Dynamic Decisions

New for 2021 – 2022

Editorial updates have been made for clarity.
Rating sheet has been revised.

Event Summary

Dynamic Decisions provides Middle School members with the opportunity to gain knowledge and skills required for creating a solution to a health or HOSA-related problem. This competitive event consists of 2 rounds and each team consists of 3-5 people. Round One is a written, multiple-choice test about decision making and problem solving concepts, and the top scoring teams will advance to Round Two for the Secret Topic and Presentation. This event aims to inspire members to be proactive future health professionals and utilize analytical decision-making processes while working creatively as a team.

Dress Code

Competitors must be in official HOSA uniform, proper business attire, medical scrubs, or polo and khakis. Bonus points will be awarded for proper dress.

General Rules

1. Competitors in this event must be active members of HOSA in good standing in the Middle School division ONLY (in grades 6-8 during the 2021-2022 school year).

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

3. Each team will consist of 3–5 team members.

4. All competitors shall report to the site of the event at the time designated for each round of competition. At ILC, competitor's photo ID must be presented prior to ALL competition rounds.

Official References

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

ROUND ONE: Test

6. Test Instructions: Each team will be evaluated in Round One by a thirty-five (35) item multiple choice written test. Competitors will be given sixty (60) minutes to complete the test.

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

7. Round One: Written Test Plan
   Problem Solving Strategies…………………………….44%
Effective Decision Making ..................................32%
Leader/Leadership Skills ................................. 8%
Thinking Skills .................................................. 8%
Generating Ideas .............................................. 8%

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

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

10. **Sample Round One Test Questions**

1. When conducting a brainstorming session, what is the first task of the leader?
   - A. Clarify the aim in a succinct sentence
   - B. Highlight the background information and history
   - C. Have a brief warm-up session
   - D. **Define the problem**
     Adair pp 69

2. Which Watanabe character is **not** an effective problem-solver because he/she gives up immediately and never tries to fix a problem because of fear of failing?
   - A. Miss Dreamer
   - B. Mr. Critic
   - C. **Miss Sigh**
   - D. Mr. Go-getter
     Watanabe pp 5

3. What is the term for an idea that has been successfully developed as a new or renewed product or service?
   - A. **Innovation**
   - B. Ingenuity
   - C. Insight
   - D. Inventiveness
     Adair pp 75

ROUND TWO: Secret Topic & Presentation

11. **Round Two:** the problem is a secret topic. Each team will be asked to solve the same problem. Professional ethics demand that competitors **DO NOT discuss** or reveal the secret topic until after the event has concluded. Competitors who violate this ethical standard will be penalized per the GRRs.

12. Resources about the secret topic may be provided to teams for use during their 20-minute preparation time (such as data, supporting research, etc.).
    Materials allowed in preparation room, to use during the 20-minute prep:
    - HOSA will provide index cards for taking notes.
    - HOSA will provide flip chart paper and markers for preparing solution materials.
    - Competitors may **NOT** bring anything into the preparation room.

13. The section leader will announce when teams have five (5) minutes and one (1) minute remaining in the preparation room.
14. At the conclusion of the 20-minute preparation time, teams will be escorted to another room for their oral presentation. 
   Materials allowed in the oral presentation room:
   - Index cards the team prepared as notes in the preparation room.
   - Flip Chart paper the team prepared to support their solution in the preparation room.
   - Extra paper, markers, or any other materials will NOT be allowed in the presentation room.

15. Teams will be allowed a maximum of five (5) minutes for their oral presentation of a solution to the secret problem. The timekeeper shall present a flash card advising the competitors when there is one (1) minute remaining. Time will be stopped at the end of five (5) minutes.

16. All team members must take an active role in the presentation.

Final Scoring

17. In case of a tie, the highest averaged test score will be used to determine the rank.

18. The team test score average will be added to the presentation score to determine final results.

Competitor Must Provide
- [ ] Photo ID
- [ ] #2 lead pencils with eraser
- [ ] Watch with second hand (optional-Round Two only)
### DYNAMIC DECISIONS

#### ROUND TWO: Judge’s Rating Sheet

**Section # _____________________**  
**Judge’s Signature ___________________________**  
**Team # _________________________**  
**Division: MIDDLE SCHOOL ONLY**

<table>
<thead>
<tr>
<th>A. Presentation</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Fair</th>
<th>Poor</th>
<th>JUDGE SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>15 points</td>
<td>12 points</td>
<td>9 points</td>
<td>6 points</td>
<td>0 points</td>
<td></td>
</tr>
<tr>
<td>1. Understanding of problem/health issue</td>
<td>Demonstrates clear evidence of a deep, insightful understanding of the problem or health issue.</td>
<td>Shows a solid grasp or understanding of the problem or health issue.</td>
<td>Demonstrates an average understanding of the problem or health issue. Judges left with a few questions.</td>
<td>Shows a basic understanding of the problem or health issue. Judges left with more questions than answers.</td>
<td>Team is not able to demonstrate an understanding of the problem or health issue.</td>
<td></td>
</tr>
<tr>
<td>2. An imaginative and innovative approach is used to solve the problem</td>
<td>The team provided creative, imaginative solution(s) that were highly innovative and thoughtful.</td>
<td>The solution was unique and offered a fresh approach to solving the problem. Missing the &quot;wow&quot; factor though.</td>
<td>The solution to the problem was adequately imaginative. Would like to see more innovation in the solution.</td>
<td>Solutions provided were unoriginal and little imagination was included in the presentation.</td>
<td>No evidence of imagination was used to solve the problem.</td>
<td></td>
</tr>
<tr>
<td>3. Explanation of solution</td>
<td>Clear and concise explanation of the solution in a logical, well-constructed presentation.</td>
<td>The explanation of the solution was mostly clear and logical.</td>
<td>An average explanation of the solution was provided. Some aspects seem to be presented out of sequence.</td>
<td>The explanation of the solution did not flow and was hard to follow.</td>
<td>The explanation did not provide a logical solution and was fragmented.</td>
<td></td>
</tr>
<tr>
<td>4. Applies previous knowledge and experience to current problem</td>
<td>Clear, thorough connection to prior knowledge and experiences were used to enhance the solution to the current problem.</td>
<td>Good examples of prior knowledge and experiences were applied to the solution of the current problem.</td>
<td>Some demonstration of prior knowledge and experiences were applied to the solution of the current problem.</td>
<td>Prior knowledge and experiences were not clearly demonstrated in correlation to the current problem.</td>
<td>No prior knowledge or experiences were connected to the current problem.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Explanation of solution is financially sound</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Fair</th>
<th>Poor</th>
<th>JUDGE SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>The solution is realistic and financially sound. The resources required to fund this solution are thoughtful and concise.</td>
<td>The solution appears to be financially sound. Slight questions arise on the feasibility of the budget and ability to complete the task in a fiscally responsible manner.</td>
<td>The solution may require resources that are outside the budget constraints of this project. Careful consideration must be made to move forward with this project.</td>
<td>The solution provides questionable budget requirements and would require further attention to detail.</td>
<td>The solution is outside of budget constraints and is not recommended to move forward as presented.</td>
<td></td>
</tr>
<tr>
<td>6 points</td>
<td>The presentation offered clear and effective use of the information provided in the secret topic.</td>
<td>The information on the secret topic was mostly effective in the presentation but could have been clearer.</td>
<td>The presentation provided an average use of the information provided in the secret topic.</td>
<td>The presentation used a small amount of the information provided to teams on the secret topic.</td>
<td>The team did not include information provided on the secret topic.</td>
<td></td>
</tr>
</tbody>
</table>

HOSA Dynamic Decision Guidelines (August 2021)  
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<table>
<thead>
<tr>
<th>B. Presentation Delivery</th>
<th>Excellent 10 points</th>
<th>Good 8 points</th>
<th>Average 6 points</th>
<th>Fair 4 points</th>
<th>Poor 0 points</th>
<th>JUDGE SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Voice Pitch, tempo, volume, quality</td>
<td>Each competitor's voice was loud enough to hear. The competitors varied rate &amp; volume to enhance the speech. Appropriate pausing was employed.</td>
<td>Each competitor spoke loudly and clearly enough to be understood. The competitors varied rate OR volume to enhance the speech. Pauses were attempted</td>
<td>Each competitor could be heard most of the time. The competitors attempted to use some variety in vocal quality, but not always successfully.</td>
<td>Judges had difficulty hearing/understanding much of the speech due to little variety in rate or volume.</td>
<td>The competitor's voice is too low or monotone. Judges struggled to stay focused during the majority of presentation.</td>
<td></td>
</tr>
<tr>
<td>2. Stage Presence Poise, posture, eye contact, and enthusiasm</td>
<td>Movements &amp; gestures were purposeful and enhanced the delivery of the speech and did not distract. Body language reflects comfort interacting with audience. Facial expressions and body language consistently generated a strong interest and enthusiasm for the topic.</td>
<td>The competitors maintained adequate posture and non-distracting movement during the speech. Some gestures were used. Facial expressions and body language sometimes generated an interest and enthusiasm for the topic.</td>
<td>Stiff or unnatural use of nonverbal behaviors. Body language reflects some discomfort interacting with audience. Limited use of gestures to reinforce verbal message. Facial expressions and body language are used to try to generate enthusiasm but seem somewhat forced.</td>
<td>Most of the competitor's posture, body language, and facial expressions indicated a lack of enthusiasm for the topic. Movements were distracting.</td>
<td>No attempt was made to use body movement or gestures to enhance the message. No interest or enthusiasm for the topic came through in presentation.</td>
<td></td>
</tr>
<tr>
<td>4. Team Participation</td>
<td>Excellent example of shared collaboration in the presentation of the project. Each team member spoke and carried equal parts of the presentation.</td>
<td>All but one person on the team was actively engaged in the presentation.</td>
<td>The team worked together relatively well. Some of the team members had little participation.</td>
<td>The team did not work effectively together.</td>
<td>One team member dominated the presentation.</td>
<td></td>
</tr>
</tbody>
</table>

**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
Event Summary

Extemporaneous Health Poster provides Middle School members with the opportunity to gain knowledge and skills required for interpreting and communicating current health / HOSA-related issues in an artistic and creative manner. This competitive event will ask competitors to create a poster within a three (3) hour timeframe using artistic expression to showcase their ideas in response to the given secret topic. This event aims to inspire members to be proactive future health professionals and develop a creative, artistic, and informational health poster.

Dress Code

Competitors must be in official HOSA uniform, proper business attire, medical scrubs, or polo and khakis. Bonus points will be awarded for proper dress.

General Rules

1. Competitors in this event must be active members of HOSA in good standing in the Middle School division ONLY (in grades 6-8 during the 2020-2021 school year).

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

3. The topic is a secret topic that is not disclosed until the event begins. The topic shall relate to current health issues or HOSA. 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.

4. All competitors shall report to the site of the event at the time designated for each round of competition. At ILC, competitor’s photo ID must be presented prior to ALL competition rounds.

5. Competitors are permitted to use headphones and a personal music player (MP3 player, iPod, music on their phone, etc.) during this event, provided that the volume is low enough so it is only audible by the user. If using a personal music player to listen to music, it cannot be touched, for any reason, once the competition begins.

The Poster

6. At the site of the event, competitors will lay out supplies, have supplies checked by the event personnel, receive the topic for the health issue and related backup materials (if applicable), and begin development of the poster when instructed. There will be one or two competitors per table.

