - Use italicized captions (in minimum 18-point font) to help your readers distinguish your caption from the rest of your text. Adding captions will also help your readers to understand what your image represents.
 - Avoid long numeric tables

The Research Poster Printing

19. Once the poster template is finalized as a .pdf, competitors should determine the best place and method for printing final size of 48" x 36" (landscape orientation). The poster does NOT need to be mounted on foam board.
20. To help with printing costs, and also to be more visually appealing, avoid using dark backgrounds and patterns. Use high contrast colors on muted backgrounds instead.
21. Posters can be printed on matte / economy style paper and do not need to be printed on high gloss paper, to help save costs.
22. Competitors should check with their local advisors for assistance on where to print the poster. Often schools, colleges, universities, etc. have printing departments that have discounted printing rates. Additionally, there are many online sites available that provide affordable printing options.

Required Digital Uploads

23. A pdf copy of the Research Poster must be uploaded as a single document:
 - a. to Tallo for Secondary & Postsecondary/Collegiate Divisions.
 - b. Uploads for ILC will be open from April 15th - May 15th for ILC qualified competitors only.

Instructions for uploading materials to Tallo 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.

Judging of the Research Poster

24. All competitors shall report to the site of the event at the designated time. At ILC, [photo ID](#) must be presented prior to competing.
25. When instructed, the competitor will have five (5) minutes to attach their research poster to the provided standing bulletin board. HOSA will provide four (4) push pins to each competitor to be used to attach the poster to the bulletin board.
26. Chartered Associations and ILC event staff have the option of using different setup methods to showcase the Research Posters. This could include attaching the posters to walls, laying posters flat on tables, or other methods deemed appropriate.
27. Competitors will not be present while the Research Posters are judged.

Poster Presentation Session Display Time

28. All competitors in this event at the International Leadership Conference are required to attend the HOSA Poster Session, as scheduled per the conference program. Competitors will stand with their posters and share their research with conference delegates. Failure to attend the Poster Session (Display Time) will result in a 15 point deduction, assessed in Tabulations.

Judging of the Presentation

29. Competitors will report back to the research poster event room at their assigned

appointment time to present a 3-minute prepared oral presentation to the judges.

30. Competitors will stand next to their research poster for the presentation.
31. During the three (3) minute prepared presentation, a timecard will be shown with one (1) minute remaining and the presentation will be stopped at the end of the 3 minutes.
32. Judges will then have three (3) minutes to ask the competitor questions about the research. Competitors should be prepared to answer judge questions. Competitors may be asked to expand upon a point raised in the presentation, explain an aspect of the research in more detail, or consider an alternative point of view. Questions asked by judges could include:
 - Why did you choose this particular research question?
 - What did you learn that you did not expect?
 - What is the most interesting aspect that you learned?
 - What would your next steps be if you could continue this research further?
33. After the judge questions are complete, the competitor will be excused and the judges will have three (3) minutes to complete the rating sheets.

Presentation Content

34. Begin the presentation with an “elevator pitch” – a short introduction to the research that is enthusiastic, draws the judges in, and sets the stage for why the research is important.
35. The presentation should be clearly connected to the poster content, but should not simply duplicate it. It should complement the information on the poster and engage the interest of the audience.
36. Highlight the salient points of the research - focus on key findings and implications.
37. The use of index card notes during the presentation are permitted. Electronic notecards (on a tablet, smart phone, laptop, etc. are permitted) but will not be shown to judges. While notes are allowed, the most successful competitors will know the information on the poster well enough that they do not need to look at notes or the poster except to point out a feature of interest.

Final Scoring

38. Scores from the Research Poster will be added to scores from the Presentation to determine final results.
39. In the event of a tie, a tie breaker will be determined by the areas on the rating sheet section(s) with the highest point value in descending order

Competitor Must Provide

- Uploaded .pdf of Research Poster to Tallo by published deadline
- Research Poster (printed 48” x 36” landscape orientation)
- #2 pencil for evaluation
- [Photo ID](#)
- Index cards or electronic notecards (optional)
- Watch with second hand (optional)

