

# Biomedical Debate

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

The order of speakers has been revised.  
The rubric format has been changed to a single document, so it is more convenient for judges.

### **Event Summary**

Biomedical Debate provides members with the opportunity to use debate as a platform for researching the pros and cons of a biomedical issue and showcasing what has been learned. This competitive event consists of 2 rounds and each team consists of 3-4 people. Team members will participate in the Round One written test containing questions about the annual biomedical topic. The teams with the highest average score from the test will qualify for the Round Two debate(s). This event aims to inspire members to be proactive future health professionals by researching a given health topic, evaluating, discussing, and thinking critically about the issue, and refining verbal communication skills surrounding a complex biomedical issue.

**Dress Code** Competitors shall wear the HOSA uniform or 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-Future Health Professionals, in good standing in the division in which they are registered to compete (Secondary or Postsecondary/Collegiate).
2. Competitors must be familiar with and adhere to the [“General Rules and Regulations of the HOSA Competitive Events Program \(GRR\).”](#)
3. 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 annual debate topic will be selected each year and will be announced in HOSA publications.

## **2021 – 2022 Topic: COVID-19 Vaccine Should be Required to Attend School (grades 9+)**

### **Official References**

5. Competitors are encouraged to learn as much as they can about the annual topic. All test questions will be developed from the following references:
  - [Nixon, K. \(2021\). Quarantine life from cholera to COVID-19. Tiller Press, An Imprint of Simon & Schuster, Inc. New York. \(\\*Note this is a printed book\)](#)
  - World Health Organization. (2021). Coronavirus disease (COVID-19) pandemic. Retrieved from <https://www.who.int/emergencies/diseases/novel-coronavirus-2019>

- UNDP, UNAIDS, WHO, O’Neill Institute, Georgetown University, Inter-Parliamentary Union, IDLO (n.d.). COVID-19 law lab: Collecting legal documents from the COVID-19 response. Retrieved from <https://covidlawlab.org/>
- The College of Physicians of Philadelphia. (2021). The history of vaccines. <https://www.historyofvaccines.org/timeline/all>
- Centers for Disease Control and Prevention. (n.d.). COVID-19. Retrieved from <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

## ROUND ONE: The Test

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

NOTE: *Chartered Associations/regions may use a different process for testing, to include but not limited to pre-conference testing, online testing, and testing at a computer. Check with your Area/Region/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. The team test score average from Round One will be used to qualify the team for Round Two.

9. **Sample Round One Questions (Based on a previous topic)**

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

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

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

Topic specific website

## ROUND TWO – DEBATE ROUND

10. The number of teams selected for Round Two is determined by the number of entries and overall conference capacity. Usually 32 secondary and 8 postsecondary/collegiate teams seeded for Round Two at ILC.
  - A. Debate pairings will be posted at a designated time and place.
  - B. This event requires a paired match-up. If a team is more than 5 minutes late to their round two appointed time, the team forfeits their right to compete in accordance with the [GRRs](#).
11. Teams will be permitted to bring prepared materials (Containers/folders with notes, printed pages, books and bound materials) to the debate area in *hard copy only*. Props will NOT be allowed.
12. Debate teams will draw for the affirmative or negative immediately upon entering the competition room. Teams will have two (2) minutes to prepare for the debate.
13. The following specific pattern will be followed during the debate:
  - A. **First Affirmative Speaker** (2 minutes). The speaker for the affirmative presents their arguments.
    - 30 second transition time
  - B. **First Negative Speaker** (2 minutes). The speaker for the negative presents their response to the affirmative speaker's arguments.
    - 30 second transition time
  - C. **Second Negative Speaker** (2 minutes). The second speaker for negative presents their arguments.
    - 30 second transition time
  - D. **Second Affirmative Speaker** (2 minutes). The second speaker for the affirmative responds to the negative speaker's arguments.
    - 30 second transition time
  - E. **Negative Summary/Rebuttal Speaker** (2 minutes). The negative speaker presents conclusion.
    - 30 second transition time
  - F. **Affirmative Summary/Rebuttal Speaker** (2 minutes). The affirmative speaker presents conclusion.
    - \*\* Thirty (30) seconds transition time will be allowed between each part of the debate to allow teams to discuss strategy and for judges to rate the prior performance.

*\* The full time noted above will be provided. If a team chooses not to use any or all of the time allowed, the opposing team shall still have the full amount of time that would have passed. However, the team whose turn it is may choose to begin their segment of the debate when ready, and the timekeeper will give them the amount of time listed above. (A team does not receive extra time for starting early.)*

*\*\* There will not be a time warning given during the debate components. It is the responsibility of the competitor to manage their time when speaking.*

14. A timekeeper will keep time for each part of the debate and will call time at the end of the maximum amount of time allowed. Speakers must immediately stop speaking when time is called.
15. Teams are permitted to discuss and write notes during all parts of the debate, however, table decorum will be evaluated on the rating sheet with the intent that teams will conduct themselves in a professional manner without distracting the other team. Paper is allowed for note taking.
16. At least three (3) team members must speak in the debate.
17. Judges will have two (2) minutes to complete the rating sheets when the debate has ended.

### **Final Scoring**

18. The test score from Round One will be used to qualify the team for Round Two, and will NOT be used as part of the final score.
19. In case of a tie during the paired matchups, the highest averaged test score will be used to determine which team advances in the bracket and/or final rank if needed.

#### **Competitors Must Provide**

- Prepared topic materials (per rule #11) for the presentation round in hard copy only
- Watch with second hand (optional-Round Two only)
- Paper or index cards, to use for note taking by team members (optional)
- #2 lead pencils with eraser
- [Photo ID](#)

## BIOMEDICAL DEBATE ROUND TWO – RATING SHEET

Section # \_\_\_\_\_  
Team # \_\_\_\_\_

Judge's Signature \_\_\_\_\_  
Division: SS \_\_\_\_ PS \_\_\_\_

<b>1. First Affirmative Speech</b>							
	<b>Excellent 10 points</b>	<b>Good 8 points</b>	<b>Average 6 points</b>	<b>Fair 4 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE - A</b>	<b>JUDGE SCORE - N</b>
A. Arguments & Evidence (Persuasiveness)	The arguments & evidence clearly expresses the team's viewpoint in a highly persuasive manner.	The arguments & evidence mostly expresses the team's viewpoint and provides responses that are persuasive.	The arguments & evidence somewhat express the team's viewpoint and provides moderately persuasive responses.	The arguments & evidence are slightly persuasive.	The arguments are not persuasive or there is not an argument presented		
	<b>Excellent 5 points</b>	<b>Good 4 points</b>	<b>Average 3 points</b>	<b>Fair 2 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE - A</b>	<b>JUDGE SCORE - N</b>
B. Flow & Logic of speech	The content of the speech flows smoothly, is thoughtfully constructed and makes logical sense.	The content of the speech flows smoothly and makes sense.	The speech flows moderately smoothly and makes sense most of the time.	The speech has an inconsistent flow and makes sense some of the time.	The speech does not flow or make logical sense.		
C. Relevance of arguments	All arguments were accurate, relevant and strong. Was able to defend position.	Majority of arguments were accurate, relevant and strong. Was able to defend position.	Some of the arguments were accurate, relevant and strong. Was somewhat able to defend position.	Arguments were not accurate and/or relevant. Was unable to defend position.	No arguments were made. Unable to defend position.		
<b>2. First Negative Speech</b>							
	<b>Excellent 15 points</b>	<b>Good 12 points</b>	<b>Average 9 points</b>	<b>Fair 6 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE - A</b>	<b>JUDGE SCORE - N</b>
A. Arguments & Evidence	All counterarguments were accurate, relevant and strong. Was able to accurately defend position.	Majority of counterarguments were accurate, relevant and strong. Was able to defend position.	Some of the counterarguments were accurate, relevant and strong. Was somewhat able to defend position.	Counterarguments were not accurate and/or relevant. Was unable to defend position.	No counterarguments were made. Unable to defend position.		
<b>3. Second Negative Speech</b>							
	<b>Excellent 10 points</b>	<b>Good 8 points</b>	<b>Average 6 points</b>	<b>Fair 4 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE - A</b>	<b>JUDGE SCORE - N</b>
A. Arguments & Evidence (Persuasiveness)	The arguments & evidence clearly expresses the team's viewpoint in a highly persuasive manner.	The arguments & evidence mostly expresses the team's viewpoint and provides responses that are persuasive.	The arguments & evidence somewhat express the team's viewpoint and provides moderately persuasive responses.	The arguments & evidence are slightly persuasive.	The arguments are not persuasive or there is not an argument presented		

	<b>Excellent 5 points</b>	<b>Good 4 points</b>	<b>Average 3 points</b>	<b>Fair 2 points</b>	<b>Poor 0 points</b>	JUDGE SCORE - A	JUDGE SCORE - N
B. Flow & Logic of speech	The content of the speech flows smoothly, is thoughtfully constructed and makes logical sense.	The content of the speech flows smoothly and makes sense.	The speech flows moderately smoothly and make sense most of the time.	The speech has an inconsistent flow and makes sense some of the time.	The speech does not flow or make logical sense.		
C. Relevance of arguments	All arguments were accurate, relevant and strong. Was able to defend position.	Majority of arguments were accurate, relevant and strong. Was able to defend position.	Some of the arguments were accurate, relevant and strong. Was somewhat able to defend position.	Arguments were not accurate and/or relevant. Was unable to defend position.	No arguments were made. Unable to defend position.		
<b>4. Second Affirmative Speech</b>							
	<b>Excellent 15 points</b>	<b>Good 12 points</b>	<b>Average 9 points</b>	<b>Fair 6 points</b>	<b>Poor 0 points</b>	JUDGE SCORE - A	JUDGE SCORE - N
A. Arguments & Evidence	All counterarguments were accurate, relevant and strong. Was able to accurately defend position.	Majority of counterarguments were accurate, relevant and strong. Was able to defend position.	Some of the counterarguments were accurate, relevant and strong. Was somewhat able to defend position.	Counterarguments were not accurate and/or relevant. Was unable to defend position.	No counterarguments were made. Unable to defend position.		
<b>5. Negative Summary/Rebuttal Speech</b>							
	<b>Excellent 5 points</b>	<b>Good 4 points</b>	<b>Average 3 points</b>	<b>Fair 2 points</b>	<b>Poor 0 points</b>	JUDGE SCORE - A	JUDGE SCORE - N
A. Evidence and effectiveness	The negative rebuttal was clear and highlighted the point of view with confidence.	The negative rebuttal was effective	The evidence used in the negative rebuttal was mediocre.	Not enough evidence was used in the negative rebuttal.	No evidence was provided in the negative rebuttal.		
B. Clarification of argument	The negative rebuttal was clear and significantly strengthened the affirmative point of view	N/A	The negative rebuttal reiterated the position but did not add anything to the argument.	N/A	No negative rebuttal was provided.		
C. Relevance of rebuttal	Rebuttal was articulately stated and offered strong relevant, researched data to support the argument.	The rebuttal offered good research and supported the argument.	The rebuttal offered mediocre researched data to support the argument.	Little relevancy was offered in the rebuttal. More data/supporting information needed to support the point.	No rebuttal was offered or the rebuttal was not relevant to the topic.		
<b>6. Affirmative Summary/Rebuttal Speech</b>							
	<b>Excellent 5 points</b>	<b>Good 4 points</b>	<b>Average 3 points</b>	<b>Fair 2 points</b>	<b>Poor 0 points</b>	JUDGE SCORE - A	JUDGE SCORE - N
A. Evidence and effectiveness	The affirmative rebuttal was clear and highlighted the point of view with confidence.	The affirmative rebuttal was effective.	The evidence used in the affirmative rebuttal was mediocre.	Not enough evidence was used in the affirmative rebuttal.	No evidence was provided in the affirmative rebuttal.		
B. Clarification of argument	The affirmative rebuttal was clear and significantly strengthened the affirmative point of view	N/A	The affirmative rebuttal reiterated the position but did not add anything to the argument.	N/A	No affirmative rebuttal was provided.		

	<b>Excellent 5 points</b>	<b>Good 4 points</b>	<b>Average 3 points</b>	<b>Fair 2 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE - A</b>	<b>JUDGE SCORE - N</b>
C. Relevance of rebuttal	Rebuttal was articulately stated and offered strong relevant, researched data to support the argument.	The rebuttal offered good research and supported the argument.	The rebuttal offered mediocre researched data to support the argument.	Little relevancy was offered in the rebuttal. More data/supporting information needed to support the point.	No rebuttal was offered or the rebuttal was not relevant to the topic.		
<b>7. Overall Debate Qualities (AFFIRMATIVE)</b>							
	<b>Excellent 5 points</b>	<b>Good 4 points</b>	<b>Average 3 points</b>	<b>Fair 2 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE - A</b>	<b>JUDGE SCORE - N</b>
A. Voice Pitch, tempo, volume, quality	Each competitor's voice was loud enough to hear. The competitors varied rate & volume to enhance the speech. Appropriate pausing was employed.	Each competitor spoke loudly and clearly enough to be understood. The competitors varied rate OR volume to enhance the speech. Pauses were attempted.	Each competitor could be heard most of the time. The competitors attempted to use some variety in vocal quality, but not always successfully.	Judges had difficulty hearing /understanding much of the speech due to little variety in rate or volume.	The competitor's voice is too low or monotone. Judges struggled to stay focused during the majority of presentation.		
B. Stage Presence Poise, posture, eye contact, and enthusiasm	Movements & gestures were purposeful and enhanced the delivery of the speech and did not distract. Body language reflects comfort interacting with audience. Facial expressions and body language consistently generated a strong interest and enthusiasm for the topic.	The 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.	Stiff or unnatural use of nonverbal behaviors. Body language reflects some discomfort interacting with audience. Limited use of gestures to reinforce verbal message. Facial expressions and body language are used to try to generate enthusiasm but seem somewhat forced.	Most of the competitor's posture, body language, and facial expressions indicated a lack of enthusiasm for the topic. Movements were distracting.	No attempt was made to use body movement or gestures to enhance the message. No interest or enthusiasm for the topic came through in presentation.		
C. Diction*, Pronunciation** and Grammar	Delivery emphasizes and enhances message. Clear enunciation and pronunciation. No vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone heightened interest and complemented the verbal message.	Delivery helps to enhance message. Clear enunciation and pronunciation. Minimal vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone complemented the verbal message	Delivery adequate. Enunciation and pronunciation suitable. Noticeable verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Tone seemed inconsistent at times.	Delivery quality minimal. Regular verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Delivery problems cause disruption to message.	Many distracting errors in pronunciation and/or articulation. Monotone or inappropriate variation of vocal characteristics. Inconsistent with verbal message.		
	<b>Excellent 5 points</b>	<b>Good 4 points</b>	<b>Average 3 points</b>	<b>Fair 2 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE - A</b>	<b>JUDGE SCORE - N</b>
D. Decorum, professional behavior toward other team	All statements and responses were respectful and appropriate. Decorum was professional toward the other team.	N/A	Most statements and responses were respectful. Seldom interrupted or talked over other team members.	N/A	Decorum was not professional. Statements and responses were consistently not respectful. Interrupted or talked over other team members.		