7. HOSA shall provide white poster board [size: 22" x 28"] (1 per competitor).

8. Competitors are expected to provide all supplies appropriate to their preferred art medium. Supplies are limited to those listed on page 4. No pre-constructed props, artwork, or potentially hazardous materials are to be used or brought to the site of the event.

9. Each competitor shall clearly identify his/her competitor number, last name, and school on the back of their poster.

10. Competitors have 3 hours to complete their poster.
11. **TIME REMAINING ANNOUNCEMENTS:** There will be a verbal announcement when there are 60 minutes, 30 minutes, 15 minutes, 5 minutes, and 1 minute remaining in this event.

12. Posters must be picked up by competitors as instructed. Any posters not picked up within the given timeframe will become the property of HOSA-Future Health Professionals and may be discarded.

**Final Scoring**

13. 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.

<table>
<thead>
<tr>
<th>Competitor Must Provide</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Photo ID</td>
</tr>
<tr>
<td>□ Watch with second hand (optional)</td>
</tr>
<tr>
<td>□ Personal music player w/headphones (optional)</td>
</tr>
<tr>
<td>□ Art Supplies are limited to:</td>
</tr>
<tr>
<td>o Pencils/ Pencil sharpener/ Erasers</td>
</tr>
<tr>
<td>o Ruler</td>
</tr>
<tr>
<td>o Instruments used for drawing arcs, angles and curves (ie: T-square, protractor)</td>
</tr>
<tr>
<td>o Ink pens</td>
</tr>
<tr>
<td>o Colored markers/colored pencils/crayons</td>
</tr>
<tr>
<td>o Charcoal and pastels</td>
</tr>
<tr>
<td>o Art spray fixative or non-scented hairspray</td>
</tr>
<tr>
<td>o Wet Wipes</td>
</tr>
<tr>
<td>o Paper Towels/sponges</td>
</tr>
<tr>
<td>o White Out</td>
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<tr>
<td>o Chalk</td>
</tr>
</tbody>
</table>
# EXTEMPORANEOUS HEALTH POSTER – Judge’s Rating Sheet

## Section # _________________________  Division: MIDDLE SCHOOL ONLY  Competitor # _________________________  Judge’s Signature _________________________

<table>
<thead>
<tr>
<th>A. Eye-catching / stands out in a crowd</th>
<th>Excellent 20 points</th>
<th>Good 15 points</th>
<th>Average 10 points</th>
<th>Fair 5 points</th>
<th>Poor 0 points</th>
<th>JUDGE SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The poster stands out from the other competitors and draws in the audience to want to learn more. It is unique, grabs your attention. You are intrigued and want to look more closely.</td>
<td>The poster is visually pleasing and eye-catching. The audience is intrigued and wants to know more.</td>
<td>Some aspects of the poster stand out. It is neat but lacks originality.</td>
<td>The poster does not stand out from the other submissions. It uses basic design principles.</td>
<td>The poster does not catch the viewer’s eye and is not appealing.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Contains a clear message on topic</th>
<th>Excellent 20 points</th>
<th>Good 15 points</th>
<th>Average 10 points</th>
<th>Fair 5 points</th>
<th>Poor 0 points</th>
<th>JUDGE SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The message of the poster covers this year’s topic and is captured in a very clear and concise manner. Many relevant items from the supporting material in the secret topic are included.</td>
<td>The message of the poster covers this year’s topic and is mostly clear and concise. Some relevant items from the supporting material of the secret topic are included.</td>
<td>The poster’s message relates to the secret topic but lacks the supporting details and is not especially clear.</td>
<td>The message is off topic and lacks clarity. Minimal supporting materials are referenced from the secret topic.</td>
<td>The message is off topic. The competitor missed the objective when demonstrating this topic.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Impact the poster leaves on the audience</th>
<th>Excellent 20 points</th>
<th>Good 15 points</th>
<th>Average 10 points</th>
<th>Fair 5 points</th>
<th>Poor 0 points</th>
<th>JUDGE SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The poster leaves an impact on the audience, they learn something, are informed or called to action by viewing the poster. A sense of urgency to take action is felt by the audience.</td>
<td>The poster is informational and sends a message. The audience may be inspired to be “called to action” from viewing the poster.</td>
<td>Some impact is felt by the audience after viewing this poster.</td>
<td>Minimal impact is made by the audience viewing the poster.</td>
<td>No impact or call to action is felt by the audience after viewing the poster.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. Artistic Value / Artistic Skill</th>
<th>Excellent 20 points</th>
<th>Good 15 points</th>
<th>Average 10 points</th>
<th>Fair 5 points</th>
<th>Poor 0 points</th>
<th>JUDGE SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The poster is aesthetically pleasing, displays great use of color, texture, shapes and spacing. Artwork demonstrates the competitor has exceptional talent to express ideas through art. The coloring and lettering were captured in a unique way and built the design into the theme.</td>
<td>Lots of color variation, shapes, and appealing design. Shows the competitor spent time creating an artistic piece. Color and lettering were used effectively within the poster.</td>
<td>The poster is moderately appealing. There are a few different mediums showcased on the poster. The use of color and lettering was mostly effective on the poster design. Would like to see more variation.</td>
<td>The poster does not appeal to the audience in a significant way. Limited use of creative materials. Minimal color/ shapes/ design. The artist used very little color variation on the poster. The message is lost in the basic design or choice of font.</td>
<td>Artistic skill lacks execution and overall aesthetics. Appearance is messy, lacks color and texture, and/or effort.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. Overall appearance, neat and attractive.</th>
<th>Excellent 20 points</th>
<th>Good 15 points</th>
<th>Average 10 points</th>
<th>Fair 5 points</th>
<th>Poor 0 points</th>
<th>JUDGE SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not only is the artwork original, the design is high quality, unique and the ability to connect to the topic is creative. The competitor added information above what was required from the event criteria.</td>
<td>The poster is attractive and looks professional. The design connects to the topic and includes relevant information.</td>
<td>The poster includes mostly relevant information and generally neat in appearance. Attention to detail may reduce overall score.</td>
<td>The poster needs more attention to detail. It looks as if it was prepared in a rush.</td>
<td>The poster is not formulated clearly, the content is hard to understand. A lack of effort was put into this poster.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>F. Spelling &amp; Punctuation</th>
<th>Excellent 10 points</th>
<th>Good 8 points</th>
<th>Average 6 points</th>
<th>Fair 4 points</th>
<th>Poor 0 points</th>
<th>JUDGE SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing is neat and professional. Zero (0) errors in spelling and punctuation were found on this poster.</td>
<td>Writing is legible. 1-2 errors in spelling or punctuation were found on this poster.</td>
<td>Writing is somewhat legible. 3-4 errors in spelling or punctuation on this poster.</td>
<td>Writing is illegible. 5 errors in spelling or punctuation were found on this poster.</td>
<td>Writing is missing or illegible. More than 5 errors in spelling or punctuation were documented on this poster.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Points (110)**
EXTEMPORANEOUS HEALTH POSTER
Competitor Equipment Check Sheet

Competitor # ______________________  Division: MIDDLE SCHOOL ONLY

Competitors are expected to provide supplies appropriate to their preferred art medium. These are limited to:

☐ Art spray fixative or non-scented hairspray
☐ Chalk
☐ Charcoal
☐ Colored markers
☐ Crayons
☐ Erasers
☐ Ink pens
☐ Instruments used for drawing arcs, angles and curves (For example: T-square, protractor)
☐ Paper Towels/ sponges
☐ Pastels
☐ Pencils of any type/color
☐ Pencil sharpener (must remain intact)
☐ Ruler
☐ Wet Wipes
☐ White Out

☐ There are NO potentially hazardous materials
☐ Competitor is in official HOSA uniform, proper business attire, medical scrubs, or polo and khakis.
☐ Competitor showed proper Photo ID

Checked by: _________________________________________________
(Event Personnel Initials) (Print Name)
Exploring Medical Innovation

New for 2021-2022

The list of suggested websites to review has been updated. Editorial updates have been made for clarity.

Event Summary
Exploring Medical Innovation provides Middle School Division HOSA members with the opportunity to gain knowledge regarding a medical innovation that impacted the future of health or the delivery of healthcare. This competitive event consists of a display and presentation and each team consists of 2-4 people. This event aims to inspire members to be proactive future health professionals and understand and research the value of medical innovation.

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

General Rules
1. Competitors in this event must be active members of HOSA in good standing in the Middle School division ONLY (in grades 6-8 during the 2020-2021 school year).

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

3. The medical innovation must be presented by a team of 2-4 HOSA members.

4. All competitors shall report to the site of the event at the time designated for each round of competition. At ILC, competitor’s photo ID must be presented prior to ALL competition rounds.

Official References
5. A websites that may provide useful information is:
   - Johnson and Johnson Innovation Lab
   - Cleveland Clinic
   - Deloitte

The Medical Innovation Research and Display Content
6. The team will select a medical innovation that demonstrates something unique, and/or important in medicine or the delivery of healthcare. The team will research and explore everything they can about the innovation, and then present their findings to a panel of judges.

7. Topics could include, but are not limited to:
   1. Medical or healthcare innovation
   2. Emerging technologies in health
   3. Advances in medicine

8. Display and Presentation Contents: Teams will be judged on how effectively the display and presentation informs the judges about the medical innovation.
Information should include, but is not limited to, the below items. Teams can decide what information is best represented in the display and what information is best shared verbally with the judges, or both. Anyone viewing the display materials should be able to have a general idea of the medical innovation without having someone there to speak about it.

- What the innovation is and what it does/how it is used?
- How did/will the medical innovation change healthcare?
- Why did the team choose the medical innovation?
- Provide a history of the innovation, including information about its creator(s) and how it was discovered.
- What benefits/challenges are associated with this innovation?
- Cost of the innovation for the consumer and/or the healthcare system
- Career implications – where does this innovation fit in the healthcare field? What practitioners or consumers are using it?

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

10. Reference Page: List the literature cited to give guidance to the display. American Psychological Association (APA) is the preferred resource in Health Sciences. One page only. The reference page must be uploaded to the link provided in these guidelines by ONE team member. Reference page must also include: Event Name, Team Member Names, HOSA Division, HOSA Chapter #, School Name, Chartered Association, Chosen Innovation. Points will be awarded for compiling a clean, legible reference page, but the formatting of the reference page is not judged.

11. There will be one or two teams per table. Once assembled on the table the maximum display dimensions allowed are:

   WIDTH: 48 inches DEPTH: 24 inches

   The display will be measured by the Section Leader or Event Manager before judging begins, from a beginning point to the furthest point of the display.
   - There is no maximum height limit, however display must be stable enough to sit on the table without assistance or fear of falling.
   - Width will be measured from the widest point of anything on the display to the opposite point.
   - Depth will be measured from the deepest point of anything on the display to the furthest opposite point.
   - Display materials may not extend beyond the edge of the display table.
   - Dimensions include models, electronics, mannequins and all other display items.
   - Display must be submitted in English for judging.

12. Electricity will not be provided. Teams MUST use battery power instead of electricity for their displays if power is required. Any noise (bells, alarms, etc....) used in display/presentation must not interfere with neighboring display/presentations.
13. No equipment/supplies (except tables) will be provided by HOSA-Future Health Professionals for this event. All equipment/supplies needed must be provided by the team. No Wi-Fi or internet service will be provided.