Research Poster Judge's Rating Sheet

Section # _____
Division: _____

Competitor Name & # _____
Judge's Name _____

A. Overview	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
1. Research Question	The Research Question posed is health-related, specific, and reflects a deep understanding of an issue that needs addressing in the competitor's local community. It is evident the competitor was thorough in developing the question.	The Research Question is health-related but could benefit from being more specific and more action-oriented. There is some detail lacking to make it stand out.	The Research Question sufficiently addresses a health topic, but leaves the judges wanting more clarification or information to fully understand the question posed.	The Research Question is confusing, not fully thought out, and/or not a good representation of a health issue.	The Research Question is drastically lacking substance or is not included at all.	
B. Poster Content	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 0 points	JUDGE SCORE
1. Title	A title is included and the poster contains: competitor's name, Division, Chapter #, School Name, and State/Chartered Association.	N/A	N/A	N/A	Poster not submitted OR Title is missing or all requirements are not met	
2. References	At least one reference is included on the poster.	N/A	N/A	N/A	Poster not submitted OR No references are included on the poster.	
3. Acknowledgements	At least one person or community organization is acknowledged on the poster.	N/A	N/A	N/A	Poster not submitted OR No acknowledgements are made on the poster	
B. Poster Content	Excellent 15 points	Good 12 points	Average 8 points	Fair 4 points	Poor 0 points	JUDGE SCORE
4. Abstract	The Abstract does an excellent job summarizing the research. It clearly describes the purpose of the research, the overall methods, major findings, and a succinct summary of the conclusions. The abstract leaves the judges excited about learning more!	The Abstract included sufficient details to the purpose of the research, some of the methods, some findings, and is a good summary of the conclusions. The judges are curious about learning more.	The information provided in the Abstract to summarize the purpose, methods, findings, and conclusions is limited and/or some of these components are missing.	Some information was provided in the Abstract but was mostly surface-level and key points were missing.	Poster not submitted OR The Abstract is missing or did not describe all key items.	

B. Poster Content	Excellent 15 points	Good 12 points	Average 8 points	Fair 4 points	Poor 0 points	JUDGE SCORE
5. Methods	The research methods are explicitly explained, including: 1) target population 2) how data was collected 3) how data was analyzed 4) how data was shared 5) A review of possible errors and biases is also included.	The research methods were explained. Some supporting points needed more detail, but all 5 items were covered.	Some of the research methods were explained but included only 4 of the 5 requirements.	The research methods explanation was limited and only included 2 or 3 of the 5 requirements.	Poster not submitted OR The research methods were not explained or included and/or left the judges with more questions than answers.	
6. Results	The results of the research are presented and explained in a way that makes sense and can be easily understood. It is clear what was discovered and an additional explanation about why the results matter is included.	The results of the research are presented and explained but some questions remain. It is clear what was discovered but additional explanation about why the results matter is needed.	The results of the research are presented but the explanation is not clear. There seems to be important information that should have been included. Minimal explanation about why results matter.	The results of the research are limited and significant gaps are evident. No explanation of why the results matter.	Poster not submitted OR The results of the research are not included and no description given of why they matter.	
7. Conclusions	The conclusion provides a short and solid justification of the research question, explains the relevance of findings to the community and/or world, and explains why the results are conclusive.	The conclusion is mostly concise and does a good job of summarizing the justification of the research question, the relevance of the results, and why they are conclusive. More information is needed.	The conclusion provides minimal justification of the research question. Questions remain as to how the results can be used or why the results are conclusive.	There is not a solid justification of the research question nor how results are relevant nor if they are conclusive.	Poster not submitted OR The competitor failed to include conclusions or the conclusions drawn were out of scope.	
8. Images	2-5 images (graphs, tables, illustrations, photos, logos, etc.) are included. Images used add excellent value to the overall poster, complimenting the text, illustrating the findings, and reflecting key research. They stand out above others.	2-5 images are included and they do a good job of adding overall value to the poster and accurately representing the details of the research and process. They however, lack the special 'wow factor'	2-5 images are included that adequately connect to the research. They do not enhance nor distract from the poster.	2-5 images are included but their connection to the research and process is only fair. They distract from the overall appeal of the poster and/or do not accurately reflect the research project.	Poster not submitted OR 0-1, or more than 5 images are included	
C. Poster Design	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 0 points	JUDGE SCORE
1. Poster Size	Poster is 48" x 36" landscape orientation	N/A	N/A	N/A	Poster not submitted OR Poster is not 48" x 36" and/or landscape orientation	