	<b>Excellent 5 points</b>	<b>Good 4 points</b>	<b>Average 3 points</b>	<b>Fair 2 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE - A</b>	<b>JUDGE SCORE - N</b>
E. Team Participation	Excellent example of shared collaboration. Three team members spoke and carried equal parts of the debate.	All but one person on the team was actively engaged in the debate,	The team worked together relatively well. Some team members spoke more than others.	The team did not work effectively together.	One team member dominated the debate.		
<b>8. Overall Debate Qualities (NEGATIVE)</b>							
	<b>Excellent 5 points</b>	<b>Good 4 points</b>	<b>Average 3 points</b>	<b>Fair 2 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE - A</b>	<b>JUDGE SCORE - N</b>
A. Voice Pitch, tempo, volume, quality	Each competitor's voice was loud enough to hear. The competitors varied rate & volume to enhance the speech. Appropriate pausing was employed.	Each competitor spoke loudly and clearly enough to be understood. The competitors varied rate OR volume to enhance the speech. Pauses were attempted.	Each competitor could be heard most of the time. The competitors attempted to use some variety in vocal quality, but not always successfully.	Judges had difficulty hearing /understanding much of the speech due to little variety in rate or volume.	The competitor's voice is too low or monotone. Judges struggled to stay focused during the majority of presentation.		
B. Stage Presence Poise, posture, eye contact, and enthusiasm	Movements & gestures were purposeful and enhanced the delivery of the speech and did not distract. Body language reflects comfort interacting with audience. Facial expressions and body language consistently generated a strong interest and enthusiasm for the topic.	The 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.	Stiff or unnatural use of nonverbal behaviors. Body language reflects some discomfort interacting with audience. Limited use of gestures to reinforce verbal message. Facial expressions and body language are used to try to generate enthusiasm but seem somewhat forced.	Most of the competitor's posture, body language, and facial expressions indicated a lack of enthusiasm for the topic. Movements were distracting.	No attempt was made to use body movement or gestures to enhance the message. No interest or enthusiasm for the topic came through in presentation.		
C. Diction*, Pronunciation** and Grammar	Delivery emphasizes and enhances message. Clear enunciation and pronunciation. No vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone heightened interest and complemented the verbal message.	Delivery helps to enhance message. Clear enunciation and pronunciation. Minimal vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone complemented the verbal message	Delivery adequate. Enunciation and pronunciation suitable. Noticeable verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Tone seemed inconsistent at times.	Delivery quality minimal. Regular verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Delivery problems cause disruption to message.	Many distracting errors in pronunciation and/or articulation. Monotone or inappropriate variation of vocal characteristics. Inconsistent with verbal message.		

	<b>Excellent 5 points</b>	<b>Good 4 points</b>	<b>Average 3 points</b>	<b>Fair 2 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE - A</b>	<b>JUDGE SCORE - N</b>
D. Decorum, professional behavior toward other team	All statements and responses were respectful and appropriate. Decorum was professional toward the other team.	N/A	Most statements and responses were respectful. Seldom interrupted or talked over other team members.	N/A	Decorum was not professional. Statements and responses were consistently not respectful. Interrupted or talked over other team members.		
	<b>Excellent 5 points</b>	<b>Good 4 points</b>	<b>Average 3 points</b>	<b>Fair 2 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE - A</b>	<b>JUDGE SCORE - N</b>
E. Team Participation	Excellent example of shared collaboration. Three team members spoke and carried equal parts of the debate.	All but one person on the team was actively engaged in the debate.	The team worked together relatively well. Some of the team members had little participation.	The team did not work effectively together.	One team member dominated the debate.		
<b>9. Overall Debate Winner</b>							
	<b>10 points</b>				<b>0 points</b>	<b>JUDGE SCORE - A</b>	<b>JUDGE SCORE - N</b>
<b>Debate Winner</b>	10 points awarded to the winner of the debate.	N/A	N/A	N/A	0 points awarded to the losing debate team		
<b>AFFIRMATIVE TOTAL POINTS (85):</b>							
<b>NEGATIVE TOTAL POINTS (85):</b>							

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

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

## BIOMEDICAL DEBATE BRACKET SUMMARY SCORESHEET

Due to the bracketed nature of this round two event, this Summary Scoresheet will be used to calculate the total judge scores for the Affirmative and Negative Teams in each paired matchup. Each judge score should be recorded below, and then the team's average score calculated. The team with the highest average score will be deemed the winner of the paired matchup and will advance to the next paired matchup, following the schedule of the posted bracket.

Round: \_\_\_\_\_ Section \_\_\_\_\_ AFFIRMATIVE = TEAM ID # \_\_\_\_\_ NEGATIVE = TEAM ID # \_\_\_\_\_

AFFIRMATIVE TEAM ID	JUDGE #1 SCORE	JUDGE #2 SCORE	JUDGE #3 SCORE	TOTAL AVERAGE SCORE FOR AFFIRMATIVE

NEGATIVE TEAM ID	JUDGE #1 SCORE	JUDGE #2 SCORE	JUDGE #3 SCORE	TOTAL AVERAGE SCORE FOR NEGATIVE

**WINNING TEAM**  
(check one)

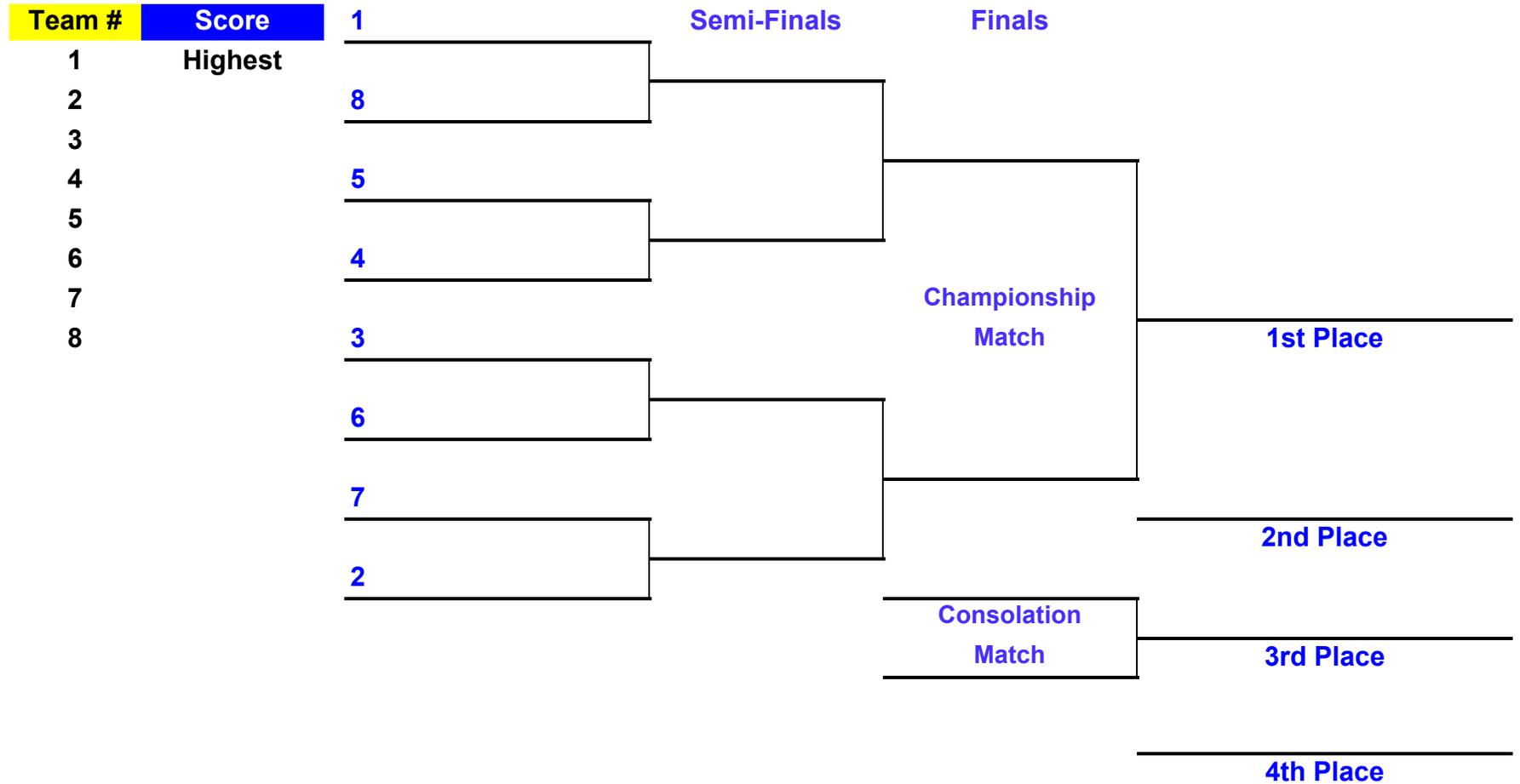
Affirmative Team \_\_\_\_\_

Negative Team \_\_\_\_\_

**Winning Team = ID#** \_\_\_\_\_

**Judge's Printed Name and Signature:** \_\_\_\_\_

## Biomedical Debate Seeding Chart for 8 Teams

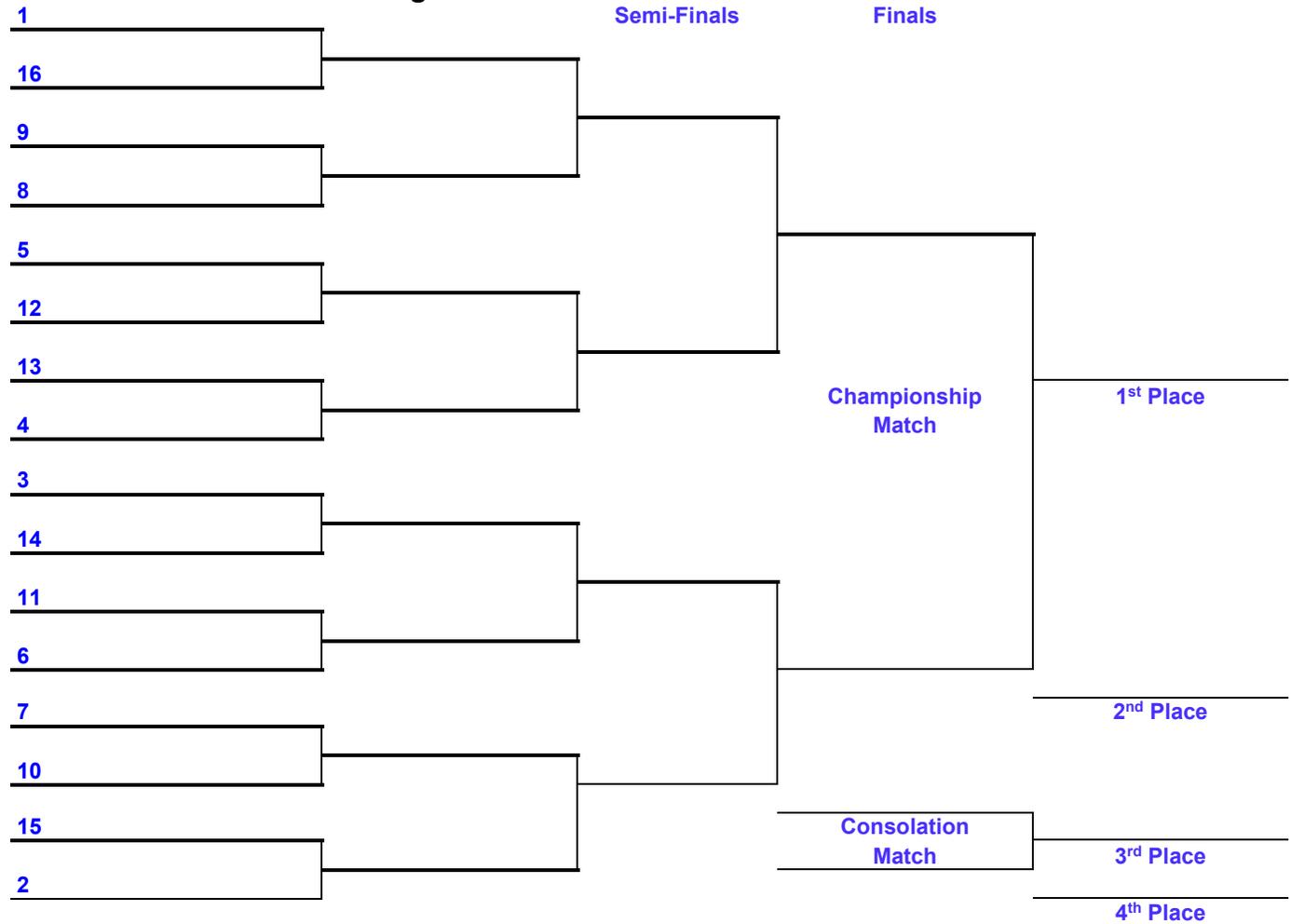


**Instructions:** Add the scores of team members to arrive at a team total, and then divide by the number of team members to get the team average. Sort team averages from highest to lowest scores. The team with the highest score after the test is seeded #1, the team with the next highest score is seeded #2, and so on until the chart is filled with the top 8 teams.