14. Competitors are responsible for the safety and proper functioning of all equipment they bring to this event. Teams may not use any flames, body fluids, living organisms, sharps, or any equipment/materials that could expose anyone to risk of bodily harm or danger. Invasive procedures and skin puncturing of any kind are prohibited.

The Competitive Process / Presentation

15. At ILC, all competitors shall report to the site of the event at the designated set-up time. When instructed, the team will have **fifteen (15) minutes** to assemble their display. The innovation and any associated materials needed to explain the innovation will be created prior to competition. The time for assembly is to set up what the team has previously created in preparation for judging.

16. Use of Display During Presentation: All teams will have the same size table. Display must fit on this table without hanging off, as the next table may be in very close proximity. Teams may take things off the table/display to show the judges and utilize the space around the display, as long as they do not encroach on an equal distance from the next display.

17. Teams should assemble materials so that the overall display can stand-alone. This may include any pre-recorded materials on battery powered devices.

18. The team will report to their display at their assigned appointment time to present a five (5) minute prepared oral presentation to the judges.
   A. 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.
   B. All team members must take an active role in the presentation.

19. At the conclusion of the five (5) minute prepared oral presentation, judges will have two (2) minutes to ask questions of the competitors. The timekeeper will notify teams when one minute (1) remains and notify the judges when these two (2) minutes have ended. Judges will then have two (2) additional minutes to complete the rating sheets.

Final Scoring

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

21. Display must be picked up by competitors as instructed. Any displays not picked up **within the given timeframe** will be discarded.

Required Digital Uploads

22. The following items must be uploaded as a single document, pdf preferred, by ONE member of the team to [THIS LINK](#)
   a. Reference Page and 1-3 photos of display.
   b. Uploads for ILC will be open from April 15th - May 15th for ILC qualified competitors only.

**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.

<table>
<thead>
<tr>
<th>Competitor Must Provide</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Photo ID</td>
</tr>
<tr>
<td>☐ Upload of reference page and 1-3 photos of display to link provided by deadline</td>
</tr>
<tr>
<td>☐ All display materials/display items, including the Reference page</td>
</tr>
<tr>
<td>☐ #2 Pencil for evaluation</td>
</tr>
<tr>
<td>☐ All audio visual equipment needed (optional)</td>
</tr>
<tr>
<td>☐ Index cards or electronic notecards for presentation (optional)</td>
</tr>
<tr>
<td>☐ Watch with second hand (optional)</td>
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</tbody>
</table>
### A. Exploring Medical Innovation

<table>
<thead>
<tr>
<th></th>
<th>Excellent 15 points</th>
<th>Good 12 points</th>
<th>Average 9 points</th>
<th>Fair 6 points</th>
<th>Poor 0 points</th>
<th>Judge Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Display Requirement</strong></td>
<td>Visual display is no more than 48&quot; wide x 24&quot; deep, safely stands on the table, and poses no hazard.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Visual display does not meet stated requirements.</td>
<td></td>
</tr>
</tbody>
</table>

### B. DISPLAY & PRESENTATION CONTENT

<table>
<thead>
<tr>
<th></th>
<th>Excellent 15 points</th>
<th>Good 12 points</th>
<th>Average 9 points</th>
<th>Fair 6 points</th>
<th>Poor 0 points</th>
<th>Judge Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Balance of Information between Display and Presentation</strong></td>
<td>The content placed between the display and presentation was balanced and effective. Anyone viewing the display materials would be able to have a general idea of the medical innovation without having someone there to speak about it. The content shared in the presentation added value to the overall project. Overall, there was excellent balance between information shared in the display and information shared in the presentation.</td>
<td>Overall, the balance was good and effective between information shared in the display and information shared in the presentation.</td>
<td>Overall, the balance seemed okay between information shared in the display and information shared in the presentation, but judges were left with a few questions unanswered in either the display or presentation.</td>
<td>There was a somewhat imbalance of information shared. Either the display or the presentation had more content than the other, which made it difficult to follow the overall project.</td>
<td>There was a clear imbalance of information shared. Either the display or the presentation had the majority of the content, which made for an ineffective overall project.</td>
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</table>

### B. DISPLAY & PRESENTATION CONTENT

<table>
<thead>
<tr>
<th></th>
<th>Excellent 15 points</th>
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<th>Average 9 points</th>
<th>Fair 6 points</th>
<th>Poor 0 points</th>
<th>Judge Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2. Description of Innovation</strong></td>
<td>The team provides an excellent description of the innovation, what it does and how it is used. The judges can clearly visualize what it is.</td>
<td>The team provides a good description of what the innovation is, what it does, and how it is used. The judge has a few unanswered questions.</td>
<td>The team provides an average description of what the innovation is, what it does, and how it is used, but the judge is left with many unanswered questions.</td>
<td>The description of the innovation does not describe what it is, does or how it is used.</td>
<td>No description of the innovation was provided.</td>
<td></td>
</tr>
<tr>
<td>3. Impact on Healthcare</td>
<td>Excellent 5 points</td>
<td>Good 4 points</td>
<td>Average 3 points</td>
<td>Fair 2 points</td>
<td>Poor 0 points</td>
<td>JUDGE SCORE</td>
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</tr>
<tr>
<td>The team provides a detailed and relevant description for how the medical innovation has or will change/impact healthcare.</td>
<td>The team provides good detail for how the medical innovation has or will change/impact healthcare.</td>
<td>An average description for how the future of healthcare will be/has been impacted by this innovation.</td>
<td>Little detail was provided on how the innovation has or will change/impact healthcare.</td>
<td>No description was provided on how the innovation will change/impact healthcare.</td>
<td></td>
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</tr>
</tbody>
</table>

| 4. Why this Innovation? | Compelling examples of why the team chose this medical innovation were given. Relevant and engaging stories were shared that brought the presentation to life and made it clear to the judges why this was the innovation chosen by the team. | The team provided engaging examples of why they chose the medical innovation. Stories were shared to add a personal touch why the medical innovation was selected, but the wow-factor was missing. | The team told the story for why they chose their medical innovation but were unable to provide relevant examples to bring the story to life. | The team attempted to tell a story of the significance of choosing their medical innovation, but the relevance of the story fell short of expectation. | The team was unable to connect the story for why they chose their medical innovation. |

| 5. History of the Innovation | Extensive history of the creation of the innovation was provided and included rich details about its creator(s) and how it was discovered. | A history on the creation of the innovation was provided, along with a description of who created it and how it was discovered. | A brief history was provided on the creation of the innovation. Some details about the creator(s) and background of discovery was provided. | Little history was provided about the history of the innovation, who created it or how it was discovered. | No history or details of how this innovation was founded were provided. |

| 6. Benefits & Challenges | Benefits and challenges associated with the innovation were highlighted in extensive detail by the team. | Benefits and challenges were shared by the team. | Benefits and challenges associated with the innovation were shared but did not go into great depth. | Benefits and challenges associated with the innovation were briefly mentioned. | No mention of the benefits or challenges of the innovation were included. |

| 7. Cost | Detailed information about the cost of the innovation for the consumer and/or the healthcare system was shared. | N/A | Information was shared about the cost of the innovation but judges were left with unanswered questions. | N/A | No relevant information was shared about the cost of the innovation. |

<p>| 8. Career Implications | Detailed information was shared about how the innovation fits within the healthcare field and what practitioners / consumers are needed to implement it. It is clear how and what healthcare careers are affected by this innovation. | Mostly relevant information was shared about the career implications of this innovation. | Some information was shared about the career implications of this innovation. | A fair amount of information was shared about the career implications of this innovation, but more detail is needed to be relevant. | No information was shared about the career implications of this innovation. |</p>
<table>
<thead>
<tr>
<th>C. Display</th>
<th>Excellent 10 points</th>
<th>Good 8 points</th>
<th>Average 6 points</th>
<th>Fair 4 points</th>
<th>Poor 0 points</th>
<th>JUDGE SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Artistic Design</td>
<td>The artistic quality is exceptional. The artwork is vibrant, balanced, visually pleasing and pushes the boundaries of artistic expression. The design choices take the display to the next level.</td>
<td>The artistic quality is good; the artwork stands out. The design elements seem to be well-thought out and comprehensive.</td>
<td>The display incorporates balanced design choices, showcasing some artistic features. Some of the design lacks artistic details that took away from the overall visual of the display.</td>
<td>Basic levels of artistic design are incorporated into the display. Better design/color choices should be incorporated to assure the artwork on the display is pleasing to the eye,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Creativity / Originality</td>
<td>The display incorporates creativity and innovation that make it unique. The display has the &quot;wow-factor&quot; and stands out in the room above all others.</td>
<td>The display is innovative and creative. It offers something unique but is missing the wow-factor.</td>
<td>The display has moderate levels of creativity and originality.</td>
<td>Basic elements of creativity and innovation were captured in this health career display. It blends in with the other competitors.</td>
<td>Display photos not submitted OR The design is simplistic and not visually appealing.</td>
<td></td>
</tr>
<tr>
<td>3. Appearance / Organization</td>
<td>The display is exceptionally neat, organized, and error-free. Information is clearly displayed and easy to understand and follow.</td>
<td>Display is neat and organized. The content has a logical flow with only minimal errors.</td>
<td>The display was basic and could use more organization and thought to be understood.</td>
<td>The display lacked organization and/or contained several spelling errors. The flow of information seemed to be out of order.</td>
<td>Display photos not submitted OR The display is either too busy or lacks enough detail to support the content.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
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<th>C. Display</th>
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<tbody>
<tr>
<td>4. Reference Page</td>
<td>Reference page is included and contains Event name, Competitor/Team Member Names, HOSA Division, HOSA Chapter #, School Name, Chartered Assoc, &amp; Chosen Innovation</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Reference page is not included OR reference page does not include all requirements.</td>
<td></td>
</tr>
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<th>D. PRESENTATION DELIVERY</th>
<th>Excellent 5 points</th>
<th>Good 4 points</th>
<th>Average 3 points</th>
<th>Fair 2 points</th>
<th>Poor 0 points</th>
<th>JUDGE SCORE</th>
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<tbody>
<tr>
<td>1. Display Incorporated into Presentation</td>
<td>The display enhanced the messaging of the innovation and helped bring the presentation to life.</td>
<td>The display helped tell the story of the innovation. It complemented the presentation effectively.</td>
<td>The team did an adequate job of using the display to support the presentation.</td>
<td>The display somewhat enhanced the presentation on the innovation yet seemed to miss key points of emphasis.</td>
<td>The display seemed to be an &quot;afterthought&quot; to the presentation. There was a disconnect between what was featured on the display and the presentation.</td>
<td></td>
</tr>
<tr>
<td>2. Voice Pitch, tempo, volume, quality</td>
<td>The competitor's voice was loud enough to hear. The competitor varied rate &amp; volume to enhance the speech. Appropriate pausing was employed.</td>
<td>The competitor spoke loudly and clearly enough to be understood. The competitor varied rate OR volume to enhance the speech. Pauses were attempted.</td>
<td>The competitor could be heard most of the time. The competitor attempted to use some variety in vocal quality, but not always successfully.</td>
<td>Judges had difficulty hearing understanding much of the speech due to little variety in rate or volume.</td>
<td>The competitor's voice is too low or monotonous. Judges struggled to stay focused during the majority of presentation.</td>
<td></td>
</tr>
<tr>
<td>D. PRESENTATION DELIVERY</td>
<td>Excellent 5 points</td>
<td>Good 4 points</td>
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<tr>
<td>4. Team Participation</td>
<td>Excellent example of shared collaboration in the presentation of the project. Each team member spoke and carried equal parts of the project presentation.</td>
<td>All but one person on the team was actively engaged in the project presentation.</td>
<td>The team worked together relatively well. Some team members spoke more than others.</td>
<td>The team did not work effectively together.</td>
<td>One team member dominated the project presentation.</td>
<td>JUDGE SCORE</td>
</tr>
</tbody>
</table>

| 6. Answered judge questions effectively. | The team provided excellent answers to judge’s questions, shared important details and maintained a high level of professionalism and poise throughout the presentation. | The team answered the judge’s questions accurately and provided some important details about the medical innovation. | The team was able to answer most of the questions effectively, could have provided more details regarding the innovation process. | The team answered some of the questions but failed to expound on the details of the medical innovation. | The team had trouble answering the judge’s questions. More evidence is needed to demonstrate a basic understanding of the medical innovation. | JUDGE SCORE |

**Total Points (130):**

*Definition of Diction – Choice of words especially with regard to correctness, clearness, and effectiveness.  
**Definition of Pronunciation – Act or manner of uttering officially.*
Foundations of Medical Terminology provides Middle School Division HOSA members with the opportunity to gain knowledge and skills regarding prefixes, suffixes, roots and anatomy, physiology, pathophysiology and occupations related to the health field. This competitive event consists of a 50-item multiple choice test with 10 tie-breaker questions and aims to inspire members to learn about terms common to health professions and health specialties.