C. Poster Design	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
2. Artistic Design	The artistic quality is exceptional. The design is vibrant, balanced, visually pleasing and pushes the boundaries of artistic expression. The design choices take the poster to the next level and has that "wow factor"	The artistic quality is good; the design stands out. The design elements seem to be well-thought out and comprehensive.	The poster incorporates balanced design choices, showcasing some artistic features. Some of the poster lacks artistic details that took away from the overall visual of the poster.	Basic levels of artistic design are incorporated into the poster. Better design/color choices should be incorporated to assure the design of the poster is pleasing to the eye.	Poster not submitted OR The design is simplistic and not visually appealing.	
C. Poster Design	Excellent 15 points	Good 12 points	Average 8 points	Fair 4 points	Poor 0 points	JUDGE SCORE
3. Appearance / Organization	The poster is exceptionally neat, organized, and error-free. Information is clearly displayed and easy to understand and follow. Content is strategically placed to enhance the research and the poster can easily be seen from 3 feet away.	Poster is neat and organized. The content has a logical flow with only minimal errors and does a good job enhancing the research process.	The poster was basic and could use more organization and thought to be understood.	The poster lacked organization and/or contained several spelling errors. The flow of information seemed to be out of order and it was difficult to read the poster from 3 feet away.	Poster not submitted OR The poster is either too busy or lacks enough detail to support the content.	
D. Presentation Content	Excellent 15 points	Good 12 points	Average 8 points	Fair 4 points	Poor 0 points	JUDGE SCORE
1. Opening "Elevator Pitch"	The presentation starts with an excellent and enthusiastic elevator pitch that introduces the research, draws the judge in, and sets the stage for why the research is important.	The elevator pitch does a good job setting the stage for the rest of the presentation, but does not "wow" the judges.	The presentation starts with an elevator pitch but it is lacking enthusiasm, and an overall draw for the judges.	There is an attempt made to begin with an elevator pitch, but the overall execution is lacking.	No elevator pitch was shared during the presentation	
2. Presentation of the Research	The presentation of the research information was exceptionally organized, clear, and highlighted relevant details of the research question, methods, results, and implications of the research. The competitor could speak freely without using his/her notes and clearly had a mastery of the subject matter.	The content and messaging of the research was presented in a clear and concise manner. Most of the appropriate connections were drawn between the methods, results, and implications. The competitor was confident in the subject matter.	Information shared by competitors was mostly organized and included basic information about the research process. The judges were left with unanswered questions though.	Presenters shared little knowledge of the overall research process, and the information that was shared was not delivered in a clear and concise manner. The competitor seemed dependent on his/her notes in order to speak on the subject matter.	Little to no information was presented to the judges on the research process.	

D. Presentation Content	Excellent 15 points	Good 12 points	Average 8 points	Fair 4 points	Poor 0 points	JUDGE SCORE
3. Connection to Poster	The presentation is clearly connected to the research poster, but does not duplicate it. The presentation does an excellent job complementing the information on the poster and engages the interest of the audience in a fresh way than what is seen on the poster. The competitor appropriately points to images, graphs, and sections of the poster during the presentation.	The presentation connects to the research poster and the majority of information is not duplicative. The presentation is somewhat unique from the poster. The competitor mostly does a good job of referencing the poster during the presentation.	The competitor did an adequate job of connecting the presentation to the poster.	The competitor seems to read from the poster at times word for word, and has a hard time making the presentation unique.	The presentation seemed to be an afterthought. There was a disconnect between what was presented and the content of the poster.	
4. Answered judge questions effectively	The competitor provided excellent answers to judge's questions, shared important details and maintained a high level of professionalism and poise throughout the presentation.	The competitor answered the judge's questions accurately and provided some important details about the research that took place.	The competitor was able to answer most of the questions effectively, but could have provided more details regarding the research	The competitor answered some of the questions but failed to expound on the details of the research	The competitor had trouble answering the judge's questions. More evidence is needed to demonstrate a basic understanding of the research.	
E. Presentation Delivery	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
1. Voice Pitch, tempo, volume, quality	The competitor's voice was loud enough to hear. The competitor varied rate & volume to enhance the speech. Appropriate pausing was employed.	The competitor spoke loudly and clearly enough to be understood. The competitor varied rate OR volume to enhance the speech. Pauses were attempted.	The competitor could be heard most of the time. The competitor attempted to use some variety in vocal quality, but not always successfully.	Judges had difficulty hearing /understanding much of the speech due to little variety in rate or volume.	The competitor's voice is too low or monotone. Judges struggled to stay focused during the majority of presentation.	
E. Presentation Delivery	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
2. Stage Presence Poise, posture, eye contact, and enthusiasm	Movements & gestures were purposeful and enhanced the delivery of the speech and did not distract. Body language reflects comfort interacting with audience. Facial expressions and body language consistently generated a strong interest and enthusiasm for the topic.	The competitor maintained adequate posture and non-distracting movement during the speech. Some gestures were used. Facial expressions and body language sometimes generated an interest and enthusiasm for the topic.	Stiff or unnatural use of nonverbal behaviors. Body language reflects some discomfort interacting with audience. Limited use of gestures to reinforce verbal message. Facial expressions and body language are used to try to generate enthusiasm but seem somewhat forced.	Most of 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.	