**Note:** The electronic version of the Biomedical Debate seeding process is available at the [CE Useful Tools](#) page.

Team	Score
1	Highest
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	

### Biomedical Debate Seeding Chart for 16 Teams



**Instructions:** Add the scores of team members to arrive at a team total, and then divide by the number of team members to get the team average. Sort team totals from highest to lowest scores. The team with the highest score after the test is seeded #1, the team with the next highest score is seeded #2, and so on until the chart is filled with the top 16 teams. The winners of each bracket play for 1<sup>st</sup> and 2<sup>nd</sup> place, the winner of the consolation match is the 3<sup>rd</sup> place team.

**Note:** The electronic version of the Biomedical Debate seeding process is available at the [CE Useful Tools](#) page.

# Biomedical Debate Seeding Chart for 32 Teams



# Community Awareness

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

Editorial updates have been made for clarity.  
Rubric has been updated.

### **Event Summary**

Community Awareness provides HOSA members with the opportunity to educate their community about one health and/or safety related issue of local, state and/or national interest. Teams of 2-4 members plan a community campaign surrounding a selected topic that will impact the community as a whole. Teams develop a portfolio that documents and explains the community campaign and activities. The team presents the community campaign to a panel of judges, using the portfolio as documentation of their accomplishments. This event aims to inspire members to be proactive future health professionals and promote community awareness of health related issues.

**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 membership division in which they are registered to compete (Secondary or Postsecondary/Collegiate).
2. Competitors must be familiar with and adhere to the [“General Rules and Regulations of the HOSA Competitive Events Program \(GRR\).”](#)
3. All competitors shall report to the site of the event at the time designated for each round of competition. At ILC, competitor’s [photo ID](#) must be presented prior to ALL competition rounds.

### **The Campaign**

4. The team will actively research relevant local, state, or national health and/or safety issues, and create awareness campaign(s) that increase the community’s call to action for improved health. This active engagement will typically involve the HOSA team working with community partners and/or volunteers. Examples of community campaigns may be found [here](#).
5. The campaign should assist communities to become more aware of the pros and cons of the health and/or safety issue selected, while promoting goodwill and public relations for the HOSA organization and the Health Science or Biomedical Science Education program.
6. Time Line for Campaign - The Chapter's campaign activities must be completed between July 1, 2021 – May 15, 2022.

### **The Portfolio**

7. Each page will be counted and numbered (up to 12 pages maximum), beginning with the title page.

- A. **Title Page:** Event name, Team Member Names, HOSA Division, HOSA Chapter #, School Name, Chartered Association, Title of Campaign, Target Audience, Title page centered. One page only (A creative design or pictures may be used but will not affect the score).
- B. **All Narrative Pages will have the following formatting:**
- i. one-sided, typed,
  - ii. in 12 pt. Arial font, double-spaced,
  - iii. on 8 ½" x 11" paper with 1" margins, numbered on top right side of each page (not counting title page), and have a Running header with last name, & name of event.
- C. **(Summary):** A summary reflecting (Maximum of 3 pages):
- a. the research
  - b. selection of the campaign issue
  - c. goals and objectives of the campaign
  - d. community partners engaged in the campaign
  - e. accomplishments, effectiveness and impact of the campaign
- D. **Supporting Documentation):** The following items must be included as a part of the portfolio documentation (Maximum of 7 pages):
- a. Documentation of the activities conducted as a part of the community awareness campaign.
  - b. Publicity regarding the community awareness campaign activities and the local HOSA chapter and Health Science or Biomedical Science program, which may include newspaper articles, flyers, website announcements, etc...
  - c. Programs, pictures or other verification of students presenting or participating in the campaign should be included and dated.
  - d. Documentation should reflect the number in the community impacted by the campaign (i.e. newspaper circulation, radio/social media audience).
  - e. The team may also include items they developed to support their campaign such as pamphlets or brochures
- E. **(Reference Page):** List the literature cited to give guidance to the portfolio. American Psychological Association (APA) is the preferred resource in Health Science. One page only. *Points will be awarded for compiling a clean, legible reference page, but the formatting of the reference page is not judged.*

NOTE: *Competitors may choose to bring their portfolio to ILC competition, to reference during the presentation, but no points are awarded on the rating sheet for doing so.*

8. Reminder to refer to [GRR #24](#): By entering this event, competitor's materials become property of HOSA – Future Health Professionals, and are not returned to the competitors. Teams are encouraged to retain all original documents and videos, so that between each level of competition materials can be submitted as indicated. Materials will NOT be mailed or shared from Chartered Association to International competition.

## The Competitive Process

9. Teams will report at their appointed time to present to the judges.
10. The presentation is to be no more than five (5) minutes. The timekeeper will announce the time when there is one (1) minute remaining in the presentation. The timekeeper will stop the presentation after five (5) total minutes and the team will be excused.
11. The purpose of the presentation is to communicate information about the campaign to the judges. The presentation MUST include the:
  1. research used in the selection and development of the campaign;
  2. goal of and activities used to promote and complete the campaign;
    - a. ie) *Our Community Awareness goal is to successfully encourage 10% of our high school students to sign up to be organ & tissue donors with The Transplantation Society between September 1<sup>st</sup> and May 10<sup>th</sup>. We will accomplish this goal through the creation of an original PSA blasted on social media, attendance at the local health fair in February, and monthly reminders in the school newspaper.*
  3. evidence of accomplishment of goals and objectives of the campaign
  4. impact of the campaign
  5. evaluation of the successes or failures of the campaign
  6. description of community partnerships created
12. Use of index card notes during the presentation are permitted. Electronic notecards (on a tablet, smart phone, laptop, etc...) are permitted, but may not be shown to judges.

#### 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.

#### Required Digital Uploads

14. The completed portfolio must be uploaded as a single document, pdf preferred, by ONE member of the team:
  - a. to Tallo for Secondary & Postsecondary/Collegiate divisions.
  - b. Uploads for ILC will be open from April 15<sup>th</sup> -May 15<sup>th</sup> for ILC qualified competitors only.

Instructions for uploading materials to Tallo can be found [HERE](#).

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

#### Competitors must provide

- A .pdf of the portfolio uploaded to Tallo by published deadline
- [Photo ID](#)
- #2 lead pencils with eraser (for evaluation)
- Notes on index cards or in electronic format for use during the presentation (optional)
- Watch with second hand (optional)

## COMMUNITY AWARENESS – Judge’s Rating Sheet

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

Team # \_\_\_\_\_ Judge’s Signature \_\_\_\_\_

One PDF file with Portfolio Uploaded Online\*: Yes \_\_\_\_\_ No \_\_\_\_\_

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

A. Quality of Portfolio	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 0 points	JUDGE SCORE
<b>1. Title Page</b>	Title page contains ALL requirements: Event Name, Team Member Names, HOSA Division, HOSA Chapter #, School Name, Chartered Assoc, Title of Campaign, Target Audience, Title page centered. One page only	N/A	N/A	N/A	Portfolio not submitted OR title page not included OR all requirements are not met.	
<b>2. Narrative Pages Formatting</b>	All pages one-sided, typed in 12 pt. Arial font, double-spaced, on 8 ½" x 11" paper with 1" margins, numbered on top right side of each page (not counting title page), and have a Running header with last name, & name of event.	N/A	N/A	N/A	Portfolio not submitted OR all requirements are not met.	
<b>3. Max Pages</b> pages above 12 will be judged)	Pages do not exceed 12 total.	N/A	N/A	N/A	Portfolio exceeds maximum page limit OR portfolio not submitted.	
<b>4. Reference Page</b>	The reference page is included in the portfolio submission.	NA	N/A	N/A	Portfolio not submitted OR no reference page is included in the portfolio.	
<b>5. "Summary"</b>	Summary provides an outstanding reflection of the campaign issue, goals, and objectives of the campaign. The accomplishments, effectiveness and impact of the campaign are clearly defined, thoughtful, and well-executed. The issue is thoroughly researched and the community partners engaged are explained.	The summary of the campaign issue, goals & objectives of the campaign are good, and provide a quality reflection of the campaign. Research is evident and some note is made of community partners.	The summary of the campaign is adequate, an average level of summarization is provided on the accomplishments and effectiveness of the campaign. Research is average and only a brief mention was made of community partners.	More attention is needed in the summary of the selection of the campaign issue, goals & objectives. Research is questionable or limited and it is not clear if community partners were engaged.	Portfolio not submitted OR the summary did not do a sufficient job in reflecting the campaign issue, goals & objectives, accomplishments, effectiveness & impact of the campaign. Research is missing.	

<b>A. A. Quality of Portfolio</b>	<b>Excellent 5 points</b>	<b>Good 4 points</b>	<b>Average 3 points</b>	<b>Fair 2 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
<b>6. Strength of publicity</b>	High-level publicity and exposure helped to tell the story of this campaign throughout the community in four or more media sources (such as newspaper articles, flyers, etc...)	The publicity for this campaign was promoted in three forms of media.	The campaign was promoted in two forms of media.	The campaign received low-level visibility in one form of media.	Portfolio not submitted OR the campaign was not promoted in any form of media.	
<b>7. Evidence of student participation</b>	Four or more forms of evidence (such as dated programs, pictures, etc.) were provided to demonstrate widespread student participation.	Three examples of significant student participation were provided in this campaign.	There are two examples of limited student participation in this campaign.	There is one form of evidence of little student participation in this campaign.	Portfolio not submitted OR there is no evidence of student participation.	
<b>8. Items developed to support campaign</b>	Four or more high quality items (such as pamphlets, brochures, etc.) were developed to support this campaign.	Three good quality items were developed to support this campaign.	Two average quality items were shared to support the development of this campaign.	One item was developed to support this campaign and it was not of good quality.	Portfolio not submitted OR no items were created to support this campaign.	
<b>9. Spelling, grammar, punctuation, neatness</b>	There are no spelling or grammatical errors throughout the entire portfolio. The portfolio is very neat and presentable.	There are a few minor misspellings or grammatical errors that will be easy to fix to make it appeal to the viewer. The portfolio is neat, with only minor examples where the pages could be better organized.	There is a mix of good spelling and poor spelling or proper grammar and improper grammar. The portfolio is presentable, although some pages appear to be cluttered or busy.	There are either several misspellings or there is very little correct grammar present in the portfolio. Portfolio needs more organization or attention to detail.	Portfolio not submitted OR there are many misspellings and overall weakness within the portfolio. The portfolio looks unprofessional.	
<b>B. Presentation to Judges</b>	<b>Excellent 5 points</b>	<b>Good 4 points</b>	<b>Average 3 points</b>	<b>Fair 2 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
<b>1. Purpose for selection/ development of campaign</b>	A clear purpose for the selection and development of the campaign was provided to the judges.	The purpose for the selection and development of the campaign was mostly clear in the presentation to judges.	The purpose for the selection and development of the campaign was moderately clear in the presentation to judges.	There was some detail provided for the purpose and selection of the campaign, however more information is needed .	The purpose and development of this campaign was unclear.	
<b>2. Campaign promotes community awareness of a health and/or safety issues</b>	Selected campaign clearly focuses on a health or safety issue of local, state, or national interest.	N/A	N/A	N/A	Selected campaign does not reflect a health or safety issue.	
<b>3. Objectives/ accomplishments of campaign</b>	The activities used to promote this campaign were detailed with clear objectives and several accomplishments were highlighted in the presentation.	The activities used to promote the campaign were mostly clear; objectives and accomplishments were highlighted.	The objectives and accomplishments of the campaign were somewhat highlighted in this presentation.	The objectives were somewhat clear, little demonstration of accomplishments were evident in the presentation of the campaign.	The objectives of the campaign were not clear and there was little evidence of accomplishments made throughout the presentation of the campaign.	

<b>B. Presentation to Judges</b>	<b>Excellent 5 points</b>	<b>Good 4 points</b>	<b>Average 3 points</b>	<b>Fair 2 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
<b>4. Impact</b>	The campaign is highly impactful for the target market and encourages a “call to action” in a positive manner.	The campaign is good but could have a more specific impact to the target market and could inspire behavior change slightly more effectively.	The campaign was educational but did not impact the audience to action.	The impact of the campaign was not communicated clearly. The campaign did not inspire the audience to action.	The campaign was not impactful and did not encourage positive behavior or elicit any change in the community.	
<b>5. Evaluation of success/failure of campaign</b>	The team strongly highlighted the success and failure of the campaign and had evidence to back up their findings. Excellent reflection of the campaign.	The team highlighted the success and failure of the campaign with only some evidence. Good reflection of the campaign.	The team shared some feedback on the success and/or failure of the campaign.	The team presented very little on the evaluation process of the campaign. Few details were provided.	No evidence of evaluation of the campaign was presented.	
<b>6. Research-Understanding of problem / health issue</b>	Research was in-depth and beyond the obvious. Demonstrates clear evidence of a deep, insightful understanding of the problem or health issue.	Research seemed to be in-depth. Shows a solid grasp of understanding of the problem or health issue.	The quality of the information was limited to support the topic. Demonstrates an average understanding of the problem or health issue. Judges left with a few questions.	Research provided was mostly surface-level. Shows a basic understanding of the problem or health issue. Judges left with more questions than answers.	Information used in the campaign was unreliable. Team is not able to demonstrate an understanding of the problem or health issue.	
<b>7. Cooperative work with community partners</b>	The team provided four or more high quality examples of cooperative work with community partners to promote and reach the campaign goal.	Three quality examples of cooperative work with community partners to promote and reach the campaign goal were shared.	Two average quality examples of cooperative work with community partners to promote and reach the campaign goal were provided.	One example of cooperative work with a community partner to promote and reach the campaign goal was provided and it was not of high quality.	No evidence of cooperative work with community partners was provided.	
<b>C. Presentation Delivery</b>	<b>Excellent 10 points</b>	<b>Good 8 points</b>	<b>Average 6 points</b>	<b>Fair 4 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
<b>1. Voice</b> Pitch, tempo, volume, quality	Each competitor's voice was loud enough to hear. The competitors varied rate & volume to enhance the speech. Appropriate pausing was employed.	Each competitor spoke loudly and clearly enough to be understood. The competitor varied rate OR volume to enhance the speech. Pauses were attempted.	Each competitor could be heard most of the time. The competitors attempted to use some variety in vocal quality, but not always successfully.	Judges had difficulty hearing /understanding much of the speech due to little variety in rate or volume.	The competitor's voice is too low or monotone. Judges struggled to stay focused during the majority of presentation.	
<b>2. Stage Presence</b> Poise, posture, eye contact, and enthusiasm	Movements & gestures were purposeful and enhanced the delivery of the speech and did not distract. Body language reflects comfort interacting with audience. Facial expressions and body language consistently generated a strong interest and enthusiasm for the topic.	The 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.	Stiff or unnatural use of nonverbal behaviors. Body language reflects some discomfort interacting with audience. Limited use of gestures to reinforce verbal message. Facial expressions and body language are used to try to generate enthusiasm but seem somewhat forced.	Most of the competitor's posture, body language, and facial expressions indicated a lack of enthusiasm for the topic. Movements were distracting.	No attempt was made to use body movement or gestures to enhance the message. No interest or enthusiasm for the topic came through in presentation.	