**Dress Code**
Competition 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-Future Health Professionals and in good standing in the Middle School division ONLY (in grades 6-8 during the 2021-2022 school year).
2. Competitors must be familiar with and adhere to the “General Rules and Regulations of the HOSA Competitive Events Program (GRR).”
3. 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**
4. The official references for selection of all terms:

**The Test**
5. Test Plan:
   - Roots, prefixes, suffixes, and combining forms: 45%
   - Overview of Body: 5%
   - Skeletal: 5%
   - Muscular: 5%
   - Respiratory: 5%
   - Digestive: 5%
   - Cardiovascular & Lymphatic: 5%
   - Nervous/Special Senses: 5%
   - Endocrine: 5%
   - Reproductive: 5%

New for 2021-2022
Editorial updates have been made for clarity.
6. **Sample Test Questions**

1. Which of the following combining forms refers to hair?
   A. **trich/o-**
   B. **mit/o-**
   C. **kerat/o-**
   D. **ichthy/o-**
   *Gylys Page 53*

2. Which term denotes a wall or a side of an organ or body cavity?
   A. Superficial
   B. Deep
   C. **Parietal**
   D. Visceral
   *Vaughn Page 146*

3. Which term refers to excessive potassium in the blood?
   A. Hypercalcemia
   B. **Hyperkalemia**
   C. Hypernatremia
   D. Hyperchloremia
   *Davies Page 484*

7. **Test Instructions**: Competitors will be given instructions on the use of the Scantron form. There will be a maximum of 60 minutes to complete the test.

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

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

**Final Scoring**

9. The competitor should write his/her answer to the tie-breaker essay question on the tie-breaker page of the test that remains attached to the original test.

10. A series of ten (10) tie-breaking questions will be administered with the original test for the Middle School division. In case of a tie, successive sets of five tie-breaker questions will be used until a winner is determined. In the tie-breaker, correct spelling is required for an item to be considered correct.

**Competitor Must Provide:**
- Two #2 lead pencil with eraser
- Photo ID
Foundations of Medical Reading

New for 2021 – 2022
The name of the event has been changed from Medical Reading to Foundations of Medical Reading to differentiate it from the Secondary/Postsecondary/Collegiate event. These event guidelines are for Middle School HOSA members only.

Event Summary
Foundations of Medical Reading provides Middle School HOSA members with the opportunity to improve their reading comprehension and understanding of special topics related to leadership development and the health community. This competitive event shall be a written test consisting of information and knowledge gained from reading the selected books each year. Competitors will apply, analyze, synthesize and/or evaluate the reading material in a multiple-choice test plus one tie-breaker essay question. This event aims to inspire members to be proactive future health professionals and utilize the knowledge gained from reading medical and leadership books.

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-Future Health Professionals, in good standing in the Middle School Division in which they are registered to compete (in grades 6-8 during the 2021-2022 school year).

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

3. 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.

4. The books for the year will be selected by the National Competitive Events program staff and will relate to Health Science Education curriculum competencies.

Official References
5. Middle School competitors will read the following three books for 2021-2022:
   - Chasing My Cure: A Doctor’s Race to Turn Hope into Action by David Fajgenbaum
   - Small Acts of Leadership: 12 Intentional Behaviors That Lead to Big Impact by G. Shawn Hunter
   - Being Mortal: Medicine and What Matters in the End by Atul Gawande

The Test
6. The event is a 45-question, multiple-choice test (15 questions per book) and one (1) tie-breaker question.

7. There will be a 60 minute time limit. No study lists will be provided.
8. **Test Instructions:** The competitors will be given instructions and will be notified to start the test. There will be a maximum of 60 minutes to complete the test.

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

9. **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.

10. **Sample Test Questions** *(Samples are from a previous year)*

    **The Book of Blood**

    1. What is a group of cells that work together to perform a specific function?
       A. Organelles
       B. Molecules
       C. **Tissues**
       D. Systems

    2. Which doctor took care of the gladiators, helping him to study anatomy?
       A. William Harvey
       B. **Claudius Galen**
       C. Herophilus
       D. da Vinci

    3. What is the medical term for blood poisoning caused by bacteria?
       A. **Septicemia**
       B. Hemorrhage
       C. Shock
       D. Toxidermitis

   **Final Scoring**

   11. The competitor should write his/her answer to the tie-breaker essay question on the tie-breaker page of the test that remains attached to the original test.

   12. Final rank is determined by the test score. In case of a tie, the essay question will be used to determine the rank.

---

**Competitors Must Provide:**

- Two #2 lead pencils with eraser
- Photo ID
**New for 2021 - 2022**

The event name has been changed to Foundations of Nutrition to differentiate it from the Secondary / Postsecondary / Collegiate event.
This event is open to Middle School HOSA members only.

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**Event Summary**

The Foundations of Nutrition test provides **Middle School Division** HOSA members with the opportunity to explore and learn about the relationship of nutrition and wellness and to assess knowledge common in this health field. This competitive event consists of a written test with a tie-breaker essay question for the Middle School division. This event aims to inspire members to be proactive future health professionals and to apply and analyze information related to nutrition and health.

---

**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-Future Health Professionals, in good standing in the Middle School Division in which they are registered to compete (in grades 6-8 during the 2021-2022 school year).

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

3. 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 Reference**


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**The Test**

5. The event is a 50-question, multiple-choice test and one (1) tiebreaker question.

6. The test plan for the Nutrition Middle School test is:

   - Carbohydrates, fats and proteins: 15%
   - Vitamins & minerals: 15%
   - Water (Fluid & electrolyte balance): 10%
   - Nutrition through the life span: 15%
   - Digestion, absorption and metabolism: 10%
   - Cultural and religious influences: 5%
   - Food related illnesses and allergies: 10%
   - Medical nutrition therapy: 20%
     - Diabetes
     - Cardiovascular disease
     - Renal disease
     - Gastrointestinal disease
     - Cancer
     - Clients with special needs
7. **Test Instructions:** Competitors will be given instructions on the use of the Scantron form. There will be a maximum of **60 minutes** to complete the test.

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

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

9. **Sample Test Questions**
   1. Vegetables provide a substantial amount of carbohydrates in which of the following forms?
      A. Starch
      B. Glycogen
      C. Maltose
      D. Fructose
      Roth Page 77
   2. Table salt is made from which two minerals?
      A. calcium, phosphorus
      B. potassium, fluoride
      C. **sodium, chloride**
      D. potassium, iodide
      Roth Page 151
   3. What has been called the silent disease in older men and women and it is a major risk factor for hip fractures?
      A. Diabetes mellitus
      B. Heart disease
      C. Atherosclerosis
      D. **Osteoporosis**
      Roth Page 287

**Final Scoring**
10. One essay question will be administered with the original test. In case of a tie, the essay question will be judged and used to break the tie.

11. The competitor should write his/her answer to the tie-breaker essay question on the tie-breaker page of the test that remains attached to the original test.

**Competitor Must Provide:**
- Two #2 lead pencils with an eraser
- **Photo ID**
Health Career Exploration

**New for 2021-2022**

Editorial updates have been made for clarity.

Event Summary

Health Career Exploration provides **Middle School Division** HOSA members with the opportunity to explore and learn about the five health career clusters and to gain knowledge about career skills, fundamental skills, and professional and academic knowledge within various health careers. This competitive event shall be a 50-item multiple choice written test plus one tie-breaker essay question. The event aims to inspire members to be proactive future health professionals and recognize, identify, define, interpret and apply terms related to 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-Future Health Professionals and in good standing in the Middle School division ONLY (in grades 6-8 during the 2021-2022 school year).

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

3. 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

4. The resource for the Health Career Exploration Test are:

The Test

5. Test Plan: For each of the following five career clusters the following areas will be tested:
   - Career Skills
   - Fundamental Skills
   - Professional Knowledge
   - Academic Knowledge

   - **Health Informatics** 20%
   - **Therapeutics** 20%
   - **Diagnostics** 20%
   - **Support Services** 20%
   - **Biotechnology** 20%

6. **Test Instructions:** Competitors will be given instructions on the use of the Scantron form. There will be a maximum of 60 minutes to complete the test.
NOTE: Chartered associations may use a different process for testing, to include but not limited to pre-conference testing, online testing, and testing at a computer. Check with your Chartered Association for the process you will be using.

7. TIME REMAINING ANNOUNCEMENTS: There will be a verbal announcement when there are 30 minutes, 15 minutes, 5 minutes, and 1 minute remaining to complete the test.

8. Sample Test Questions
   1. What device do healthcare workers use to measure angles associated with joint movement?
      A. Inclinometer
      B. Nanometer
      C. Refractometer
      D. **Goniometer**
      Winger Page 253

   2. Which set of alphanumeric codes is used to organize diseases for reimbursement?
      A. ICD
      B. AMA
      C. WHO
      D. CPT
      Winger Page 538

   3. Which pulse is measured by listening to the heart with a stethoscope?
      A. carotid
      B. ulnar
      C. **apical**
      D. radial
      Winger Page 350

9. One essay question will be administered with the original test. In case of a tie, the essay question will be judged and used to break the tie.

10. The competitor should write his/her answer to the tie-breaker essay question on the tie-breaker page of the test that remains attached to the original test.

Competitor Must Provide:
- #2 lead pencils with an eraser
- **Photo ID**
Health Career Display - Middle School

**New for 2021-2022**

Health Career Display has different requirements for the Middle School division vs. the Secondary / Postsecondary / Collegiate divisions. To help differentiate, the title of the event now clearly states “Middle School”. These guidelines outline how the event will work for the Middle School division.

**Event Summary**

Health Career Display provides Middle School members with the opportunity to research a career of interest, create a display board of associated career materials, and improve their presentation skills as they communicate the career information to others. This competitive event consists of 1 round and each team consists of 2 people. All teams will be judged on their Health Display Board, as well as the presentation given to judges. This event aims to inspire members to become future health professionals by exciting them about a career of their choosing.