E. Presentation Delivery	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
3. Diction*, Grammar and Pronunciation**	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	
Total Points (220):						

Researched Persuasive Writing and Speaking

New for 2021 – 2022

Editorial updates have been made for clarity.

Event Summary

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

Topic for 2021-2022: Vaping: Safe or Sorry

Dress Code Competitors must be in official HOSA uniform or in 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.

The Research Paper

5. The research paper will include the following four (4) pages:
 - Page 1 Title Page
 - Pages 2 and 3 Body of paper
 - Page 4 Reference page
6. **Title Page:** Create a title page, including the event name, Competitor Name, HOSA Division, HOSA Chapter #, School Name, Chartered Association, Title of Paper including Topic Stance, Title page centered, One page only. (A creative design or pictures may be used but will not affect the score.)
7. **Body of Paper** formatting:
 - A. Pages are one-sided, typed
 - B. 12 pt. Arial font, double-spaced, in English
 - C. 1” margins on 8 ½” x 11” paper
 - D. Running header with last name, event and page number top right side of each page (not counting title page)
8. **Reference Page:** List the literature cited to give guidance to the written paper and speech. American Psychological Association (APA) is the preferred

resource in Health Sciences. One page only. *Points will be awarded for compiling a clean, legible reference page, but the formatting of the reference page is not judged.*

9. No plagiarism is allowed & work must be the competitors per the [GRR #14-16](#).

The Speech

10. The speech may or may not be worded exactly as written in the researched written paper. The main ideas must remain the same, but the competitor may elaborate in the speech.
- a. Competitors may choose to bring their paper to ILC competition, to reference during the speech, but no points are awarded on the rating sheet for doing so.
11. Use of index card notes during the speech is permitted. Electronic notecards (on a tablet, smart phone, laptop, etc.) are permitted, but may not be shown to judges. Props may *not* be used.
12. The speech may be up to four (4) minutes in length. The timekeeper shall present a flash card advising the competitor when there is one (1) minute remaining. The competitor will be stopped when the four minutes are up and dismissed, allowing the judges five (5) minutes to rate the speech and paper.
13. Time Schedule: 4 minutes for competitor's speech
 5 minutes for rating the speech and paper

Final Scoring

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

Required Digital Uploads

15. The complete paper must be uploaded as a single document, pdf preferred, by competitor:
- a. to [Tallo for Secondary & Postsecondary/Collegiate](#) divisions
- 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.

16. 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 Chartered Association to International competition.

Competitor Must Provide:

- Research paper uploaded to Tallo by published deadline
- Watch with second hand (optional)
- Index cards or electronic notecards (optional)
- [Photo ID](#)