<b>C. Presentation Delivery</b>	<b>Excellent 10 points</b>	<b>Good 8 points</b>	<b>Average 6 points</b>	<b>Fair 4 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
<b>3. Diction*, Pronunciation** &amp; Grammar</b>	Delivery emphasizes and enhances message. Clear enunciation and pronunciation. No vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone heightened interest and complemented the verbal message.	Delivery helps to enhance message. Clear enunciation and pronunciation. Minimal vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone complemented the verbal message	Delivery adequate. Enunciation and pronunciation suitable. Noticeable verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Tone seemed inconsistent at times.	Delivery quality minimal. Regular verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Delivery problems cause disruption to message.	Many distracting errors in pronunciation and/or articulation. Monotone or inappropriate variation of vocal characteristics. Inconsistent with verbal message.	
<b>4. Team Participation</b>	Excellent example of shared collaboration in the presentation of the campaign. Each team member spoke and carried equal parts of the project presentation.	All but one person on the team was actively engaged in the project presentation.	The team worked together relatively well. Some of the team members had little participation.	The team did not work effectively together.	One person dominated the project presentation.	
<b>Total Points (120):</b>						

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

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

# Creative Problem Solving

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

Editorial updates have been made for clarity  
Rubric has been updated.

### **Event Summary**

Creative Problem Solving provides members with the opportunity to analyze the problem-solving process and to work as a team to apply their problem-solving skills in creating a solution to a hypothetical health or HOSA-related problem. This competitive event consists of 2 rounds and each team consists of 3-4 people. Round One will consist of a written test and the score will be used to qualify the team for Round Two. In Round Two teams will be given a potential problem related to HOSA, the health community, or a specific health issue and have 30 minutes to analyze the problem. At the end of the preparation time, teams will have eight (8) minutes to present their solution to a panel of judges. This event aims to inspire members to be proactive future health professionals and utilize higher order thinking to solve complex challenges.

**Dress Code** Competitors shall wear the HOSA uniform or proper business attire. Bonus points will be awarded in both rounds 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 division in which they are registered to compete (Secondary or Postsecondary/Collegiate).
2. Competitors must be familiar with and adhere to the [“General Rules and Regulations of the HOSA Competitive Events Program \(GRR\).”](#)
3. Each team will consist of 3-4 team members.
4. All competitors shall report to the site at the time designated for each round. At ILC, [photo ID](#) must be presented prior to competing in each round.

### **Official References**

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

- [Adair, John. \*Decision Making & Problem Solving \(Creating Success\)\*. Kogan Page. Latest edition.](#)
- [Fogler, HS, LeBlanc, S., Rizzo, B. \*Strategies for Creative Problem Solving\*. Prentice Hall. Latest edition.](#)
- [Michalko, Michael. \*Creative Thinkering: Putting Your Imagination to Work\*. New World Library. Latest edition.](#)

### **ROUND ONE: The Test**

5. [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 50-item multiple choice test.

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

7. Round 1: Written Test Plan

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

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

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. **Sample Round One Test Questions**

1. According to John Scully, the former chairman of Apple Computer, what is a key ingredient of successful teams?

- A. **Creativity**
  - B. Viability
  - C. Reasonability
  - D. Profitability
- Fogler Page 27

2. When considering solutions, what is the purpose of an outcomes window?

- A. To estimate how much it will cost to implement each solution
  - B. To determine if all solutions have been considered
  - C. **To list positive and negative consequences of a decision**
  - D. To test to determine if other people will accept or reject the solutions
- Adair Page 27

3. What is the term for creatively generating associations and connections between dissimilar subjects?

- A. Balancing concepts
  - B. **Conceptual blending**
  - C. Disassociation
  - D. Intermingling ideas
- Michalko Page xiv

## ROUND TWO: The Problem and Presentation

10. 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](#).

11. Resources about the secret topic may be provided to teams for use during their 30-minute preparation time (such as data, supporting research, etc.).  
Materials allowed in preparation room:
  - 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, except pencils, into the preparation room.
12. The section leader will announce when teams have five (5) minutes and one (1) minute remaining in the preparation room. At the one-minute mark section leader will announce, "You have one minute remaining. Please conclude your preparation, gather your materials, and prepare to be escorted to the presentation room."
13. At the conclusion of the 30-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.
14. Teams will be allowed a maximum of eight (8) 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 eight (8) minutes. Judges will have two additional minutes to complete the rating sheet.
15. All team members must take an active role in the presentation.
16. The team test score average will be added to the presentation score to determine final results.
17. In case of a tie, the highest averaged test score will be used to determine the rank.

**Final Scoring**

**Competitor Must Provide**

- #2 pencils with eraser for test (Rd 1), evaluations & notetaking (Rd 2)
- [Photo ID](#)
- Watch with second hand (optional-Round Two only)

## CREATIVE PROBLEM SOLVING ROUND TWO: Judge's Rating Sheet

Section # \_\_\_\_\_ Judge's Signature \_\_\_\_\_  
 Team # \_\_\_\_\_ Division: SS \_\_\_\_\_ PS/C \_\_\_\_\_

A. Presentation Content	Excellent 15 points	Good 12 points	Average 9 points	Fair 6 points	Poor 0 points	JUDGE SCORE
<b>1. Understanding of problem/health issue</b>	Demonstrates clear evidence of a deep, insightful understanding of the problem or health issue.	Shows a solid grasp or understanding of the problem or health issue.	Demonstrates an average understanding of the problem or health issue. Judges left with a few questions	Shows a basic understanding of the problem or health issue. Judges left with more questions than answers.	Team is not able to demonstrate an understanding of the problem or health issue.	
<b>2. An imaginative and innovative approach is used to solve the problem</b>	The team provided creative, imaginative solution(s) that were highly innovative and thoughtful.	The solution was unique and offered a fresh approach to solving the problem. Missing the "wow" factor though.	The solution to the problem was adequately imaginative. Would like to see more innovation in the solution.	Solutions provided were unoriginal and little imagination was included in the presentation.	No evidence of imagination was used to solve the problem.	
<b>3. Explanation of solution</b>	Clear and concise explanation of the solution in a logical, well-constructed presentation.	The explanation of the solution was mostly clear and logical.	An average explanation of the solution was provided. Some aspects seem to be presented out of sequence.	The explanation of the solution did not flow and was hard to follow.	The explanation did not provide a logical solution and was fragmented.	
<b>4. Applies previous knowledge and experience to current problem</b>	Clear, thorough connection to prior knowledge and experiences were used to enhance the solution to the current problem.	Good examples of previous knowledge and experiences were applied to the solution of the current problem.	Some demonstration of prior knowledge and experiences were applied to the solution of the current problem.	Prior knowledge and experiences were not clearly demonstrated in correlation to the current problem.	No prior knowledge or experiences were connected to the current problem.	
	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
<b>5. Explanation of solution is financially sound</b>	The solution is realistic and financially sound. The resources required to fund this solution are thoughtful and concise.	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.	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.	The solution provides questionable budget requirements and would require further attention to detail.	The solution is outside of budget constraints and is not recommended to move forward as presented.	
<b>6. Use of the information provided in the secret topic.</b>	The presentation offered clear and effective use of the information provided in the secret topic.	The information on the secret topic was mostly effective in the presentation but could have been clearer.	The presentation provided an average use of the information provided in the secret topic.	The presentation used a small amount of the information provided to teams on the secret topic.	The team did not include information provided on the secret topic.	

<b>B. Presentation Delivery</b>	<b>Excellent 10 points</b>	<b>Good 8 points</b>	<b>Average 6 points</b>	<b>Fair 4 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
<b>1. Voice</b> Pitch, tempo, volume, quality	Each competitor's voice was loud enough to hear. The competitors varied rate & volume to enhance the speech. Appropriate pausing was employed.	Each competitor spoke loudly and clearly enough to be understood. The speakers varied rate OR volume to enhance the speech. Pauses were attempted.	Each competitor could be heard most of the time. The competitors attempted to use some variety in vocal quality, but not always successfully.	Judges had difficulty hearing /understanding much of the speech due to little variety in rate or volume.	The competitor's voice is too low or monotone. Judges struggled to stay focused during the majority of presentation.	
<b>2. Stage Presence</b> Poise, posture, eye contact, and enthusiasm	Movements & gestures were purposeful and enhanced the delivery of the speech and did not distract. Body language reflects comfort interacting with audience. Facial expressions and body language consistently generated a strong interest and enthusiasm for the topic.	The speakers maintained adequate posture and non-distracting movement during the speech. Some gestures were used. Facial expressions and body language sometimes generated an interest and enthusiasm for the topic.	Stiff or unnatural use of nonverbal behaviors. Body language reflects some discomfort interacting with audience. Limited use of gestures to reinforce verbal message. Facial expressions and body language are used to try to generate enthusiasm but seem somewhat forced.	Most of the speaker's posture, body language, and facial expressions indicated a lack of enthusiasm for the topic. Movements were distracting.	No attempt was made to use body movement or gestures to enhance the message. No interest or enthusiasm for the topic came through in presentation.	
<b>3. Diction*, Pronunciation** &amp; Grammar</b>	Delivery emphasizes and enhances message. Clear enunciation and pronunciation. No vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone heightened interest and complemented the verbal message.	Delivery helps to enhance message. Clear enunciation and pronunciation. Minimal vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone complemented the verbal message	Delivery adequate. Enunciation and pronunciation suitable. Noticeable verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Tone seemed inconsistent at times.	Delivery quality minimal. Regular verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Delivery problems cause disruption to message.	Many distracting errors in pronunciation and/or articulation. Monotone or inappropriate variation of vocal characteristics. Inconsistent with verbal message.	
<b>4. Team Participation</b>	Excellent example of shared collaboration in the presentation. Each team member spoke and carried equal parts of the presentation.	All but one person on the team was actively engaged in the presentation.	The team worked together relatively well. Some of the team members had little participation.	The team did not work effectively together.	One team member dominated the presentation.	
<b>Total Points (120):</b>						

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

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

# Forensic Science

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

*DHO Health Science 9<sup>th</sup> edition by Simmers has been released.*  
*Medical Terminology 8<sup>th</sup> edition for the Health Professions by Ehrlich has been released.*  
*Essentials of Human Disease & Conditions 7<sup>th</sup> edition by Frazier has been released.*  
The rating sheet has been updated.

**CAUTION:** *The content and pictures in the suggested resources are graphic in nature and may be considered offensive by some. HOSA Advisors should seek administrative and parental approval before allowing HOSA members to participate in this event.*

- This event is intended for advanced level HOSA members who have already completed one or more courses in Medical Terminology and Anatomy & Physiology.

### **Event Summary**

Forensic Science provides HOSA members with the opportunity to work as a team to apply their knowledge and skills in creating a solution to a forensic science-related problem. This competitive event consists of 2 rounds and each team consists of 2 people. Round One is a written test and will evaluate the team's understanding of forensic science. The test score from Round One will be used to qualify the team for Round Two. In Round Two, teams will be given a case study to analyze that may include physical evidence and written information such as police reports and an autopsy. Teams will have six (6) minutes to view the "crime scene" and thirty (30) minutes to write their conclusions with supporting evidence. This event aims to inspire members to be proactive future health professionals and critically examine elements of a forensic case.

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

**Dress Code** Competitors shall wear the HOSA uniform, proper business attire, medical scrubs, or polo and khakis. Bonus points will be awarded in both rounds 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-Future Health Professionals in good standing in the division in which they are registered to compete (Secondary or Postsecondary/Collegiate).
2. Competitors must be familiar with and adhere to the ["General Rules and Regulations of the HOSA Competitive Events Program \(GRR\)."](#)
3. Teams must be composed of two (2) members.
4. All competitors shall report to the site of the event at the time designated for each round of competition. At ILC, competitor's [photo ID](#) must be presented prior to ALL competition rounds.