**Dress Code**

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

**General Rules**

1. Competitors in this event must be active members of HOSA-Future Health Professionals, in good standing in the Middle School division in which they are registered to compete (in grades 6-8 during the 2020-2021 school year).

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

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

4. All competitors shall report to the site of the event at the time designated for each round of competition. At ILC, competitor’s photo ID must be presented prior to ALL competition rounds.

**Official References**

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

**The Health Display**

6. When instructed, the team will have fifteen (15) minutes to assemble the display. Parts of the display may be done prior to competition. The time for assembly is to set up what the team has previously created in preparation for judging.

7. The display helps form the presentation, but must stand alone as an effective illustration of the chosen career or career cluster. Teams will be judged on how effectively the display informs others about the career or career cluster. Career information should include, but is not limited to:
   A. Job responsibilities
   B. Education requirements
   C. Entry level salary at the local/national/global level
D. Benefits/challenges associated with this career
E. Additional relevant information

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

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

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

11. DISPLAY MEASUREMENTS:
   All teams will have the same size table. Once positioned on the table with three-dimensional display items, the maximum dimensions are:
   
   HEIGHT: 36 inches         WIDTH: 48 inches     DEPTH: 24 inches
   
   The display will be measured by the Section Leader or Event Manager before judging begins, from a beginning point to the furthest point of the display.
   A. Height will be measured from the tabletop to the highest point of anything on the display.
   B. Width will be measured from the widest point of anything on the display to the opposite point.
   C. Depth will be measured from the deepest point of anything on the display to the opposite point.
   D. Display materials may not extend beyond the edge of the display table.
   E. Dimensions include models, mannequins and all other display items.
   F. Information or display items outside these dimensions will be considered part of the display and subject to point deductions.
   G. Display board must be in English for judging, and contain competitor names, chapter and division on the back side for identification.

12. Competitors are responsible for the safety and proper functioning of all equipment they bring to this event. Teams may not use any flames, body fluids, living organisms, sharps, or any equipment/materials, that could expose anyone to risk of bodily harm or danger. Invasive procedures and skin puncturing of any kind are prohibited.

13. Reference Page: List the literature cited to give guidance to the project. American Psychological Association (APA) is the preferred resource in Health Sciences. One page only. The reference page must be uploaded to the link provided in these guidelines by ONE team member. Reference page must also include: Event Name, Team Member Names, HOSA Division, HOSA Chapter #, School Name, Chartered Association, Chosen Profession. Points will be awarded for compiling a clean, legible reference page, but the formatting of the reference page is not judged.
14. Displays must be picked up by competitors as instructed. Any displays not picked up within the given timeframe will become the property of HOSA-Future Health Professionals and may be discarded.

The Presentation

15. Teams will report to the display at their assigned appointment time to present a five (5) minute prepared oral presentation to the judges.
   A. 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.
   B. The presentation may include but is not limited to why they chose this career/career cluster, what they learned by researching this career/career cluster, what forms of research they used to complete the display, and what they included on the display and why.
   C. Both team members must take an active role in the presentation.

16. USE OF DISPLAY DURING PRESENTATION: Visuals or display items used during the presentation portion of the event may be touched or picked up BUT MUST remain contained within the dimensions of the display. Items removed from the display will be considered outside the dimensions of the display and subject to point deductions.

17. Each team will be judged on their ability to communicate information to the judges about the career area. During the five (5) minute prepared presentation, a time card will be shown with one (1) minute remaining and the presentation will be stopped at the end of the 5 minutes. The judges will have two (2) minutes to complete the rating sheets.

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

Final Scoring

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

Required Digital Uploads

20. The following items must be uploaded as a single document, pdf preferred, by ONE member of the team to THIS Link:
   - Reference Page and 1-3 photos of display.
   - Uploads for ILC are due will be open from April 15 - May 15th.

   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.

Competitor Must Provide

☐ Reference Page and 1-3 photos of display, .pdf preferred, digitally uploaded by published deadline
☐ Display (36” x 48” tri-fold board without electricity or battery)
☐ #2 pencil for evaluation
☐ Index cards or electronic notecards for presentation (optional)
☐ Watch with second hand (optional)
☐ Photo ID
HEALTH CAREER DISPLAY MIDDLE SCHOOL
Judge’s Rating Sheet

Section # _____________________ Judge’s Signature ___________________________
Team # _______________________ Division: Middle School Only

One PDF file with Reference Page and 1-3 photos Uploaded Online*:
Yes _____ No _____
*If the materials are not uploaded, please note that applicable items on the rubric below cannot be judged.

<table>
<thead>
<tr>
<th>Items Evaluated</th>
<th>Excellent 5 points</th>
<th>Good 4 points</th>
<th>Average 3 points</th>
<th>Fair 2 points</th>
<th>Poor 0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Overview</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. No Power</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Poor 0 points</td>
</tr>
<tr>
<td>Power is NOT used (electric, batter, etc...)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Health Related Career</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Poor 0 points</td>
</tr>
<tr>
<td>Display reflects a health career or a cluster of related health careers.</td>
<td></td>
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</tr>
<tr>
<td>3. Safety</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Poor 0 points</td>
</tr>
<tr>
<td>Display/equipment is safe and poses no hazards.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Reference Page</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Poor 0 points</td>
</tr>
<tr>
<td>Reference page is included as a digital upload – and contains Event Name, Competitor/Team Member Names, HOSA Division, HOSA Chapter #, School Name, Chartered Association/ &amp; Chosen Profession</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>5. Display Setup</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Poor 0 points</td>
</tr>
<tr>
<td>Display is no more than 36” high x 48” wide and 24” deep, with board made of foam or corrugated cardboard.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>A. Overview</td>
<td>Excellent 20 points</td>
<td>Good 16 points</td>
<td>Average 12 points</td>
<td>Fair 8 points</td>
<td>Poor 0 points</td>
</tr>
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</tr>
<tr>
<td>5. Career Overview</td>
<td>Display provides an exceptional representation of the researched career / career cluster. Information is accurate, current, and presented in a logical manner.</td>
<td>The content of the display is mostly clear, ideas are sequenced in a logical manner. The display provides information that describes the career / career cluster.</td>
<td>The information on the display is somewhat vague and does not clearly define the career/cluster.</td>
<td>The sequencing of ideas throughout the display is unclear. The display includes little information with limited data to support the career or career cluster.</td>
<td>Display not submitted OR information on the display is unclear and does not provide understanding of the career or career cluster.</td>
</tr>
<tr>
<td>B. Career Information Includes:</td>
<td>Excellent 5 points</td>
<td>Good 4 points</td>
<td>Average 3 points</td>
<td>Fair 2 points</td>
<td>Poor 0 points</td>
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</tr>
<tr>
<td>1. Job responsibilities</td>
<td>Detailed information on the job responsibilities is given along with an excellent description of five or more tasks specific to the health career.</td>
<td>Job responsibilities were provided. Good information on the job description were given with four specific tasks described.</td>
<td>A description of the job was provided. Three specific tasks were described.</td>
<td>A brief mention of the job responsibilities was given, and only one to two specific tasks were described.</td>
<td>Display not submitted OR no mention of job responsibilities or tasks associated with the job were provided.</td>
</tr>
<tr>
<td>2. Education requirements</td>
<td>Detailed and thorough description of the educational requirements with information on any degrees with courses, certificates, licenses, or other special requirements. Estimated time required to complete requirement is also given.</td>
<td>There is a description of the educational requirements. It provides information on any degrees, certificates, licenses, or other special requirements.</td>
<td>There is a short description of the educational requirements.</td>
<td>There is an incomplete description of the educational requirements.</td>
<td>Display not submitted OR there is no description of the educational requirements.</td>
</tr>
<tr>
<td>3. Entry level salary at the local/ national/ global level</td>
<td>A detailed and accurate description of the salary and wage information for this career is provided at the local, national and global levels. The team provides the yearly, monthly, and hourly rate for this position. Opportunities for advancement and future earnings are provided.</td>
<td>Salary at the local/ national/ global level is provided in the display along with a brief summary of the wage details.</td>
<td>A description of the salary range for this career is provided without specific details.</td>
<td>There is a vague description of the salary range for this career/cluster.</td>
<td>Display not submitted OR there is no description of the salary range for this career.</td>
</tr>
<tr>
<td>4. Benefits/ challenges associated with this career</td>
<td>The display effectively highlights five or more benefits and challenges associated with this career.</td>
<td>The display shares highlights of four benefits or challenges commonly associated with this career.</td>
<td>The display describes three benefits or challenges with the career/cluster.</td>
<td>The display mentions one or two benefits or challenges of the specific career or career cluster.</td>
<td>Display not submitted OR there was no mention of benefits or challenges with the career.</td>
</tr>
<tr>
<td>5. Additional relevant career information</td>
<td>Can discuss details/traits including (but not limited to): Career environment, technological needs, work schedule, personal characteristics, etc.</td>
<td>The display features five or more additional relevant details associated with the career/ career cluster.</td>
<td>The display features four additional details related to the career or career cluster.</td>
<td>The display features three additional details relevant to the career.</td>
<td>Display not submitted OR no additional information on the career/cluster was provided.</td>
</tr>
<tr>
<td>C. Display Visuals</td>
<td>Excellent 15 points</td>
<td>Good 12 points</td>
<td>Average 9 points</td>
<td>Fair 6 points</td>
<td>Poor 0 points</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
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<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1. Artistic Design</td>
<td>The artistic quality is exceptional. The artwork is vibrant, balanced, visually pleasing and pushes the boundaries of artistic expression. The design choices take the display to the next level.</td>
<td>The artistic quality is good; the artwork stands out. The design elements seem to be well-thought out and comprehensive.</td>
<td>The display incorporates balanced design choices, showcasing some artistic features. Some of the design lacks artistic details that took away from the overall visual of the display.</td>
<td>Basic levels of artistic design are incorporated into the display. Better design/color choices should be incorporated to assure the artwork on the display is pleasing to the eye.</td>
<td>Display not submitted OR the design is simplistic and not visually appealing.</td>
</tr>
<tr>
<td>2. Creativity and Originality</td>
<td>The display incorporates creativity and innovation that make it unique. The display has the “wow-factor” and stands out in the room above all others.</td>
<td>The display is innovative and creative. It offers something unique but is missing the wow-factor.</td>
<td>The display has moderate levels of creativity and originality.</td>
<td>Basic elements of creativity and innovation were captured in this health career display. It blends in with the other competitors.</td>
<td>Display not submitted OR little creativity or originality was captured in the display of this health care display. More effort needed.</td>
</tr>
<tr>
<td>3. Appearance / Organization</td>
<td>The display is exceptionally neat, organized, and error-free. Information is clearly displayed and easy to understand and follow.</td>
<td>Display is neat and organized. The content has a logical flow with only minimal errors.</td>
<td>The display was basic and could use more organization and thought to be understood.</td>
<td>The display lacked organization and/or contained several spelling errors. The flow of information seemed to be out of order.</td>
<td>Display not submitted OR the display is either too busy or lacks enough detail to support the content.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. Presentation Content</th>
<th>Excellent 15 points</th>
<th>Good 12 points</th>
<th>Average 9 points</th>
<th>Fair 6 points</th>
<th>Poor 0 points</th>
<th>JUDGE SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understanding of the Career</td>
<td>The presenters shared exceptional insight and depth of knowledge on the career or career cluster.</td>
<td>The presenters shared knowledge and understanding of the career or career cluster.</td>
<td>The presenters demonstrated some command of the knowledge of the career/ career cluster.</td>
<td>The presenters shared knowledge of the career/ career cluster but failed to effectively teach the judges.</td>
<td>The presenters shared little to no knowledge of the career/ career cluster. The judges were left with more questions than answers.</td>
<td></td>
</tr>
<tr>
<td>2. Why This Career?</td>
<td>Compelling examples of the significance of the presenter’s choice of career field. Relevant, engaging stories were shared that brought the presentation to life.</td>
<td>The team shared engaging examples of why they selected their career field. Stories were shared to add a personal touch to the career selection.</td>
<td>The team told the story for why they chose their career field but were unable to provide relevant examples to bring the story to life.</td>
<td>The team attempted to tell a story of the significance of choosing their career field, but the story was irrelevant to the career field.</td>
<td>The team was unable to connect a story for why they chose their career field of interest.</td>
<td></td>
</tr>
<tr>
<td>3. Presentation of Career Information</td>
<td>The presentation of the career information was exceptionally organized, clear, and included relevant details to highlight the career/ career cluster.</td>
<td>The content and messaging of the career information were presented in a clear and concise manner.</td>
<td>Information shared by presenters was mostly organized and included few details of the career/ career cluster.</td>
<td>Presenters shared little knowledge of the career field, and the information shared was not delivered in a clear and concise manner.</td>
<td>Little to no information was presented to the judges on the career information.</td>
<td></td>
</tr>
<tr>
<td>JUDGE SCORE</td>
<td>E. Presentation Delivery</td>
<td>Excellent 10 points</td>
<td>Good 8 points</td>
<td>Average 6 points</td>
<td>Fair 4 points</td>
<td>Poor 0 points</td>
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</tr>
<tr>
<td>1. Voice</td>
<td>Pitch, tempo, volume, quality</td>
<td>Each competitor's voice was loud enough to hear. The competitors varied rate &amp; volume to enhance the speech. Appropriate pausing was employed.</td>
<td>Each competitor spoke loudly and clearly enough to be understood. The competitors varied rate OR volume to enhance the speech. Pauses were attempted.</td>
<td>Each competitor could be heard most of the time. The competitors attempted to use some variety in vocal quality, but not always successfully.</td>
<td>Judges had difficulty hearing/understanding much of the speech due to little variety in rate or volume.</td>
<td>The competitor's voice is too low or monotone. Judges struggled to stay focused during the majority of presentation.</td>
</tr>
<tr>
<td>2. Stage Presence</td>
<td>Poise, posture, eye contact, and enthusiasm</td>
<td>Movements &amp; gestures were purposeful and enhanced the delivery of the speech and did not distract. Body language reflects comfort interacting with audience. Facial expressions and body language consistently generated a strong interest and enthusiasm for the topic.</td>
<td>The competitors maintained adequate posture and non-distracting movement during the speech. Some gestures were used. Facial expressions and body language sometimes generated an interest and enthusiasm for the topic.</td>
<td>Stiff or unnatural use of nonverbal behaviors. Body language reflects some discomfort interacting with audience. Limited use of gestures to reinforce verbal message. Facial expressions and body language are used to try to generate enthusiasm but seem somewhat forced.</td>
<td>Most of the competitor's posture, body language, and facial expressions indicated a lack of enthusiasm for the topic. Movements were distracting.</td>
<td>No attempt was made to use body movement or gestures to enhance the message. No interest or enthusiasm for the topic came through in presentation.</td>
</tr>
<tr>
<td>JUDGE</td>
<td>SCORE</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Team Participation</th>
<th>Excellent 10 points</th>
<th>Good 8 points</th>
<th>Average 6 points</th>
<th>Fair 4 points</th>
<th>Poor 0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent example of shared collaboration in the presentation of the project. Each team member spoke and carried equal parts of the project presentation.</td>
<td>The team worked effectively together, but the project presentation could have been more evenly divided.</td>
<td>The team worked together relatively well. One of the team members had less participation.</td>
<td>The team did not work effectively together.</td>
<td>One team member dominated the project presentation.</td>
<td></td>
</tr>
</tbody>
</table>