RESEARCHED PERSUASIVE WRITING AND SPEAKING Judges Rating Sheet

Section # _____ Competitor # _____

Division: _____ SS _____ PS/C _____ Judge's Signature _____

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

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

A. The Speech	Excellent 15 points	Good 12 points	Average 9 points	Fair 6 points	Poor 0 points	JUDGE SCORE
1. Introduction	The competitor grabs the attention of the audience in a way that is creative, imaginative and thoughtful. The thesis statement is clearly revealed and well-structured for speech.	The competitor draws in the audience with their introduction and piques their interest to want to learn more. The thesis statement connects to body of the speech.	The competitor provides an average introduction of the topic and slightly sparks the interest and attention of the audience.	The introduction provided by the competitor lacks attention to detail and connection to the overall point of the speech.	The competitor does not provide an introduction that draws in the audience and captures their attention.	
2. Overall coverage of event topic and quality of information.	Information included high-quality details that support the event topic in a thorough manner. Research was in-depth and beyond the obvious, revealing new insights. Overall, the coverage of the topic was excellent.	Information included sufficient detail relevant to the topic. Research seemed to be in-depth. The coverage of the topic was good.	The quality of the information was limited to support the topic. The competitor provided an average amount of coverage on the topic.	Some information provided was relevant to the topic. Research provided was mostly surface-level and the competitor missed key points of the topic.	Information was unreliable and interfered with ability of the audience to understand the speech. Research was irrelevant to the topic and the competitor missed the point of the topic.	
3. Conclusion	The competitor reviews the thesis and main points of speech in a memorable and effective way that provides an effective flow leading to the conclusion.	The competitor reviews the thesis and main points of speech in a clear way that provides an adequate flow leading to the conclusion.	The competitor reviews the thesis and main points clearly. Underwhelming conclusion.	The competitor is missing a review of the thesis or main points. The conclusion was hard to follow.	Review of the thesis and main points are missing from the conclusion.	
	Excellent 20 points	Good 15 points	Average 10 points	Fair 5 points	Poor 0 points	JUDGE SCORE
4. Persuasiveness	The speech is exceptionally persuasive and convincing. The competitor provided well-researched evidence that reinforced their position on the topic.	The speech was persuasive and provided good reasons to agree with the competitor's point of view.	The speech was somewhat persuasive and provided some reasons to agree with the competitor's point of view.	The speech provided limited evidence of competitor's point of view and was not very persuasive.	The speech was not persuasive and did not provide evidence to support the competitor's point of view.	

B. Speech Delivery	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 0 points	JUDGE SCORE
1. Voice Pitch, tempo, volume, quality	The competitor's voice was loud enough to hear. The competitor varied rate & volume to enhance the speech. Appropriate pausing was employed.	The competitor spoke loudly and clearly enough to be understood. The competitor varied rate OR volume to enhance the speech. Pauses were attempted.	The competitor could be heard most of the time. The competitor attempted to use some variety in vocal quality, but not always successfully.	Judges had difficulty hearing /understanding much of the speech due to little variety in rate or volume.	The competitor's voice is too low or monotone. Judges struggled to stay focused during most of the presentation.	
2. Stage Presence Poise, posture, eye contact, and enthusiasm	Movements & gestures were purposeful and enhanced the delivery of the speech and did not distract. Body language reflects comfort interacting with audience. Facial expressions and body language consistently generated a strong interest and enthusiasm for the topic.	The competitor maintained adequate posture and non-distracting movement during the speech. Some gestures were used. Facial expressions and body language sometimes generated an interest and enthusiasm for the topic.	Stiff or unnatural use of nonverbal behaviors. Body language reflects some discomfort interacting with audience. Limited use of gestures to reinforce verbal message. Facial expressions and body language are used to try to generate enthusiasm but seem somewhat forced.	The competitor's posture, body language, and facial expressions indicated a lack of enthusiasm for the topic. Movements were distracting.	No attempt was made to use body movement or gestures to enhance the message. No interest or enthusiasm for the topic came through in presentation.	
3. Diction*, Pronunciation** and Grammar	Delivery emphasizes and enhances message. Clear enunciation and pronunciation. No vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone heightened interest and complemented the verbal message.	Delivery helps to enhance message. Clear enunciation and pronunciation. Minimal vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone complemented the verbal message	Delivery adequate. Enunciation and pronunciation suitable. Noticeable verbal fillers (ex: "ahs," "uh/ums," or "you-knows"). 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.	