### **Official References**

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

- [Bertino, A., Bertino. P. \(Latest Ed\) Forensic Science Fundamentals. National Geographic Learning/South-Western Cengage Learning.](#)
  - [Bell, S. \(Latest Ed\). Forensic Science. Taylor & Francis Group/CRC Press.](#)
6. **Optional References:** Competitors should have a strong background in Medical Terminology, Anatomy and Physiology, and Pathophysiology in order to best respond to the round two case study. The following resources are recommended study material to assist competitors with these subjects. Round One test questions are NOT taken from these resources:
- [Simmers, L., Simmers-Narker, Simmers-Kobelak. DHO: Health Science. Cengage Learning, Latest edition.](#)
  - [Ehrlich, Ann. Medical Terminology for Health Professions, Cengage Learning, Latest Edition.](#)
  - [Frazier. Essentials of Human Diseases and Conditions. Elsevier, Latest edition.](#)

## ROUND ONE: The Test

7. **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 50 item multiple-choice 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.*

- a. All competitors shall report to the site of the event at the time designated for each round
- b. The team test score average from Round One will be used to qualify the team for the Round Two case study.
- c. Round I: Written Test Plan
 

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

## 8. Sample Round One Test Questions

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

2. Where are blow fly eggs usually found on a dead body?
  - A. **Close to a wound or natural orifice**
  - B. Under any covering such as clothing, leaves, etc.
  - C. On the chest or in a hairy body area
  - D. Under the body close to the ground
 Bell Page 122
  
3. When a victim drowns in freshwater, what term describes the massive destruction of RBC's?
  - A. Pneumothorax
  - B. Asphyxia
  - C. Sickling of RBC's
  - D. **Autolysis**
 Bertino Page 390

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.

**ROUND TWO: The Case Study**

10. In Round Two, each team will be asked to solve the same case study. The case study is a secret problem that is not disclosed until the event begins. 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](#).
11. No electronic, printed or recorded materials may be brought to the competition. Competitors will be provided with index cards for taking notes. They may keep these index cards with them throughout the event.
12. There will be two parts per section as follows:
 

Part #1	Case study analysis	6 minutes
Part #2	Written conclusion	30 minutes

Multiple rooms or one large room (ballroom) with multiple stations may be used. If one large room is used, there will be tables and chairs for multiple teams. The room will be large enough so that competitors will be able to discuss and prepare their conclusion without being overheard by other teams. The exact set-up will vary by chartered association and at ILC. A holding room may be used. Please note it is possible that all competitors in Round 2 will view the case study at the same time and prepare their written conclusion at the same time.

13. **OPTIONAL:** If the case study does not involve a crime scene or physical evidence and instead is in a written format, then competitors will be directed to a room for developing their written conclusion, and will be given a total of 36 minutes.
14. The timekeeper or designee will announce when teams have one (1) minute remaining in each of the two parts of Round Two.
15. Competitors will use the evidence and information they gather in Part #1 in order to develop a written conclusion as follows:

Part #1:	This part of the event allows competitors to gather
<b>Case Study</b>	evidence/information about the death. There <u>may be</u> a written
<b>Analysis</b>	police report and/or other written information about the case. There

may be physical evidence in the room for the competitors to visually analyze, including but not limited to a manikin, bones, dental x-rays, photos, or other physical evidence. There may also be a police officer, medical examiner and/or a witness in the room. Each team will see the same information/evidence, possibly at the same time, but will not be allowed to interact with anything they see or hear.

**Part #2  
Written  
Conclusion**

Competitors will identify the time of death range, immediate cause of death, manner of death, other conditions contributing to cause of death, and evidence (pertinent observations and evidence) about the case that explains why teams came to the conclusions they reached.

16. One copy of the written information will be provided per team in Part #1, including the police report, autopsy, etc., if applicable. If provided, team members will be allowed to take notes on these documents and use them to help develop their written conclusion (Part #2).
17. The judges will have five (5) minutes to evaluate the written conclusion and complete the rating sheets.
18. The team test score average will then be added to the written conclusion score to determine final results.
19. In case of a tie, the highest averaged test score will be used to determine the rank.

**Final Scoring**

**Competitor Must Provide**

- #2 lead pencils with eraser
- [Photo ID](#)
- Watch with second hand (optional - Round Two only)
- Highlighters (optional)



## FORENSIC SCIENCE ROUND TWO – JUDGE’S RATING SHEET

Section # \_\_\_\_\_ Judge’s Signature \_\_\_\_\_  
 Team # \_\_\_\_\_ Division: SS \_\_\_\_ PSC \_\_\_\_

Items Evaluated	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
1. Time of Death Range	Indicates the date and approximate time of death correctly.	N/A	Indicates a close approximation of the correct date and time of death.	N/A	Date or time is not close to the actual date or time of death or is missing altogether.	
2. Immediate Cause of Death	Accurately identifies the medical cause of death.	N/A	A partial identification of the medical cause of death is included.	N/A	The response does not reflect an accurate cause of death.	
3. Manner of Death: - Natural - Accident - Suicide - Homicide - Undetermined	Accurately identifies the manner of death as one of the five listed.	N/A	N/A	N/A	Does not accurately identify the-manner of death as one of the five listed.	
4. Other Conditions, as applicable	Team includes most specific and relevant factors contributing to the death but not considered the immediate cause.	N/A	Team includes only some of the relevant factors contributing to the death but not considered the immediate cause.	N/A	Team is not able to identify contributing factors to the death.	
5. EVIDENCE - Connects Evidence to Conclusions	Writing includes numerous pieces of evidence that completely supports the conclusions with logical details, facts, or examples.	N/A	Writing includes some pieces of evidence that partially supports the conclusions.	N/A	Writing does not include any pieces of evidence to support the conclusions.	
6. EVIDENCE - Application of Knowledge	Team draws numerous accurate conclusions using their knowledge of human anatomy and physiology and forensic science	N/A	Team draws several accurate conclusions using their knowledge of human anatomy and physiology and forensic science	N/A	Team draws very few accurate conclusions using their knowledge of human anatomy and physiology and forensic science	
7. EVIDENCE - Concise, clear and logical.	Physical evidence of this case was explained in a clear, concise and logical manner.	Physical evidence was explained in a way that was mostly clear, concise and logical.	The evidence was explained moderately clear, concise, and logically.	Some of the evidence was explained in a clear and logical manner.	The evidence was not explained in a clear or concise manner and information was not logical.	
Items Evaluated	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 0 points	JUDGE SCORE
8. Neatness and Spelling	Remarks are written neatly and spelled correctly.	Most of the remarks are written neatly and spelled correctly.	Some of the remarks were written neatly and spelled correctly.	The remarks have several errors and spelling errors.	Work appears to be sloppy and many words are spelled incorrectly.	
9. Grammar and Mechanics	Errors in grammar, spelling, punctuation, and capitalization are minimal and not distracting. (0-1 errors).	Minimal errors are found (1-2 errors). They do not detract from the general flow of the written conclusion.	2-3 errors were found, and they detract from the overall flow of the written conclusion.	There are 3-4 errors which detract from the overall meaning and flow of the written conclusion.	More than five errors are found. Errors are glaring, and the written conclusion is difficult to read.	
<b>Total Points (80):</b>						

# HOSA Bowl

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

The initial eight (8) minutes of the round will have individual team members competing head-to-head with members alternating turns.

Changes have been made to the test plan for all rounds.

*DHO Health Science* by Simmer 9<sup>th</sup> Edition has been released.

The 9<sup>th</sup> edition of *Medical Terminology for the Health Professions* by Ehrlich has been released.

### **Event Summary**

HOSA Bowl provides members with the opportunity to gain knowledge and skills on various topics and situations in health, HOSA, and parliamentary procedure. This competitive event consists of 2 rounds and each team consists of exactly four (4) members. Round One is a written test. Top scoring teams advance to Round Two and compete by giving appropriate responses to items presented by a moderator in a “buzzer style” round. These items may be in the form of questions, incomplete statements, and/or definitions and may be multi-answer items. Winners will be determined by a series of elimination rounds as described in the event tournament bracket. This event aims to inspire members to be proactive future health professionals and motivate them to participate in teams, while learning about health, HOSA and parliamentary procedure topics.

**Dress Code** Competitors must be in official HOSA uniform or in proper business attire. Bonus points will be awarded for [proper dress](#) in Round One. All team members must be properly dressed to receive the bonus points. Teams who are not dressed appropriately for Round Two may not be allowed to compete.

### **General Rules**

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

### **Official References**

5. The references for the test and buzzer rounds shall be:
  - [Simmers, L., Simmers-Nartker, K., and Simmers-Kobelak, S., \*DHO: Health Science\*. Cengage Learning, Latest edition.](#)
  - [Ehrlich, A., and Schroeder, C., \*Medical Terminology for Health Professions\*. Cengage Learning, Latest Edition.](#)

- [Taber's Cyclopedic Medical Dictionary, Edited by Donald Venes, M.D., F.A. Davis Company. Latest edition.](#)
- [NIH Medline Plus Magazine: Summer, Fall and Spring editions.](#)
- [Robert's Rules of Order Newly Revised In Brief, Latest edition.](#)
- Content from the [HOSA website](#) including HOSA publications, HOSA Handbook, HOSA and HOSA, Inc. Bylaws, Policy and Procedures Manuals, current edition of the ILC Guide (published in February each year) and editions of the HOSA E-Magazine for the current school year.

**ROUND ONE: Test**

6. [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 50 item multiple choice test.
7. The team test score average from Round One will be used to qualify the team for Round Two. The teams progressing to Round Two will be seeded according to their scores in Round One. A tie-breaker is determined by ten (10) pre-selected questions. The test is only used to advance teams to Round Two and is NOT part of the final score.
8. The percentage of questions for both the written test and Round 2 – 6 questions will be as follows:
  - HOSA Related 20%
  - Parliamentary Procedure 10%
  - Current Health Topics 10%
  - Health-related 60%
    - History and trends
    - Health care systems
    - Health careers
    - Legal and ethical
    - Medical terminology
    - Anatomy and physiology
    - Nutrition and diets
    - Safety
    - Infection control
    - Math Conversions
9. **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 Round One Questions**
  1. What type of shock is due to a decreased blood volume caused by internal or external bleeding?
    - A. Anaphylactic
    - B. Hypovolemic**
    - C. Cardiogenic
    - D. Septic

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2. When is it appropriate for a President/Chairman of a group to vote?
    - A. During an election of officers
    - B. If the motion deals with allocating funds
    - C. To make or break a tie vote**
    - D. When the vote pertains to the organization bylaws
- RRORNR IB Page 69
3. Which of the following is not included in the HOSA mission statement related to empowering HOSA-Future Health Professionals to become leaders in the global health community?
    - A. Collaboration
    - B. Experience
    - C. Education
    - D. Recognition**

### ROUND TWO: Buzzer Competition

11. Beginning with Round Two, two (2) teams compete against each other
12. The number of teams selected for Round Two is determined by the number of entries in order to avoid a "bye" in the second round. There are usually 32 secondary and 8 postsecondary/collegiate teams seeded for Round Two.
13. Round Two requires a paired match-up. If a team is more than 5 minutes late to their Round Two appointed time, the team forfeits their right to compete in accordance with the [GRRs](#).
14. Teams must report to and remain in the holding room until their numbers are called for them to compete.
15. During competition, teams are seated at a table facing the moderator. Each individual team member has a buzzer to respond to the moderator's question. Before each round begins, each team member should be asked to check his/her buzzer to confirm that it is working correctly.
16. Each of the four (4) team members will be identified as "Team Member A, Team Member B, Team Member C, and Team Member D". Letter identification cards will be drawn by each team member prior to the start of each round, and will be placed on the table in front of each team member.
17. For eight (8) minutes Team Members from each team will compete head-to-head against each other with questions alternating between the four team members - Team Member A vs Team Member A , Team Member B vs Team Member B , Team Member C vs Team Member C. and Team Member D vs Team Member D. This process repeats for eight (8) minutes. The last two (2) minutes of the 10-minute round are open to all four team members and the entire team will be competing against the other team. During these final two (2) minutes, any of the four (4) team members may buzz and answer questions. This process will also be used during any tie-breaker(s).
18. Subsequent rounds will be 10 minutes total and include up to 50 questions.
19. The moderator presents one item and then:
  - A. Five (5) seconds is allowed after the moderator has finished presenting each item for a team member to push his/her buzzer.

- B. The team member who pressed his/her buzzer has five (5) seconds to respond.
  - C. If a team member pushes the buzzer prior to the completion of the question, the moderator will stop reading immediately and the competitor must answer in five (5) seconds. If a team member buzzes in when it is not their turn, it will be treated like a wrong answer, and the other team will be given a chance to respond according to rule #14F.
  - D. Only the first answer given by the team member is to be judged. If the team member has started to respond when the 5 second timer buzzes, the judges may allow the team member to complete his/her response.
  - E. If answered correctly, the team earns one point.
  - F. If the answer is incorrect, or if the team member does not respond in five (5) seconds, the question will be reread in full for the other team, and the other team will have five (5) seconds to buzz in, following the same steps noted in 14A and 14B. This is the only instance in which an item may be repeated unless the judges specifically ask for an item to be re-read.
  - G. If no team member pushes the buzzer before five (5) seconds have passed, no points are given and the next question will be read.
20. Team members may talk to one another during the final two (2) minutes of the round only (not during the first 8 minutes), however, they are cautioned to speak softly enough to avoid being overheard by the other team, and to be mindful of the timing noted in rule #14. Teams are *not* permitted to use or write notes.
  21. The same list of questions are asked of each team in each section during a round starting with question 1A. The team that has the highest number of points in a ten (10) minute match is declared the winner of that match. The timekeeper will announce when there is one minute remaining in the round. If the ten (10) minute time is completed in the middle of an answer, the team is allowed to respond to the item. If missed, the other team is allowed to answer per rule 14F.
  22. The points shall be kept by the judges on a rating sheet. Scorekeepers and chalkboards may also be used so that the team and the audience can see the scores.
  23. In the event of a tie score, five (5) tiebreaker items are asked. First question will be asked of Member A, second question of Member B, third question of Member C, fourth question of Member D, and the last question of the entire team. The team with the high score is the winner. This process may be repeated if necessary.
  24. The moderator will not give the correct response to an item if neither team can answer correctly.
  25. The winning team members of each match, round and section are not allowed to observe and must return to the holding room until recalled. Waiting winning teams are not allowed to communicate with other teams.
  26. Please refer to [GRRs](#) and regarding the use of study materials in this event.