Total Points (200):

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

**Definition of Pronunciation – Act or manner of uttering officially
Event Summary
Health Career Preparation provides Middle School members with the opportunity to gain knowledge and skills required for interviews in a health career. This competitive event shall consist of a written statement of interest and an interview. This event aims to inspire members to be proactive future health professionals and gain confidence in speaking about why healthcare is the right career fit for them.

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 – Future Health Professionals and in good standing in the Middle School division ONLY (in grades 6-8 during the 2020-2021 school year).

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

3. 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.

Statement of Interest
4. Formatting the Statement of Interest:
   a. Title page centered including: event name, competitor name, HOSA Division, HOSA Chapter Number, School Name, Chartered Association, Statement of Interest. One page only.
   b. Body: Maximum of two (2) pages in length
   c. 8.5 x 11” paper, single-sided, stapled in top left corner
   d. Arial, 12 point font
   e. Double spaced, 1” margins
   f. Running header with last name, event name and page number on top right side of each page (not counting title page)

5. Contents of the Statement of Interest: The Statement of Interest should include answers to the following questions:
   a. Why do you want to pursue a career in healthcare?
   b. What specific field of healthcare are you interested in?
   c. How did you get intrigued with healthcare?
   d. How can HOSA play a role in helping you reach your goals?

6. Competitors may choose to bring their Statement of Interest to ILC competition, to reference during the interview, but no points are awarded on the rating sheet for doing so.
The Interview

7. Competitors shall report to the site of the interview at the given appointment time. No materials other than the Statement of Interest may be taken into the interview. The section leader shall introduce the competitor by name to the judges.

8. In the Job Seeking Skills, Interviewing Skills and Health Careers 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.

9. Interview questions asked of the competitors will be similar to the questions addressed in the Statement of Interest. Competitors should be prepared to introduce themselves, speak about why they are interested in healthcare, what parts of healthcare they are interested in, how they got intrigued in healthcare, future career goals, what role HOSA can play in reaching their goals, what they are most excited about in the healthcare field, etc.

10. The 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.

11. 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. The competitor will be excused, and judges will be given an additional four (4) minutes to complete the rating sheet.

Final Scoring

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

Required Digital Uploads

13. The Statement of Interest must be uploaded as a single document, pdf preferred, by competitor:
   a. To this [LINK](#)
   b. Uploads for ILC will be open from April 15th - May 15th for ILC qualified competitors only.

**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.

Competitor Must Provide:
- The Statement of Interest, .pdf preferred, uploaded to the provided link by the published deadline.
- Photo ID
- Watch with second hand (optional)
# Health Career Preparation

## Judge's Rating Sheet

Section # _________________________ Judge’s Signature _____________________________

Competitor # ______________________  Division: MIDDLE SCHOOL ONLY

One PDF file with Statement of Interest Uploaded Online*: Yes ____ No ____

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

<table>
<thead>
<tr>
<th>Items Evaluated</th>
<th>Excellent 10 points</th>
<th>Good 8 points</th>
<th>Average 6 points</th>
<th>Fair 4 points</th>
<th>Poor 0 points</th>
<th>Judge Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Statement of Interest</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Organization</td>
<td>The Statement of Interest includes an excellent introduction, body and conclusion paragraphs. It flows smoothly and is very organized. It stands out above others.</td>
<td>Most of the organization is appropriate, but there are a few small changes that could be made to make the Statement of Interest better to the viewer.</td>
<td>Some of the organization is correct, but there are a couple major problems that are rather distracting to the viewer.</td>
<td>An attempt was made to organize the Statement of Interest, but there are still significant problems that distract the viewer from reading it from top to bottom.</td>
<td>Statement of Interest not submitted OR the Statement of Interest has little to no organization, which could mean inconsistent fonts, no separation of paragraphs, or improper ordering of topics.</td>
<td></td>
</tr>
<tr>
<td>B. Content of the Statement of Interest includes an answer to the question: • Why do you want to pursue a career in healthcare?</td>
<td>The Statement of Interest includes an excellent and thoughtful answer to the question asked. It makes for a great introduction and the judges feel like they have a real sense of who the competitor is.</td>
<td>The Statement of Interest answer to the question leaves the judges wanting more information.</td>
<td>The Statement of Interest attempts to answer the question but there is a significant need for more information.</td>
<td>The Statement of Interest only minimally answers the question.</td>
<td>Statement of Interest not submitted OR the Statement of Interest does not answer the question.</td>
<td></td>
</tr>
<tr>
<td>C. Content of the Statement of Interest includes an answer to the question: • What specific field of healthcare are you interested in?</td>
<td>The Statement of Interest includes an excellent and thoughtful answer to the question asked. It makes for a great introduction and the judges feel like they have a real sense of who the competitor is.</td>
<td>The Statement of Interest answer to the question leaves the judges wanting more information.</td>
<td>The Statement of Interest attempts to answer the question but there is a significant need for more information.</td>
<td>The Statement of Interest only minimally answers the question.</td>
<td>Statement of Interest not submitted OR the Statement of Interest does not answer the question.</td>
<td></td>
</tr>
<tr>
<td>D. Content of the Statement of Interest includes an answer to the question: • How did you get intrigued in healthcare?</td>
<td>The Statement of Interest includes an excellent and thoughtful answer to the question asked. It makes for a great introduction and the judges feel like they have a real sense of who the competitor is.</td>
<td>The Statement of Interest answer to the question leaves the judges wanting more information.</td>
<td>The Statement of Interest attempts to answer the question but there is a significant need for more information.</td>
<td>The Statement of Interest only minimally answers the question.</td>
<td>Statement of Interest not submitted OR the Statement of Interest does not answer the question.</td>
<td></td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>A. Statement of Interest</th>
<th>Excellent 5 points</th>
<th>Good 4 points</th>
<th>Average 3 points</th>
<th>Fair 2 points</th>
<th>Poor 0 points</th>
<th>JUDGE SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Content of the Statement of Interest includes an answer to the question:</td>
<td>The Statement of Interest includes an excellent and thoughtful answer to question asked. It makes for a great introduction and the judges feel like they have a real sense of who the competitor is.</td>
<td>The Statement of Interest answer to the question leaves the judges wanting more information.</td>
<td>The Statement of Interest attempts to answer the question but there is a significant need for more information</td>
<td>The Statement of Interest only minimally answers the question.</td>
<td>Statement of Interest not submitted OR the Statement of Interest does not answer the question.</td>
<td></td>
</tr>
<tr>
<td>6. Neatness, spelling, grammar</td>
<td>There are no spelling or grammatical errors throughout the entire Statement of Interest</td>
<td>There are 1-2 minor misspellings or grammatical errors that will be easy to fix to make it appeal to the viewer.</td>
<td>There are 3-4 spelling or grammatical errors in the Statement of Interest.</td>
<td>There are 5-6 spelling or grammatical errors present in the Statement of Interest</td>
<td>Statement of Interest not submitted OR there are 7 or more spelling or grammatical errors in the Statement of Interest.</td>
<td></td>
</tr>
<tr>
<td>7. Title Page</td>
<td>Title page includes: event name, competitor name, HOSA Division, HOSA Chapter Number, School Name, Chartered Association; one page only.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Statement of Interest not submitted OR all requirements are not met.</td>
<td></td>
</tr>
<tr>
<td>8. Formatting</td>
<td>Statement of interest is two pages max, on 8.5 x 11” paper, Arial, 12 point font, and double spaced</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Statement of Interest not submitted OR all requirements are not met.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Question Responses</th>
<th>Excellent 10 points</th>
<th>Good 8 points</th>
<th>Average 6 points</th>
<th>Fair 4 points</th>
<th>Poor 0 points</th>
<th>JUDGE SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction/first impression</td>
<td>Greeting is excellent. Great first impression!</td>
<td>Greeting is good, but didn’t stand out amongst competition.</td>
<td>Greeting is appropriate, conversation is appropriate.</td>
<td>Average, presentation is not engaging.</td>
<td>Poor first impression. Competitor did not try to engage with the judges.</td>
<td></td>
</tr>
<tr>
<td>2. Content of Question Responses</td>
<td>The competitor showcased each of the three criteria in their question responses with confidence. The presentation left the judges with a very clear picture of the competitor’s career goals, aspirations, and plans for the future.</td>
<td>The presentation was honest, thoughtful and thorough using professional language and tone, but content lacked the wow factor to make the competitor stand out from others. The competitor covers 2-3 of the presentation criteria.</td>
<td>The presentation does not provide a clear picture of their career goals. The competitor covers 2 of the presentation criteria.</td>
<td>The presentation was thoughtful, but the presentation was underwhelming. Covers 1 or fewer of presentation criteria.</td>
<td>Most questions were answered inappropriately, didn’t elaborate on answers Covers none of the interview criteria.</td>
<td></td>
</tr>
<tr>
<td>B. Question Responses</td>
<td>Excellent 10 points</td>
<td>Good 8 points</td>
<td>Average 6 points</td>
<td>Fair 4 points</td>
<td>Poor 0 points</td>
<td>JUDGE SCORE</td>
</tr>
<tr>
<td>-----------------------</td>
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<td>-------------</td>
</tr>
<tr>
<td><strong>3. Confidence, maturity, enthusiasm</strong></td>
<td>The competitor exhibited great confidence throughout their presentation. There is a genuine excitement about healthcare and HOSA and they conducted themselves with maturity. They would make a great future health professional!</td>
<td>The competitor presented with confidence. They were excited to share information about their future career of interest.</td>
<td>The competitor exhibited some level of confidence in his/her presentation ability but seemed a little nervous. Next time they will do incredible!</td>
<td>The competitor appeared to be nervous and anxious during the presentation. It was evident they were excited; they just need more practice with presentations.</td>
<td>The competitor’s nerves got the best of them. They were not able to showcase their best work in the interview. They should keep trying!</td>
<td></td>
</tr>
<tr>
<td><strong>4. Closing</strong></td>
<td>The competitor maintained composure throughout the presentation, thanked the judges.</td>
<td>N/A</td>
<td>The competitor remained professional throughout the presentation.</td>
<td>N/A</td>
<td>The competitor did not maintain composure throughout the interview &amp; forgot to thank the judges at the end.</td>
<td></td>
</tr>
<tr>
<td>C. General Characteristics</td>
<td>Excellent 10 points</td>
<td>Good 8 points</td>
<td>Average 6 points</td>
<td>Fair 4 points</td>
<td>Poor 0 points</td>
<td>JUDGE SCORE</td>
</tr>
<tr>
<td>**1. *Diction and <strong>articulation</strong></td>
<td>The competitor speaks clearly, enunciates words. Clear, crisp speech which is easy to hear and understand.</td>
<td>The competitor enunciates most words clearly and is easily understood.</td>
<td>The competitor speaks clearly, minimal instances when they mumble or do not enunciate their words.</td>
<td>The competitor mumbles some of the time and speaks at a low volume. The judges must ask the candidate to repeat themselves.</td>
<td>The competitor mumbles, speaks softly, and is hard to hear. Judges are unable to hear or understand all or part of the responses to the interview questions.</td>
<td></td>
</tr>
<tr>
<td><strong>2. Eye contact, poise and posture</strong></td>
<td>The competitor displays comfortable eye contact, displays confidence in their demeanor; sits up straight throughout presentation.</td>
<td>The competitor makes eye contact most of the time, sits up straight and conducts themselves with confidence.</td>
<td>The competitor displays some eye contact but looks down or to the side during the presentation.</td>
<td>The competitor makes limited eye contact and does not display good posture.</td>
<td>The competitor does not make eye contact with the judges. They slouch or appear disinterested during the interview.</td>
<td></td>
</tr>
</tbody>
</table>