C. Written Paper	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
1. Opening Statement	Writer grabs attention of reader. The introduction is creative, imaginative and thoughtful. Thesis clearly revealed and well-structured for the paper. Forecasts body of paper in a memorable and effective way.	Writer somewhat grabs the attention of the reader. Thesis stated and appropriate for the paper. Forecasts body so audience knows main points in brevity.	Audience is reading with some engagement. Thesis needs strength or structure. Forecast incomplete.	Attention device is unrelated to the topic. Thesis missing OR forecast statement missing.	Paper not submitted OR attention device is missing. Thesis inappropriate or missing AND forecast is missing or indistinguishable.	
2. Coverage of Event Topic and Quality of Information	Information included high-quality details that support the topic in a thorough manner. Research was in-depth and beyond the obvious, revealing new insights. Overall, the coverage of the topic was excellent.	Information included sufficient detail relevant to the topic. Research seemed to be in-depth. The coverage of the topic was good.	The quality of the information was limited to support the topic. The competitor provided an average amount of coverage on the topic.	Some information provided was relevant to the topic. Research provided was mostly surface-level and the competitor missed key points of the topic.	Paper not submitted OR information was unreliable and interfered with ability of the audience to understand the speech. Research was irrelevant to the topic and the competitor missed the point of the topic.	
3. Originality	Writing reflects the original thoughts of the author and extends a creative or unique idea, question or concept on the topic. No evidence of plagiarism.	Writing reflects the original thoughts of the author and provides some unique ideas on the topic. No evidence of plagiarism.	Some original thoughts are provided by the author. Creativity is experimented with on the topic. No evidence of plagiarism.	Limited originality is provided by the author on the topic. No evidence of plagiarism.	Paper not submitted OR There was evidence of plagiarism.	
4. Conclusion	Conclusion is concise and summarizes supporting points: restates the thesis in a new way. The reader is satisfied with the conclusion and is left with something to think about.	Conclusion is mostly concise and summarizes the supporting points. The reader is indifferent with the conclusion of the essay.	Conclusion provides a summary of supporting points: it does not restate the thesis.	Conclusion may be attempted but does not summarize or restate thesis.	Paper not submitted OR no conclusion is apparent in the essay.	
C. Written Paper	Excellent 20 points	Good 15 points	Average 10 points	Fair 5 points	Poor 0 points	JUDGE SCORE
5. Persuasiveness	The paper was exceptionally persuasive and convincing. The competitor provided well-researched evidence that reinforced their position on the topic.	The paper was persuasive and provided good reasons to agree with the competitor's point of view.	The paper was somewhat persuasive and provided some reasons to agree with the competitor's point of view.	The paper provided limited evidence of competitor's point of view and was not very persuasive.	Paper not submitted OR the paper was not persuasive and did not provide evidence to support the competitor's point of view.	

C. Written Paper	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 0 points	JUDGE SCORE
6. Title Page	Title Page includes Competitor Name, HOSA Division, HOSA Chapter #, School Name, State/Chartered Assoc, Title of Paper including Topic Stance, Title page centered, One page only.	N/A	N/A	N/A	Paper not submitted OR title page does not include all requirements OR is not present.	
7. Transitions	Writing has voice and is easily read aloud. Appropriate transitions are used to move from one supporting detail to the next. Word choice and syntax offer surprise, clarity and "just right" wording.	Writing has some voice and is easily read aloud. Transitions are used, but better wording could have been used.	Vocabulary or writing style needs further development in sentence variety, word choice, and fluency. Some basic transitions used.	Sentences are short, fragmented or run-ons. Flow of essay is hard to follow. Few to no transitions are used.	Paper not submitted OR no flow to writing. Difficult for reader to follow. No transitions used	
8. Grammar	Zero (0) grammatical errors found in this essay.	1-2 grammatical errors were found in this essay. They do not detract from the general flow of the essay.	3-4 errors were found in the essay, and they detract from the overall flow of the essay.	There are 5-6 grammatical errors present which detract from the overall meaning and flow of the essay.	Paper not submitted OR more than 6 errors were found in this essay. The errors are glaring, and the essay is difficult to read.	
9. Spelling & Punctuation	Zero (0) errors in spelling and punctuation were found in this essay.	1-2 errors in spelling or punctuation were found in this essay.	3-4 errors in spelling or punctuation in this essay.	5 errors in spelling or punctuation were found in this essay.	Paper not submitted OR more than 5 errors in spelling or punctuation were documented within the essay.	
10. Formatting	Pages are one-sided, typed, 12 pt. Arial font, double-spaced, in English, 1" margins on 8 ½" x 11" paper, Running header with last name, event and page number top right side of each page (not counting title page). Max two pages (plus Title and Reference page)	N/A	N/A	N/A	Paper not submitted OR all requirements are not met.	