## Final Scoring

27. **SEMI-FINAL ROUNDS:** When there are 4 teams remaining in the event, the semi-final rounds begin. There will be two matches. The winning team from each match returns to the holding room to face each other in the championship round. The two losing teams

return to holding to face each other to determine 3<sup>rd</sup> and 4<sup>th</sup> place in the consolation match of the final round.

28. FINAL ROUND: The two semi-final losing teams play each other. The winner is 3<sup>rd</sup> place and the losing team is 4<sup>th</sup> place. Following the consolation match, the two undefeated teams play each other in the championship match.
29. During the semi-final and final rounds only, audience members may observe. Communication between the audience and team members or event personnel is NOT permitted.
30. Audience members are:
  - a. NOT allowed to enter or leave the room while teams are in competition (only between matches).
  - b. NOT permitted to record, document, or communicate anything, and will be removed from the room if suspected of doing so, at the discretion of event personnel.
  - c. allowed to applaud teams only at the completion of the match.
31. The questions shall not be given to a participating team prior to the competitive event. Judges will be furnished with a copy of the questions. Judges make all rulings. A lead judge will respond to the competitors' answer by saying correct or incorrect. Only judges are allowed to challenge answers (competitors may not challenge any answer or the event process). Judges will call time to make a ruling.
32. The ten (10) finalists will be the eight (8) teams remaining at the beginning of Round 4 plus the two teams that did not advance from Round 3 with the highest test average score from Round 1. The placing of the 5<sup>th</sup> through 8<sup>th</sup> and 9<sup>th</sup> and 10<sup>th</sup> place finalists will be determined by the Round One test score. The third (3<sup>rd</sup>) place team will be determined by playing a consolation round between the losing semi-finalist teams. The first (1<sup>st</sup>) and second (2<sup>nd</sup>) place will be determined in the final round.

**Competitors Must Provide**

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

# HOSA BOWL SCORE SHEET

Round: \_\_\_\_\_  
 Red Team = ID # \_\_\_\_\_

Section: \_\_\_\_\_  
 Green Team = ID # \_\_\_\_\_

Question #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Red Team																					
Green Team																					

Question #	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
Red Team																					
Green Team																					

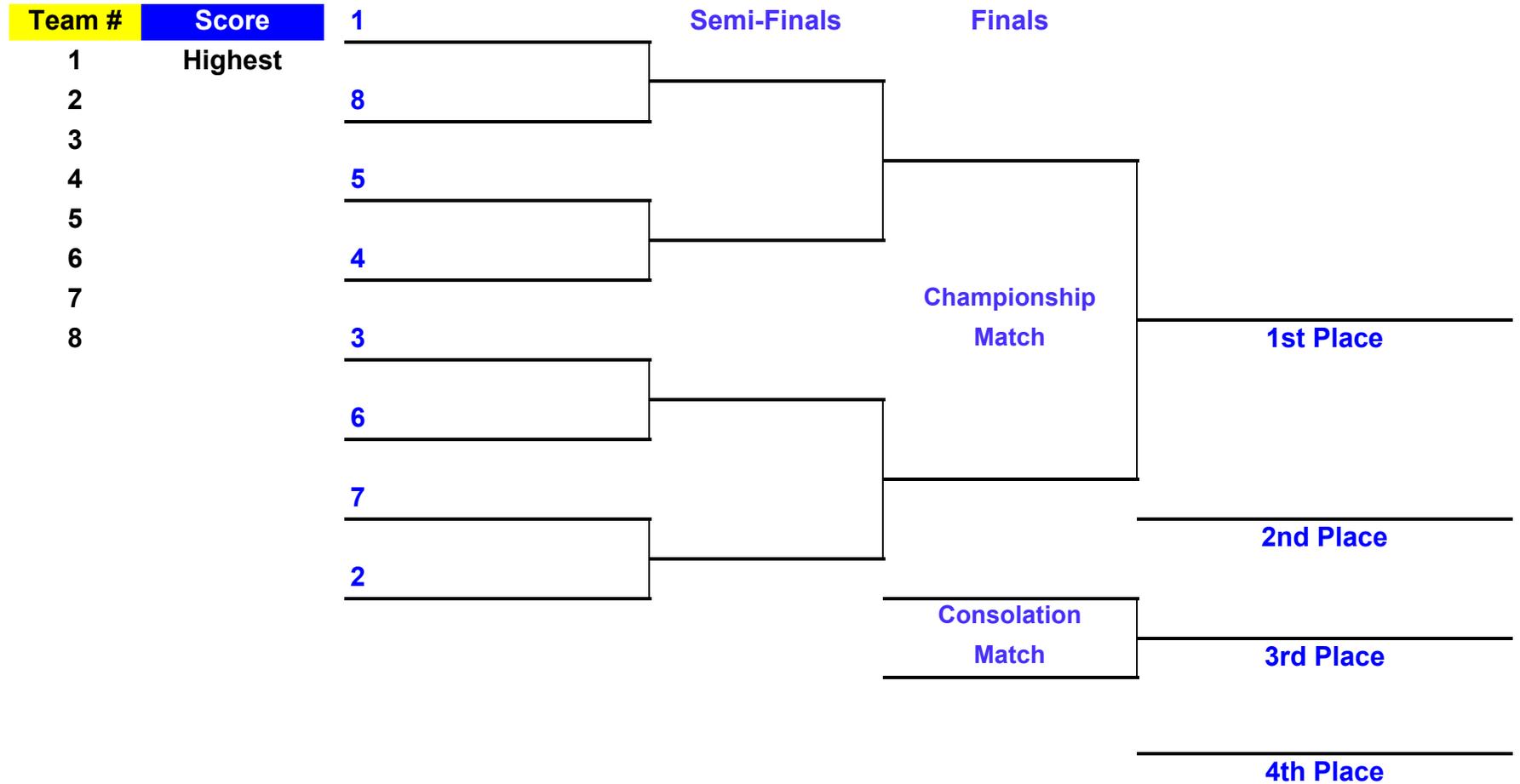
Question #	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	
Red Team																					
Green Team																					

<b>TOTAL SCORE</b>
Red Team _____
Green Team _____

**Winning Team = ID#** \_\_\_\_\_

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

## HOSA Bowl Seeding Chart for 8 Teams

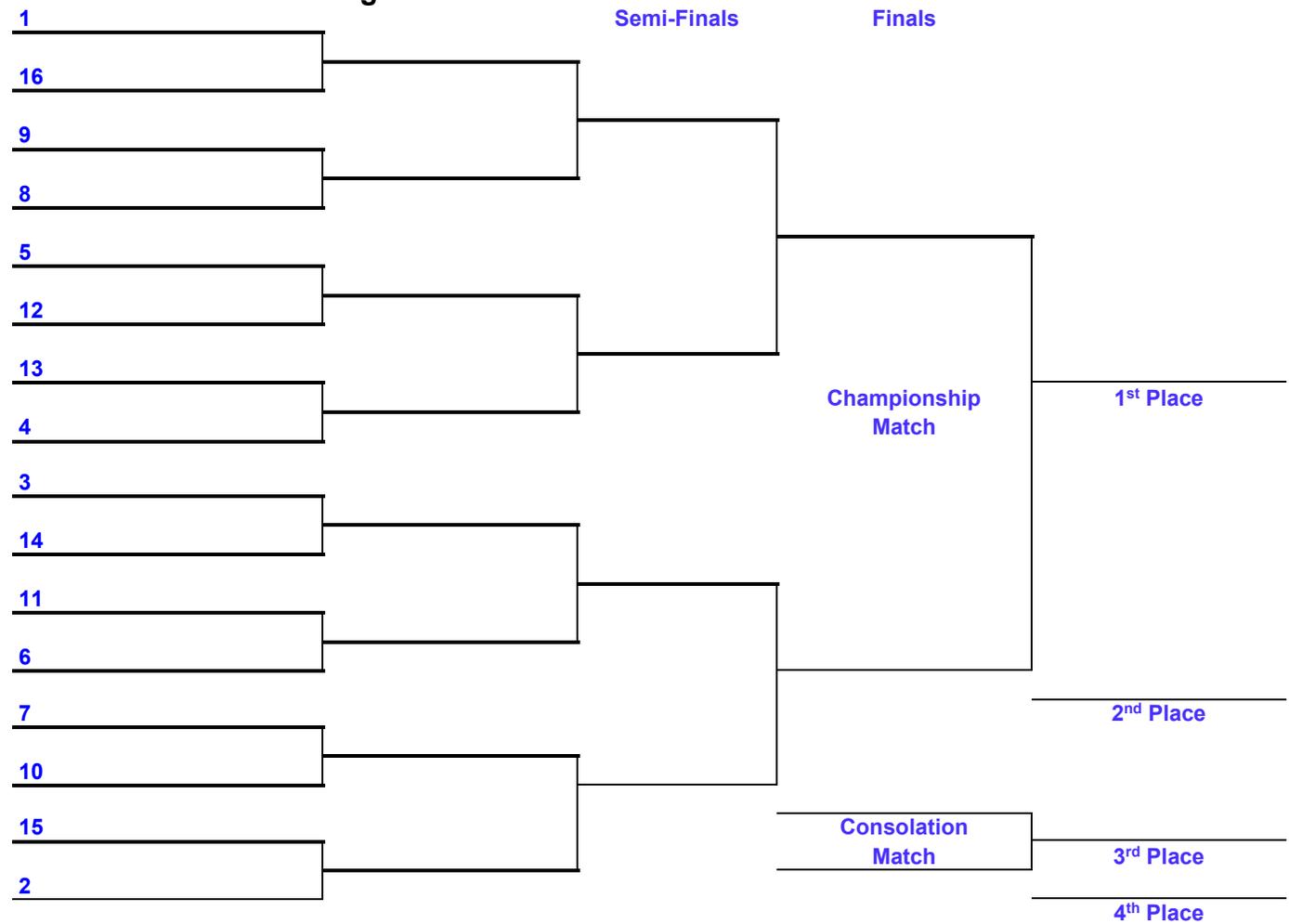


**Instructions:** Add the scores of team members to arrive at a team total, and then divide by the number of team members to get the team average. Sort team averages from highest to lowest scores. The team with the highest score after the test is seeded #1, the team with the next highest score is seeded #2, and so on until the chart is filled with the top 8 teams.

**Note:** The electronic version of the HOSA Bowl seeding process is available at the [CE Useful Tools](#) page.

Team	Score
1	Highest
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	

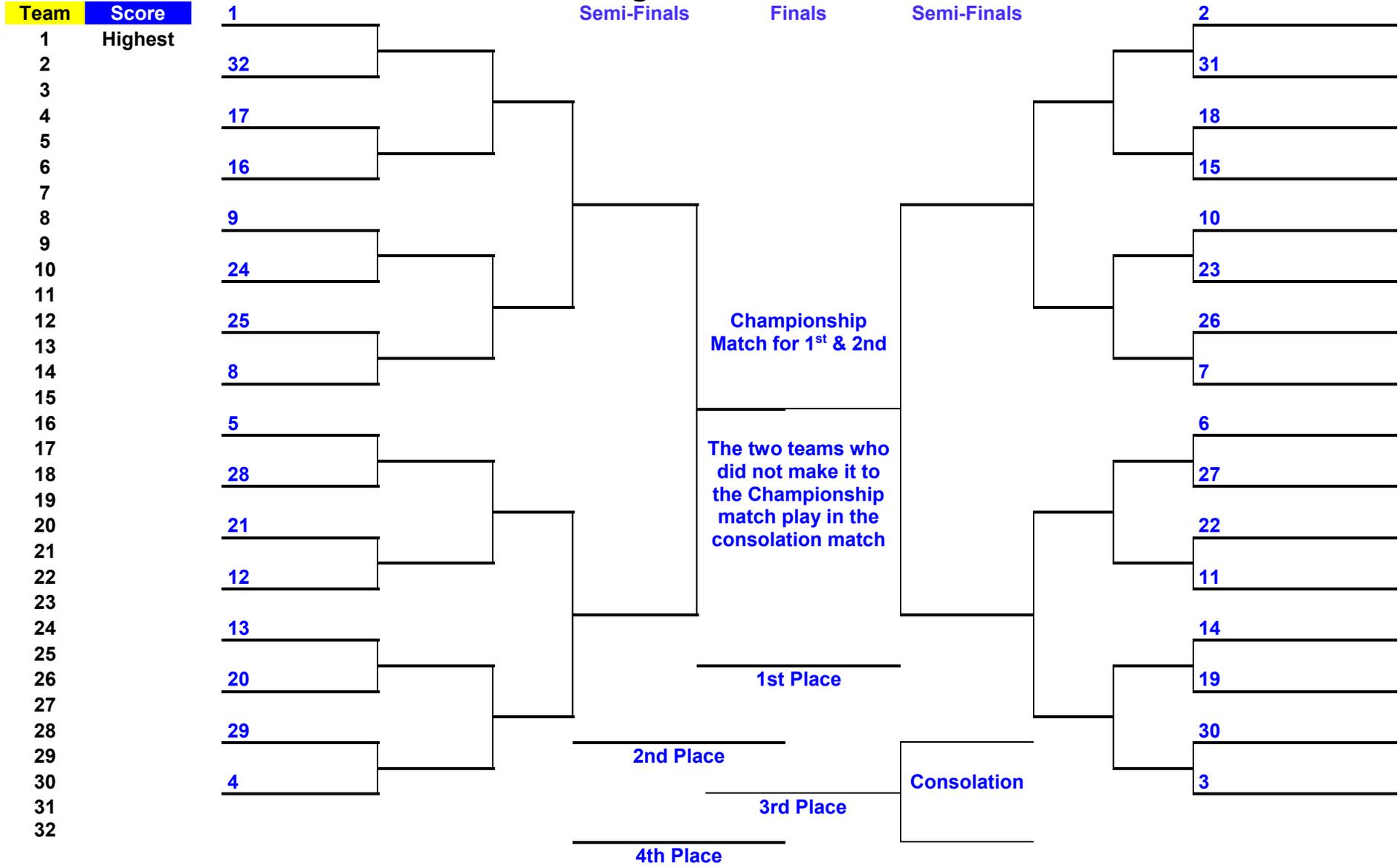
### HOSA Bowl Seeding Chart for 16 Teams



**Instructions:** Add the scores of team members to arrive at a team total, and then divide by the number of team members to get the team average. Sort team totals from highest to lowest scores. The team with the highest score after the test is seeded #1, the team with the next highest score is seeded #2, and so on until the chart is filled with the top 16 teams. The winners of each bracket play for 1<sup>st</sup> and 2<sup>nd</sup> place, the winner of the consolation match is the 3<sup>rd</sup> place team.