Total Points (105):

* Definition of Diction – Choice of words especially with regard to correctness, clearness, and effectiveness.
** Definition of Pronunciation – Act or manner of uttering officially.
Life Threatening Situations

New for 2021-2022
First Aid for Severe Trauma (FAST) has been added to the resources for this event. The test plan has been updated. An additional skill: Response to Violent Situation has been added.

Event Summary
Life Threatening Situations provides Middle School members with the opportunity to gain knowledge and skills required for handling emergency situations until trained assistance arrives. This competitive event consists of 2 rounds. Round One is a 35-item written, multiple-choice test. The top scoring competitors will advance to Round Two for the performance of a selected skill(s) identified in a written scenario. This event aims to inspire members to be proactive future health professionals and gain skills in basic emergency preparedness.

Dress Code
Competitors shall wear proper business attire or official HOSA uniform, or attire appropriate to the occupational area, during the written test and skill(s). Bonus points will be awarded for proper dress.

General Rules
1. Competitors in this event must be active members of HOSA-Future Health Professionals and in good standing in the Middle School division ONLY (in grades 6-8 during the 2021-2022 school year).
2. Competitors must be familiar with and adhere to the “General Rules and Regulations of the HOSA Competitive Events Program (GRR).”
3. 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
4. All official references are used in the development of the written test and skill ratings sheets:
   • https://community.fema.gov/until-help-arrives
   • First Aid for Severe Trauma (FAST) American Red Cross

ROUND ONE: The Test
5. Test Instructions: There will be a maximum of 60 minutes to complete the test.

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. The test will consist of thirty-five (35) multiple choice items. The test scores will be used as a part of the final score for the event.

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

   - Stop the Bleed .................................................. 25%
   - Maintaining Safety ........................................... 10%
   - Calling 911 ..................................................... 10%
   - Provide Comfort .............................................. 10%
   - Be Informed .................................................... 10%
   - Plan Ahead ...................................................... 10%
   - Take Action ..................................................... 10%
   - Position the Injured .......................................... 5%
   - Communication in Emergency Situations .............. 5%
   - Violent Situations ............................................ 5%

9. **Sample Round One Test Questions**

   1. To help a person who has sustained critical injuries, what is the first action?
      A. Talk to the injured person to keep them calm
      B. Estimate the blood loss before initiating treatment
      C. **Quickly recognize life-threatening bleeding**
      D. Recognize breathing difficulties
      
      Until Help Arrives

   2. To stay safe during an earthquake, which of the following actions should people take?
      A. **Drop, cover and hold on**
      B. Run and hide
      C. Stay outside and call for help
      D. Seek shelter with neighbors

      Be Informed

   3. Which of the following statements best describes the use of direct pressure to stop bleeding?
      A. Use the fingertips to apply even, steady pressure
      B. **Use both hands with arms locked to apply firm pressure**
      C. Use the heel of one hand to apply continual pressure
      D. Use both hands to apply intermittent pressure

      FAST

**ROUND TWO: Skill Assessment**

10. The test score from Round One will be used to qualify the competitor for the Round Two. The skills approved for Round Two for this event are:

   - Skill I: Call 911 .............................................. (5 minutes)
   - Skill II: Stop the Bleed ..................................... (7 minutes)
   - Skill III: Position the Unconscious Injured .............. (5 minutes)
   - Skill IV: Response to Violent Situation ..................... (5 minutes)

11. Competitors must complete all steps of the skill listed in the guidelines even if the steps must be simulated/verbalized. (If the equipment is available, the competitors would complete all steps of the skill as the scenario warrants. If the equipment is NOT available, the competitors would simulate/verbalize the steps.)
12. The scenario is a secret topic. Professional ethics demand that competitors DO NOT discuss or reveal the secret topic until after the event has concluded. Violation of the ethics rules will be severely penalized per the GRRs.

**Final Scoring**

13. The test score from Round One will be used to qualify the team for Round Two, and will be used as part of the final score.

14. The competitor must earn a score of 70% or higher on the combined skill (s) of the event (excluding the test) in order to be recognized as an award winner at the ILC.

15. In case of a tie, the highest test score will be used to determine the rank.

**Competitors Must Provide:**

- Two #2 lead pencils with eraser
- Sterile Gauze Squares (10)
- Disposable non-latex gloves (2 pairs)
- Watch with second hand (optional-Round Two Only)
- Photo ID
## Life Threatening Situations

**Competitor #: ___________________________**  
**Judge's Signature:______________________________________**

### Skill I: Calling 911  
(5 minutes)

<table>
<thead>
<tr>
<th>Possible</th>
<th>Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

1. Verified emergency situation required 911 call.  
   - 2 0

2. Called 911 (placed phone on speaker mode if alone to allow hands to be free).  
   - 2 0

3. Responded appropriately to all 911 dispatcher questions.  
   a. Stated what happened.  
      - 2 0

   b. Stated specific location including floor, room number or any identifying landmarks.  
      - 2 0

   c. Accurately reported the number of people injured.  
      - 2 0

   d. Described the type and severity of life-threatening situation.  
      - 2 0

   e. Addressed any ongoing safety concerns such as any obvious dangers or ongoing threats.  
      - 2 0

4. Followed all directions provided by the dispatcher.  
   - 2 0

5. Hung up when instructed to by dispatcher. (Verbalized that dispatcher told him/her it is OK to hang up.)  
   - 2 0

6. Appropriate verbal and nonverbal communication with patient and other personnel.  
   - 2 0

**TOTAL POINTS - SKILL I**  
70% Mastery for Skill I = 14  

20
Life Threatening Situations

Competitor #: _____________________  Judge's Signature: __________________________

### Skill II: Stop the Bleed (Extremity) (7 minutes)

<table>
<thead>
<tr>
<th></th>
<th>Possible</th>
<th>Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Assessed the scene safety prior to rendering care and verbalized scene is safe.</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>Introduced self and asked if can help.</td>
<td>2</td>
</tr>
<tr>
<td>3.</td>
<td>Moved the individual if grave danger is evident and verbalized danger.</td>
<td>2</td>
</tr>
<tr>
<td>4.</td>
<td>Instructed another to do so (if scenario indicates they are not alone)</td>
<td>2</td>
</tr>
<tr>
<td>5.</td>
<td>Verbalized to judge the identified the source of bleeding.</td>
<td>2</td>
</tr>
<tr>
<td>6.</td>
<td>Applied disposable gloves.</td>
<td>2</td>
</tr>
<tr>
<td>7.</td>
<td>Applied direct pressure to the source of the bleeding using gauze pads.</td>
<td>2</td>
</tr>
<tr>
<td>8.</td>
<td>Maintained firm, steady pressure on the source of the bleeding until EMS arrives.</td>
<td>2</td>
</tr>
<tr>
<td>9.</td>
<td>If injured person complains of pain, explained that firm pressure is required due to the amount of blood loss.</td>
<td>2</td>
</tr>
</tbody>
</table>

**Judge will provide instructions regarding if direct pressure is controlling bleeding or if a tourniquet is available and indicated per judge instructions. (If bleeding is controlled skip to 11).**