C. Written Paper	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 0 points	JUDGE SCORE
11. Reference Page	The reference page is included with the paper.	N/A	N/A	N/A	Paper not submitted OR no reference page is included.	
Total Points (170):						

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

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

New for 2021-2022

Editorial changes have been made in the rubric for clarity.

Event Summary

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

2021-2022 Topic: *Shatter Your Expectations*

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

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

- MUST be classified under the provision of the 2004 reauthorized Individuals with Disabilities Education Act (IDEA).
- Submit a completed STUDENT ELIGIBILITY AND ACCOMODATION FORM found on page 7 of the guidelines by the chartered association published deadline (either via Tallo for Secondary competitors or via another State Advisor identified method for Middle School competitors)

General Rules

1. Competitors in this event must be active members of HOSA and in good standing.
2. Middle School, Secondary and Postsecondary / Collegiate divisions are eligible to compete in this event.
3. Competitors must be familiar with and adhere to the [“General Rules and Regulations of the HOSA Competitive Events Program \(GRR\).”](#)
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.

Competitive Process

5. Use of index card notes during the speech is permitted. Electronic notecards (on a tablet, smart phone, laptop, etc.) are permitted, but may not be shown to judges.
6. The prepared speech shall be a maximum of **four (4) minutes** in length.
7. The timekeeper shall present a flash card advising the competitor when there is one (1) minute remaining. The competitor will be stopped when the five minutes are up and be dismissed, allowing the judges 2 minutes to complete the rating sheet.

8. All competitors shall speak on the same announced topic.
9. Props may NOT be used.
10. There will be no microphones used for this event.

Final Scoring

11. In the event of a tie, a tie breaker will be determined by the areas on the rating sheet section(s) with the highest point value in descending order.
12. 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

13. The eligibility form must be uploaded as a single document, pdf preferred, by competitor:
 - a. to Tallo for the Secondary division OR
 - b. to this [LINK](#) for Middle School division. Name of file MUST read: school name.charteredassociation.membername.ILC2022
 - c. 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 deadline
- [Photo ID](#)
- Watch with second hand (optional)
- Paper or electronic notes (optional)

SPEAKING SKILLS – Judge’s Rating Sheet

Section # _____
 Competitor # _____

Division: _____ MS _____ SS _____
 Judge’s Signature _____

A. Content	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
1. Appropriate to the Conference Theme	The conference theme is clearly revealed and well-structured into speech.	The conference theme is stated and appropriate for speech.	The conference theme is apparent and not fully threaded into speech.	The conference theme is not clearly communicated throughout speech.	No statement of conference theme in speech.	
2. Coverage of Topic	Demonstrates command of the topic throughout the speech. Discusses the topic and its significance. Uses the topic as a path for the speech. Competitor offers explanations and insights that enhance the understanding of the topic.	Mentions topic and its significance. Uses the topic as a path for the speech. Competitor offers explanations and insights that link back to the topic.	Mentions topic and briefly explains its significance.	Briefly mentions a topic but does not provide any analysis or reasoning behind the topic.	Did not include much in the way of content or a topic.	
3. Clear focus and point of view	Speech was focused and compelling to the audience.	Speech is somewhat compelling; the audience might need stronger evidence in order to gain their support.	Speech evidence was weak, there were a few moments when the audience was compelled to the points being made.	While evidence is provided to prove the main points, the evidence is not compelling and leaves the audience unengaged.	Speech lacked focus and provided no compelling evidence.	
4. Impact Strong and meaningful message	Effectively appeals to audience emotions (anger, fear, compassion, humor etc.) to deliver the message of the speech. Vivid and emotive language effectively used to create imagery to engage audience emotionally.	Appeals to audience emotions (anger, fear, compassion, humor etc.) to achieve the goal. Creates some effective imagery through language.	While much of the speech was emotionless and a bit dry there were a few moments in which the author succeeded in engaging the audience emotionally.	Few attempts were made to connect to emotional appeals, the speech is dry and lacks emotion to support the message.	No attempt was made to focus the audience on the message through emotional appeals. Fails to appeal to audience emotions. No attempt to use vivid or descriptive language to capture audience emotions	
B. Organization	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
1. Opening Statement	The competitor clearly establishes the occasion and purpose of the speech, grabs the audience's attention and makes the audience want to listen.	The competitor introduced the speech adequately, including an attention getter and established the occasion and purpose of the speech.	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 speech. Or, the introduction was not useful in indicating what the speech was about.	The competitor did not provide an opening statement.	
2. Cohesion of Body of Speech	Logical, coherent organization helped convey the competitor's message clearly. It was easy to follow and understand. Transitions were appropriate to speech and helped audience follow along.	The competitor used a logical order to deliver the message but may have minor lapses in organization. Transitions were appropriate to speech but were not as helpful to audience understanding.	The competitor attempted to use an organizational pattern, but it was not always effective. Competitor rambled at times and/or did not stay on topic.	The speech was difficult to follow due to a lack of organization and rambling. Some cohesion was demonstrated in the delivery.	The speech was not organized, and audience was not able to follow the message.	