**Note:** The electronic version of the HOSA Bowl seeding process is available at the [CE Useful Tools](#) page.

# HOSA Bowl Seeding Chart for 32 Teams





# Health Career Display

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

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

### **Event Summary**

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

**Dress Code** Competitors must be in official HOSA uniform or in proper business attire. Bonus points will be awarded for [proper dress](#). Both team members must be properly dressed to receive bonus points.

### **General Rules**

1. Competitors in this event must be active members of HOSA-Future Health Professionals, in good standing in the division in which they are registered to compete (Secondary or Postsecondary/Collegiate).
2. Competitors must be familiar with and adhere to the [“General Rules and Regulations of the HOSA Competitive Events Program \(GRR\).”](#)
3. The display must be presented by a team of two (2). One health career or a cluster of related health careers may be presented. The career must be a HEALTH career.
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.

### **ROUND ONE: 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 Round One judging.
7. No equipment/supplies (except tables) will be provided for this event. All equipment/supplies needed must be provided by the team. It is the team’s responsibility to ensure that all equipment is in working condition.
8. Round One will not be attended by competitors. Judges will view the assembled displays and will use the Round One rating sheet to rate each display. The display helps form the presentation, but must stand alone as an effective illustration of the chosen career or career cluster. Teams will be judged on how effectively the display informs

others about the career or career cluster. Career information should include, but is not limited to:

- A. Job responsibilities
  - B. Education requirements
  - C. Entry level salary at the local/national/global level
  - D. Benefits/challenges associated with this career
  - E. Additional relevant information
9. The top secondary and postsecondary/collegiate teams from Round One will advance to Round Two, for the oral presentation. Number of advancing teams will be determined by criteria met in Round One and space available for Round Two.
10. The work **must** be the work of the competitors, including the artistic aspects of the display. Allowable artwork may include:
- A. Competitor produced illustrations, designs, and/or computer-generated graphics.
  - B. Clip art or other graphics used in compliance with copyright laws.
  - C. Photographs used in compliance with copyright laws.
  - D. Computer or machine generated lettering.
11. The display uses a single wall tri-fold presentation display board that is no larger than 36" H x 48" W, in any color, made of foam or corrugated cardboard. It must be able to stand on a standard conference table furnished on site. There will be one or two teams per table. In addition to the presentation board, the display may include models, mannequins, pamphlets, brochures, or any other method or combination of physical objects to display the project.
12. Computers, electronics, solar power, batteries, or electricity of any kind, may **NOT** be used.
13. DISPLAY MEASUREMENTS:  
All teams will have the same size table. Once positioned on the table with three-dimensional display items, the maximum dimensions are:
- HEIGHT: 36 inches      WIDTH: 48 inches      DEPTH: 24 inches
- The display will be measured by the Section Leader or Event Manager before judging begins, from a beginning point to the furthest point of the display.
- A. Height will be measured from the tabletop to the highest point of anything on the display.
  - B. Width will be measured from the widest point of anything on the display to the opposite point.
  - C. Depth will be measured from the deepest point of anything on the display to the opposite point.
  - D. Display materials may not extend beyond the edge of the display table.
  - E. Dimensions include models, mannequins and all other display items.
  - F. Information or display items outside these dimensions will be considered part of the display and subject to point deductions.
  - G. Display board must be in English for judging, and contain competitor names, chapter and division on the back side for identification.
14. Competitors are responsible for the safety and proper functioning of all equipment 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**.
15. Reference Page: List the literature cited to give guidance to the project. American

Psychological Association (APA) is the preferred resource in Health Sciences. One page only. The reference page must be uploaded to Tallo by ONE team member. Reference page must also include: Event Name, Team Member Names, HOSA Division, HOSA Chapter #, School Name, 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.*

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

## ROUND TWO: Presentation

17. Qualifying teams will report back 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.
18. 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.
19. Each team that advances to the presentation round 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.
20. OPTION: Additional time may be given to competitors to set up again (reset their materials) for round two depending on how the event is scheduled at the Chartered Association and ILC levels, at the discretion of HOSA staff.

## Final Scoring

21. Scores from Round One will be added to Round Two to determine the final results.
22. 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.
23. All competitors in this event at the International Leadership Conference are **required** to attend the HOSA Project Display Time for this event, as scheduled per the conference program. Team members will stand with their displays and share event experiences with conference delegates. Failure to attend Project Display Time will result in a 15 point deduction, assessed in Tabulations.

## Required Digital Uploads

24. The following items must be uploaded as a single document, pdf preferred, by ONE member of the team:
- a. Reference Page and 1-3 photos of display.
  - b. Upload to [Tallo for Secondary & Postsecondary/Collegiate Divisions](#).
  - c. Uploads for ILC will be open from April 15<sup>th</sup> -May 15<sup>th</sup> for ILC qualified competitors only.

Instructions for uploading materials to Tallo can be found [HERE](#).

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

### 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 (Round Two only-optional)
- Watch with second hand (optional-Round Two only)
- [Photo ID](#)

## HEALTH CAREER DISPLAY

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

Section # \_\_\_\_\_ Judge's Signature \_\_\_\_\_  
 Team # \_\_\_\_\_ Division: SS \_\_\_\_ PS/Collegiate \_\_\_\_

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

Health Career Display – Round 1						
A. Overview	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 0 points	JUDGE SCORE
1. No Power	Power is NOT used (electric, battery, etc...).	N/A	N/A	N/A	Display not submitted OR power was used.	
2. Health Related Career	Display reflects a health career or a cluster of related health careers.	N/A	N/A	N/A	Display not submitted OR does not reflect a health career or a cluster of related health careers.	
3. Safety	Display/ equipment is safe and poses no hazards.	N/A	N/A	N/A	Display not submitted OR equipment presents safety/hazard concern.	
4. Reference Page	Reference page is included as a digital upload - and contains Event name, Competitor/Team Member Names, HOSA Division, HOSA Chapter #, School Name, Chartered Assoc, & Chosen Profession	N/A	N/A	N/A	Reference page is not included OR all requirements are not met.	
5. Display Setup	Display is no more than 36" high x 48" wide and 24" deep, with board made of foam or corrugated cardboard.	N/A	N/A	N/A	All requirements are not met.	
A. Overview	Excellent 20 points	Good 16 points	Average 12 points	Fair 8 points	Poor 0 points	JUDGE SCORE
6. Career Overview	Display provides an exceptional representation of the researched career / career cluster. Information is accurate, current, and presented in a logical manner.	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.	The information on the display is somewhat vague and does not clearly define the career/cluster.	The sequencing of ideas throughout the display is unclear. The display includes little information with limited data to support the career or career cluster.	Display not submitted OR information on the display is unclear and does not provide understanding of the career or career cluster.	

<b>B. Career Information Includes:</b>	<b>Excellent 5 points</b>	<b>Good 4 points</b>	<b>Average 3 points</b>	<b>Fair 2 points</b>	<b>Poor 0 point</b>	<b>JUDGE SCORE</b>
<b>1. Job responsibilities</b>	Detailed information on the job responsibilities is given along with an excellent description of five or more tasks specific to the health career.	Job responsibilities were provided. Good information on the job description were given with four specific tasks described.	A description of the job was provided. Three specific tasks were described.	A brief mention of the job responsibilities was given, and only one to two specific tasks were described.	Display not submitted OR no mention of job responsibilities or tasks associated with the job were provided.	
<b>2. Education requirements</b>	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.	There is a description of the educational requirements. It provides information on any degrees, certificates, licenses, or other special requirements.	There is a short description of the educational requirements.	There is an incomplete description of the educational requirements.	Display not submitted OR there is no description of the educational requirements.	
<b>3. Entry level salary at the local/ national/ global level</b>	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.	Salary at the local/ national/ global level is provided in the display along with a brief summary of the wage details.	A description of the salary range for this career is provided without specific details.	There is a vague description of the salary range for this career/cluster.	Display not submitted OR there is no description of the salary range for this career.	
<b>4. Benefits/ challenges associated with this career</b>	The display effectively highlights five or more benefits and challenges associated with this career.	The display shares highlights of four benefits or challenges commonly associated with this career.	The display describes three benefits or challenges with the career/ cluster.	The display mentions one or two benefits or challenges of the specific career or career cluster.	Display not submitted OR there was no mention of benefits or challenges with the career.	
<b>5. Additional relevant career information</b> Can discuss details/traits including (but not limited to): Career environment, technological needs, work schedule, personal characteristics, etc).	The display features five or more additional relevant details associated with the career/ career cluster.	The display features four additional details related to the career or career cluster.	The display features three additional details relevant to the career.	The display shares two additional details about the career.	Display not submitted OR no additional information on the career/career cluster was provided.	
<b>C. Display Visuals</b>	<b>Excellent 15 points</b>	<b>Good 12 points</b>	<b>Average 9 points</b>	<b>Fair 6 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
<b>1. Artistic Design</b>	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.	The artistic quality is good; the artwork stands out. The design elements seem to be well-thought out and comprehensive.	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.	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,	Display not submitted OR the design is simplistic and not visually appealing.	

<b>C. Display Visuals</b>	<b>Excellent 10 points</b>	<b>Good 8 points</b>	<b>Average 6 points</b>	<b>Fair 4 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
<b>2. Creativity and Originality</b>	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.	The display is innovative and creative. It offers something unique but is missing the wow-factor.	The display has moderate levels of creativity and originality.	Basic elements of creativity and innovation were captured in this health career display. It blends in with the other competitors.	Display not submitted OR little creativity or originality was captured in the display of this health care display. More effort needed	
<b>3. Appearance / Organization</b>	The display is exceptionally neat, organized, and error-free. Information is clearly displayed and easy to understand and follow.	Display is neat and organized. The content has a logical flow with only minimal errors.	The display was basic and could use more organization and thought to be understood. .	The display lacked organization and/or contained several spelling errors. The flow of information seemed to be out of order.	Display not submitted OR the display is either too busy or lacks enough detail to support the content.	
<b>Total Points (105):</b>						

## HEALTH CAREER DISPLAY

### Judge's Round 2 Rating Sheet – The Presentation

Section # \_\_\_\_\_ Judge's Signature \_\_\_\_\_  
 Team # \_\_\_\_\_ Division: SS \_\_\_\_\_ PS/Collegiate \_\_\_\_\_

HEALTH CAREER DISPLAY – The Presentation – Round 2						JUDGE SCORE
A. Presentation Content	Excellent 15 points	Good 12 points	Average 9 points	Fair 6 points	Poor 0 points	JUDGE SCORE
1. Understanding of the Career	The presenters shared exceptional insight and depth of knowledge on the career or career cluster.	The presenters shared knowledge and understanding of the career or career cluster.	The presenters demonstrated some command of the knowledge of the career/ career cluster.	The presenters shared knowledge of the career/ career cluster but failed to effectively teach the judges.	The presenters shared little to no knowledge of the career/ career cluster. The judges were left with more questions than answers.	
2. Why This Career?	Compelling examples of the significance of the presenter's choice of career field. Relevant, engaging stories were shared that brought the presentation to life.	The team shared engaging examples of why they selected their career field. Stories were shared to add a personal touch to the career selection.	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.	The team attempted to tell a story of the significance of choosing their career field, but the story was irrelevant to the career field.	The team was unable to connect a story for why they chose their career field of interest.	
3. Presentation of Career Information	The presentation of the career information was exceptionally organized, clear, and included relevant details to highlight the career/ career cluster.	The content and messaging of the career information were presented in a clear and concise manner.	Information shared by presenters was mostly organized and included few details of the career/ career cluster.	Presenters shared little knowledge of the career field, and the information shared was not delivered in a clear and concise manner.	Little to no information was presented to the judges on the career information.	
A. Presentation Content	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 0 points	JUDGE SCORE
4. Display Incorporated into Presentation	The display enhanced the messaging of the career/ career cluster and helped bring the presentation to life.	The display helped tell the story of the career/ career cluster. It complemented the presentation effectively.	The team did an adequate job of using the display to support the presentation.	The display somewhat enhanced the presentation on the career/ career cluster yet seemed to miss key points of emphasis.	The display seemed to be an "afterthought" to the presentation. There was a disconnect between what was featured on the display and the presentation.	
5. How the Career Fits into the Healthcare System	The team effectively presented the relevance of how the career aligns to the healthcare system and the outlook for the career.	The team moderately highlighted the significance of how the career fits into the healthcare system.	The team shared how the career fits into the healthcare system but did not provide significant detail.	The team briefly mentioned how the career fits into the healthcare system.	The team did not share how the career fits into the healthcare system.	
C. Presentation Delivery	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
1. Voice Pitch, tempo, volume, quality	Each competitor's voice was loud enough to hear. The competitors varied rate & volume to enhance the speech. Appropriate pausing was employed.	Each competitor spoke loudly and clearly enough to be understood. The competitors varied rate OR volume to enhance the speech. Pauses were attempted.	Each competitor could be heard most of the time. The competitors attempted to use some variety in vocal quality, but not always successfully.	Judges had difficulty hearing /understanding much of the speech due to little variety in rate or volume.	The competitor's voice is too low or monotone. Judges struggled to stay focused during the majority of presentation.	