<table>
<thead>
<tr>
<th></th>
<th>Possible</th>
<th>Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td>If bleeding is so severe that bleeding is not stopped and a tourniquet is available, applied the tourniquet:</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>a. Placed the tourniquet only on the arms or legs.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>b. Placed the tourniquet as high on the limb as possible over clothing if needed.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>c. Pulled the strap through the buckle.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>d. Twisted the rod tightly until bleeding stops/slow significantly</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>e. If injured complains of pain, provided reassurance and informed them of the need for additional pressure to control bleeding.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>f. Left tourniquet in place until EMS arrived.</td>
<td>2</td>
</tr>
<tr>
<td>11.</td>
<td>Allowed patient to assume position that is most comfortable for them.</td>
<td>2</td>
</tr>
<tr>
<td>12.</td>
<td>Demonstrated close looped communication in role of sender.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>a. Spoke clearly.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>b. Clearly identified the intended receiver.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>c. Made eye contact with the receiver.</td>
<td>2</td>
</tr>
<tr>
<td>Items Evaluated</td>
<td>Possible</td>
<td>Awarded</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>----------</td>
<td>---------</td>
</tr>
<tr>
<td>d. Pointed at the receiver to make clear who the sender is speaking to.</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>e. Used the receiver’s name if known or identified in some way.</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>f. Looked and listened for feedback from receiver to ensure request was heard.</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>g. Closed the loop by obtaining feedback from the receiver.</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>13. Removed gloves appropriately without touching outside of gloves with bare hands.</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>14. Disposed of gloves properly.</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>15. Washed hands or used alcohol-based handrub for hand hygiene.</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL POINTS - SKILL II</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Without Tourniquet</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>With Tourniquet</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>70% Mastery for Skill II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Without Tourniquet = 28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>With Tourniquet = 36.4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Life Threatening Situations

### Competitor #: ___________________  Judge's Signature: ________________________________

<table>
<thead>
<tr>
<th>Skill III: Position the Unconscious Injured (3 minutes)</th>
<th>Possible</th>
<th>Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Verbalized that 911 has been called and bleeding has been resolved.</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>2. Placed the unconscious injured victim on their side.</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>3. Positioned the bottom arm reaching outward.</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>4. Positioned the top arm resting on the bicep of the bottom arm.</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>5. Positioned head resting on hand of top arm while minimizing movement of head or neck.</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>6. Positioned legs slightly bent.</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>7. Positioned chin raised forward.</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>8. Positioned mouth pointed downward.</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>9. Appropriate verbal and nonverbal communication with patient and other personnel.</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>10. Remained with injured person until EMS arrived.</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

**TOTAL POINTS - SKILL III**

70% Mastery for Skill III = 14  
20
Life Threatening Situations

Competitor #: ____________________  Judge's Signature: ________________________________

*Competitor will assume a leadership role with peers (2 to 3 peer actors) when responding to the scenario. Competitors will be acting out their response as well as verbalizing. The competition room will be setup with props to allow competitors to act out the appropriate response to the scenario.

Skill IV: Response to Violent Situation (5 minutes) | Possible | Awarded
--- | --- | ---
1. Identified the violent situation response based on provided scenario (active shooter).
   a. Verbalized the best response (run, hide or fight) to the judge.
   
Based on the decision in step #1, competitors will then either RUN, HIDE, or FIGHT and perform step #2, #3 OR #4, acting out and verbalizing the steps for the judge.

2. RUN -
   a. If clear escape route is evident verbalized RUN away from violent situations and dangers.
   
   b. Helped others evacuate if possible (Did not try to move injured person)
   
   c. Called 911 when reached safety.

3. If unable to run, HIDE
   a. Chose a hiding place in the competition room with as few windows as possible (verbalized covered windows if present).
   
   c. Blocked the entry to the hiding place and locked the door.
   
   d. Silenced all electronics and stayed quiet.

4. FIGHT as a last resort
   a. Developed plan for disabling or disarming the attacker.
   
   b. Competitor assumed leadership role and explained to peers what actions to take.
   
   c. Verbalized use of heavy items available to strike attacker in sensitive areas, such as head, neck, groin, or knees.

TOTAL POINTS - SKILL IV

70% Mastery for Skill IV = 15.4

22
Math for Health Careers

New for 2021-2022

Rounding has been clarified.
Editorial updates have been made for clarity.

Event Summary
Math for Health Careers provides Middle School Division HOSA members with the opportunity to improve their ability to identify, solve and apply mathematical principles used in health careers. This competitive event shall be a 35 fill-in-the-blank written test dealing with selected problems involving math essentials, measurement systems and conversions, calculations and interpreting medical information and data. This event aims to inspire members to be proactive future health professionals and measure knowledge and understanding at the recall, application and analysis levels.

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-Future Health Professionals and in good standing in the Middle School division ONLY (in grades 6-8 during the 2021-2022 school year).
2. Competitors must be familiar with and adhere to the “General Rules and Regulations of the HOSA Competitive Events Program (GRR).”
3. 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 Reference

The Test
5. Test Plan:
   Math essentials (add, subtract, multiply, divide, fractions, decimals) .....15%
   Measurement Systems & Conversions............................................ 25%
   Calculations................................................................. 30%
      - Formulas & equations
      - Ratios & proportions
      - Percentages
   Interpreting Medical Information & Data................................................ 30%
      - Charts, tables & graphs
      - Basic statistics (mean, median, mode)
6. **Sample Test Questions**

1. Calculate the following: \([(2 \times 5)^2 + 12\] ÷ 2 = ______.
   
   **Solution:**
   
   \[2 \times 5 = 10\]
   
   \[10^2 = 100\]
   
   \[100 + 12 = 112\]
   
   \[112 \div 2 = 56\]

2. A surgeon made an incision 15 cm long. How long is the incision in inches?

   **Solution:** 15 cm x 1"/2.54 cm = 5.9055118 inches Rounded = 6 inches

3. The outdoor temperature reads 60° on a Fahrenheit thermometer. What will this temperature register on a Celsius thermometer? (Round to the nearest tenth.)

   **Solution:** °C = \((60 \ °F – 32\) 5/9 = 28 x 5/9 = 15.55 °C
   
   Rounded = 15.6 °C

7. At the International Leadership Conference, HOSA will provide basic handheld calculators (no graphing calculators) for addition, subtraction, division, multiplication and square root. Check with State Advisor to determine if a calculator will be used at the State level.

8. All competitors will receive two (2) 8.5x11" sheets of blank paper for use during the test.

9. The “Reference Materials Summary” included in these guidelines (page 5) will be used as the official reference for the test for uniformity. Only equivalents and abbreviations included on the Reference Materials Summary sheet will be used in the test questions. **Middle School competitors will be provided a copy of this page for use during the test.**

10. **When a Scantron form is used** – the Scantron form for this event will require competitors to grid-in their responses.

    At the state-level, when a paper/pencil test is used or the test is administered on a computer, the competitor will write in or key in his/her response to each question.

11. **Test Instructions:** All competitors will be given a test, and a Scantron answer form. There will be a maximum of 60 minutes to complete the 35 fill-in-the blank question test.

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

12. **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.

13. **ROUNDING:** Converting between measurement systems will often render a different answer depending upon which systems and conversions are being used. The answer to a calculation problem will ultimately be the same answer after
appropriate rounding. When determining a solution, round only the final answer after all calculation steps have been completed.

When rounding decimal numbers to the nearest tenths, hundredths, or thousandths, look to the immediate right of the digit located in the position to be rounded. If the number to the direct right is 5 or larger, round to the position up one number and drop everything that follows. If the number to the direct right is 4 or smaller, leave the position being rounded as is and drop everything that follows. In specific situations, answers will be rounded per medical protocol. For example, pediatric dosage is always rounded DOWN to avoid potential overdose. Unless otherwise indicated, all answers should be rounded to the nearest whole number. (Examples: 31.249 (rounded down) = 31 and 23.75 (rounded up) = 24).

Final Scoring

14. A series of five (5) complex, multi-step tie breaking questions will be administered with the original test. In case of a tie, successive tie-breaker questions will be used until a winner is determined. In the tie-breaker, spelling must be correct for credit to be awarded.

Competitor Must Provide:
- Two #2 lead pencils with eraser
- Photo ID
## Math for Health Careers
### Reference Materials Summary

### METRIC EQUIVALENTS

<table>
<thead>
<tr>
<th>Length</th>
<th>Temperature</th>
</tr>
</thead>
</table>
| **1 meter (m) = 100 centimeters (cm) = 1000 millimeters (mm)** | **°C (Degrees Celsius) = (°F - 32) 5/9**  
| **1 centimeters (cm) = 10 millimeters (mm)** | **°F (Degrees Fahrenheit) = (°C) 9/5 + 32** |

<table>
<thead>
<tr>
<th>Weight</th>
<th>Weight Conversion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 kilogram (kg) = 1000 grams (g)</strong></td>
<td><strong>1 kilogram (kg) = 2.2 pounds (lb)</strong></td>
</tr>
<tr>
<td><strong>1 gram (g) = 1000 milligrams (mg)</strong></td>
<td><strong>1 pound (lb) = 16 ounces (oz)</strong></td>
</tr>
<tr>
<td><strong>1 milligram (mg) = 1000 micrograms (mcg)</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Volume for Solids</th>
<th>Volume for Fluids</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1000 cubic decimeters (dm) = 1 cubic meter (m³)</strong></td>
<td><strong>1 liter (L) = 1000 milliliters (mL)</strong></td>
</tr>
<tr>
<td><strong>1000 cubic centimeters (cm³) = 1 cubic decimeter (dm³)</strong></td>
<td><strong>10 centiliters (cL) = 1 deciliter (dL)</strong></td>
</tr>
<tr>
<td><strong>1000 cubic millimeters (mm³) = 1 cubic centimeter (cm³ or cc)</strong></td>
<td><strong>10 deciliters (dL) = 1 liter (L)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>1 cubic centimeter (cm³ or cc) = 1 milliliter (mL)</strong></td>
</tr>
</tbody>
</table>

### APPROXIMATE EQUIVALENTS AMONG SYSTEMS

<table>
<thead>
<tr>
<th>Metric</th>
<th>Household/English</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>240 milliliters (mL)</strong></td>
<td><strong>1 cup = 8 ounces (oz) = 16 tablespoons (tbsp)</strong></td>
</tr>
<tr>
<td><strong>30 milliliters (mL)</strong></td>
<td><strong>1 ounce (oz) = 2 tablespoons (tbsp) = 6 teaspoons (tsp)</strong></td>
</tr>
<tr>
<td><strong>15 milliliters (mL)</strong></td>
<td><strong>1 tablespoon (tbsp) = 3 teaspoons (tsp)</strong></td>
</tr>
<tr>
<td><strong>5 milliliters (mL)</strong></td>
<td><strong>1 teaspoon (tsp)</strong></td>
</tr>
<tr>
<td><strong>1 milliliter (mL)</strong></td>
<td><strong>15 drops (gtts)</strong></td>
</tr>
<tr>
<td><strong>0.0667 milliliters (mL)</strong></td>
<td><strong>1 drop (gtt)</strong></td>
</tr>
<tr>
<td><strong>1 meter (m)</strong></td>
<td><strong>39.4 inches (in)</strong></td>
</tr>
<tr>
<td><strong>2.54 centimeters (cm)</strong></td>
<td><strong>1 inch (in)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>1 foot (ft) = 12 inches (in)</strong></td>
</tr>
</tbody>
</table>