B. Organization	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
3. Closing	The competitor prepares the audience for ending and ends memorably. They drew the speech to a close with an effective memorable statement. The competitor's message was clear.	The competitor adequately concluded the speech and ended the speech with a closing statement. Clear ending but ends with little impact.	The competitor concluded the speech in a disorganized fashion and/or did not have a closing statement. Competitor's message could have been clearer.	Audience has no idea conclusion is coming. Competitor's message was unclear.	The competitor ended the speech abruptly without an effective conclusion. Competitor had no message.	
C. Delivery	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
1. Voice Pitch, tempo, volume, quality	The competitor's voice was loud enough to hear. The competitor varied rate & volume to enhance the speech. Appropriate pausing was employed.	The competitor spoke loudly and clearly enough to be understood. The competitor varied rate OR volume to enhance the speech. Pauses were attempted.	The competitor could be heard most of the time. The competitor attempted to use some variety in vocal quality, but not always successfully.	Judges had difficulty hearing /understanding much of the speech due to little variety in rate or volume.	The competitor's voice is too low or monotone. Judges struggled to stay focused during the majority of presentation.	
2. Stage Presence Poise, posture, eye contact, and enthusiasm	Movements & gestures were purposeful and enhanced the delivery of the speech and did not distract. Body language reflects comfort interacting with audience. Facial expressions and body language consistently generated a strong interest and enthusiasm for the topic.	The competitor maintained adequate posture and non-distracting movement during the speech. Some gestures were used. Facial expressions and body language sometimes generated an interest and enthusiasm for the topic.	Stiff or unnatural use of nonverbal behaviors. Body language reflects some discomfort interacting with audience. Limited use of gestures to reinforce verbal message. Facial expressions and body language are used to try to generate enthusiasm but seem somewhat forced.	The competitor's posture, body language, and facial expressions indicated a lack of enthusiasm for the topic. Movements were distracting.	No attempt was made to use body movement or gestures to enhance the message. No interest or enthusiasm for the topic came through in presentation.	
3. Diction*, Pronunciation** and Grammar	Delivery emphasizes and enhances message. Clear enunciation and pronunciation. No vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone heightened interest and complemented the verbal message.	Delivery helps to enhance message. Clear enunciation and pronunciation. Minimal vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone complemented the verbal message	Delivery adequate. Enunciation and pronunciation suitable. Noticeable verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Tone seemed inconsistent at times.	Delivery quality minimal. Regular verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Delivery problems cause disruption to message.	Many distracting errors in pronunciation and/or articulation. Monotone or inappropriate variation of vocal characteristics. Inconsistent with verbal message.	
Total Points (100):						

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

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

Speaking Skills
STUDENT ELIGIBILITY and ACCOMMODATION FORM REQUESTED
Completed by Competitor & Advisor

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

Please read this document in its entirety for instructions! The purpose of this form is as follows:

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

Student Name: _____

Chapter: _____ 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."
- Additional time is NOT considered a reasonable accommodation for this event.

SUBMISSION PROCESS for Regional and State/Chartered Association Level:

Once Section 1 and Section 2 are completed, the Competitor must submit this form prior to the 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 regional and chartered association conferences.