<b>C. Presentation Delivery</b>	<b>Excellent 10 points</b>	<b>Good 8 points</b>	<b>Average 6 points</b>	<b>Fair 4 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
<b>2. Stage Presence</b> Poise, posture, eye contact, and enthusiasm	Movements & gestures were purposeful and enhanced the delivery of the speech and did not distract. Body language reflects comfort interacting with audience. Facial expressions and body language consistently generated a strong interest and enthusiasm for the topic.	The 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.	Stiff or unnatural use of nonverbal behaviors. Body language reflects some discomfort interacting with audience. Limited use of gestures to reinforce verbal message. Facial expressions and body language are used to try to generate enthusiasm but seem somewhat forced.	Most of the competitor's posture, body language, and facial expressions indicated a lack of enthusiasm for the topic. Movements were distracting.	No attempt was made to use body movement or gestures to enhance the message. No interest or enthusiasm for the topic came through in presentation.	
<b>3. Diction*, Pronunciation** and Grammar</b>	Delivery emphasizes and enhances message. Clear enunciation and pronunciation. No vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone heightened interest and complemented the verbal message.	Delivery helps to enhance message. Clear enunciation and pronunciation. Minimal vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone complemented the verbal message	Delivery adequate. Enunciation and pronunciation suitable. Noticeable verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Tone seemed inconsistent at times.	Delivery quality minimal. Regular verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Delivery problems cause disruption to message.	Many distracting errors in pronunciation and/or articulation. Monotone or inappropriate variation of vocal characteristics. Inconsistent with verbal message.	
	<b>Excellent 10 points</b>	<b>Good 8 points</b>	<b>Average 6 points</b>	<b>Fair 4 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
<b>4. Team Participation</b>	Excellent example of shared collaboration in the presentation of the project. Each team member spoke and carried equal parts of the project presentation.	The team worked effectively together, but the project presentation could have been more evenly divided.	The team worked together relatively well. One of the team members had less participation.	The team did not work effectively together.	One team member dominated the project presentation.	
<b>Total Points (95):</b>						

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

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

# Health Education

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

The rating sheet has been updated.  
Editorial changes have been made for clarity.

### **Event Summary**

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

**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 membership division in which they are registered to compete (Middle School, Secondary or Postsecondary/Collegiate).
2. Competitors must be familiar with and adhere to the [“General Rules and Regulations of the HOSA Competitive Events Program \(GRR\).”](#)
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.

### **The Health Lesson**

4. The specific topic and goal of instruction will be the decision of the team and may not be repeated from previous years. The topic must be health-related. Team members may create their own media tools, or may use prepared media (video, software and/or print) as part of their lesson.
5. The team will determine a target audience for their lesson AND must present their lesson to a real audience. The content and delivery of the lesson must be appropriate to this audience.
6. The team will develop goals and objectives for the lesson, along with a detailed lesson plan. The team will also develop an appropriate method of evaluating instruction.

### **The Portfolio**

7. Documentation of the lesson will be submitted electronically by ONE member of the team and formatted according to the instructions below. Each page will be counted and numbered (up to 20 pages maximum), beginning with the title page. Competitors may choose to bring their portfolio to ILC competition, to reference during the presentation, but no points are awarded on the rating sheet for doing so.
8. The portfolio will contain the following parts:

- A. **Title Page:** Event Name, team member names, HOSA division, chapter number, school name, chartered association, Title of lesson, target audience age or grade level, number of participants. One page only. (A creative design or pictures may be used but will not affect the score.)
  - B. **Lesson Plan Narrative:** A maximum of 3 pages describing the lesson, including the goal and plan for instruction. This should include data/research and supportive information about the selected topic.
  - C. **Lesson Outline:** A maximum of 2 pages of a timed outline that shows the segments of the lesson. This outline will help judges evaluate the opening, organization, delivery, and close of the instructional presentation.
  - D. **Materials:** A maximum of 9 pages of materials related to or used in the lesson. These materials may include, but are not limited to, photographs of the lesson, lesson handouts, scripts, worksheets, and multimedia printouts.
  - E. **Feedback Tools:** A maximum of 4 pages of lesson evaluation tools or feedback. These materials may include tests, written evaluations, surveys, or any other written feedback used to evaluate audience learning.
  - F. **Reference Page:** List the literature cited to give guidance to the portfolio. American Psychological Association (APA) is the preferred resource in Health Sciences. One page only. *Points will be awarded for compiling a clean, legible reference page, but the formatting of the reference page is not judged.*
  - G. Pages above the maximum allowance will not be evaluated and no points will be given for information in excess pages.
  - H. ALL Pages will be:
    - i. Be one-sided, typed,
    - ii. Be in 12 pt. Arial font, double-spaced,
    - iii. Be on 8 ½" x 11" paper with 1" margins,
    - iv. have a Running header with last name, & name of event,
    - v. Be numbered on top right side of each page (EXCEPT title page).
9. Reminder to refer to [GRR #24](#): By entering this event, competitor's materials become property of HOSA – Future Health Professionals, and are not returned to the competitors. Teams are encouraged to retain all original documents and videos, so that between each level of competition materials can be submitted as indicated. Materials will NOT be mailed or shared from Area/Regional to Chartered Association or to International competition.

### The Competitive Process

- 10. Presentation with Judges – All team members will report to the event site.
- 11. The presentation is to be no more than five (5) minutes. The timekeeper will announce the time when there is one (1) minute remaining in the presentation. The timekeeper will stop the presentation after five (5) total minutes and the team will be excused.
- 12. The purpose of the presentation is to communicate information about the project to the judges. The presentation MUST include:
  - 1. the goal of their instructional topic, instructional planning process, and, why they did what they did.
  - 2. the value of their lesson/topic to the chosen audience.
  - 3. the actual lesson highlighting the presentation outline, the use of presentation tools, and electronic media.

4. the role that each team member played in the preparation and delivery of the lesson.
  5. the techniques they used to evaluate the effectiveness/impact of their instruction.
13. Teams should explain to the judges the items listed below in the rating sheet. All team members must take an active role in the presentation.
  14. Use of index card notes during the presentation are permitted. Electronic notecards (on a tablet, smart phone, laptop, etc.) are permitted, but may not be shown to judges.
  15. 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.
  16. By entering this event, the competitors grant permission for their portfolio contents to be used in HOSA publications and on the HOSA website.

### Required Digital Uploads

17. The completed portfolio must be uploaded as a single document, pdf preferred, by ONE member of the team:
  - a. to Tallo for Secondary & Postsecondary/Collegiate divisions **OR**
  - b. to [this LINK](#) for Middle School division. Name of file MUST read: school name.charteredassociation.membername.ILC2021
  - c. Uploads for ILC will be open from April 15<sup>th</sup> - May 15<sup>th</sup> for ILC qualified competitors only.

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

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

#### Competitor Must Provide

- A .pdf of the portfolio electronically submitted by published deadline
- [Photo ID](#)
- #2 lead pencils with eraser (for evaluation)
- Notes on index cards or in electronic format for use during the presentation (optional)
- Watch with second hand (optional)

## HEALTH EDUCATION – Judge’s Rating Sheet

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

One PDF file with Portfolio Uploaded Online\*: Yes \_\_\_\_ No \_\_\_\_

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

A. Quality of Portfolio	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 0 points	JUDGE SCORE
1. <b>Title Page Content</b>	Event Name, team member names, HOSA division, chapter number, school name, chartered association, Title of lesson, target audience age or grade level, number of participants. One page only.	N/A	N/A	N/A	Portfolio not submitted OR all requirements are not met.	
2. <b>Reference Page</b>	The reference page is included in the portfolio submission.	N/A	N/A	N/A	Portfolio not submitted or no reference page is included in the portfolio.	
3. <b>Spelling, grammar, punctuation, neatness</b>	There are no spelling or grammatical errors throughout the entire portfolio. The portfolio is very neat and presentable.	There are a few minor misspellings or grammatical errors that will be easy to fix to make it appeal to the viewer. The portfolio is neat, with only minor examples where the pages could be better organized.	There is a mix of good spelling and poor spelling or proper grammar and improper grammar. The portfolio is presentable, although some pages appear to be cluttered or busy.	There are either several misspellings or there is very little correct grammar present in the portfolio. Portfolio needs more organization or attention to detail.	Portfolio not submitted OR there are many misspellings and overall weakness within the portfolio. The portfolio looks unprofessional.	
4. <b>ALL PAGES</b> are formatted correctly	All requirements are met: Typed, one-sided, in 12 pt. Arial font, double-spaced, in English, with 1" margins on 8 ½" x 11" paper, and contain: Running header with last name, event and page number top right side of each page (except title page).	N/A	N/A	N/A	Portfolio not submitted OR all requirements are not met.	
5. <b>Max Pages</b> (no pages above 20 will be judged)	Pages do not exceed 20 total.	N/A	N/A	N/A	Portfolio not submitted OR portfolio exceeds maximum page limit.	

<b>A. Quality of Portfolio</b>	<b>Excellent 10 points</b>	<b>Good 8 points</b>	<b>Average 6 points</b>	<b>Fair 4 points</b>	<b>Poor 0 points</b>	
<b>6. Lesson Plan Narrative</b>	Narrative provides an outstanding description of the goal of the lesson, thoroughly outlining the instruction plan.	Narrative provides a good description of the goal of the lesson, mostly outlining the instruction plan	Narrative provides an adequate description of the goal of the lesson, fairly outlining the instruction plan.	The narrative somewhat describes the lesson plan goal and plan for instruction.	Portfolio not submitted OR The lesson plan narrative does not provide a description of the goal or plan for instruction.	
<b>7. Lesson Outline</b>	The lesson was clearly defined with key elements, a timed outline, and a detailed explanation of the execution of the lesson. Clear evidence of the lesson is provided. The evidence provided shows the lesson had a strong opening, delivery and closing.	The timed outline provides explanation of the lesson format. Some details are provided to bring the instructional presentation to life.	The lesson outline adequately defines the details of the elements of the lesson.	Little evidence of a lesson plan outline is provided.	Portfolio not submitted OR outline is included in the lesson outline. No evidence of the instructional presentation were included.	
<b>8. Materials</b>	Exceptional examples of teaching materials (such as lesson handouts, scripts, worksheets, multimedia printouts, photos, etc.) are showcased in this portfolio that highlight the quality of instruction provided during this lesson.	The lesson plan materials are good quality. They add value to the portfolio.	The materials developed for this lesson are average. They have a basic level of quality.	The lesson plan materials need extra attention to make them average quality.	Portfolio not submitted OR the lesson plan materials were poor quality and did not enhance the portfolio.	
<b>9. Feedback Tools</b>	Exceptional examples of lesson feedback tools (such as tests, written evaluations, surveys, or other items to evaluate audience learning) are showcased in the portfolio and provided feedback from audience members.	Good examples of lesson feedback tools are provided in the portfolio.	The examples used to provide feedback were average and could use more attention to detail.	The feedback tools used to evaluate lesson plans were not effective.	Portfolio not submitted OR no feedback tools were provided.	
<b>B. Presentation to Judges:</b>	<b>Excellent 10 points</b>	<b>Good 8 points</b>	<b>Average 6 points</b>	<b>Fair 4 points</b>	<b>Poor 0 point</b>	<b>JUDGE SCORE</b>
<b>1. Objectives / accomplishments of project</b>	The activities used in this lesson were detailed with clear objectives and several accomplishments were highlighted in the presentation.	The activities used in this lesson were mostly clear; objectives and accomplishments were highlighted.	The objectives and accomplishments in this lesson were somewhat highlighted in this presentation.	The objectives were somewhat clear, little demonstration of accomplishments was evident in the presentation.	The objectives in this lesson were not clear and there was little evidence of accomplishments made throughout the presentation.	

<b>B. Presentation to Judges:</b>	<b>Excellent 10 points</b>	<b>Good 8 points</b>	<b>Average 6 points</b>	<b>Fair 4 points</b>	<b>Poor 0 point</b>	<b>JUDGE SCORE</b>
<b>2. Inclusion of media/software</b>	The team effectively described the inclusion of original and/or appropriate media / software in the presentation.	N/A	The team attempted to describe the original and /or appropriate media / software. More attention to detail is needed to be effective.	N/A	The team did not describe the use of media or software. to support their presentation.	
<b>C. Presentation Delivery</b>	<b>Excellent 5 points</b>	<b>Good 4 points</b>	<b>Average 3 points</b>	<b>Fair 2 points</b>	<b>Poor 0 point</b>	<b>JUDGE SCORE</b>
<b>1. Voice</b> Pitch, tempo, volume, quality	Each competitor's voice was loud enough to hear. The competitors varied rate & volume to enhance the speech. Appropriate pausing was employed.	Each competitor spoke loudly and clearly enough to be understood. The competitor s varied rate OR volume to enhance the speech. Pauses were attempted.	Each competitor could be heard most of the time. The competitors attempted to use some variety in vocal quality, but not always successfully.	Judges had difficulty hearing /understanding much of the speech due to little variety in rate or volume.	The competitor's voice is too low or monotone. Judges struggled to stay focused during the majority of presentation.	
<b>2. Stage Presence</b> Poise, posture, eye contact, and enthusiasm	Movements & gestures were purposeful and enhanced the delivery of the speech and did not distract. Body language reflects comfort interacting with audience. Facial expressions and body language consistently generated a strong interest and enthusiasm for the topic.	The 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.	Stiff or unnatural use of nonverbal behaviors. Body language reflects some discomfort interacting with audience. Limited use of gestures to reinforce verbal message. Facial expressions and body language are used to try to generate enthusiasm but seem somewhat forced.	Most of the competitor's posture, body language, and facial expressions indicated a lack of enthusiasm for the topic. Movements were distracting.	No attempt was made to use body movement or gestures to enhance the message. No interest or enthusiasm for the topic came through in presentation.	
<b>3. Diction*, Pronunciation** &amp; Grammar</b>	Delivery emphasizes and enhances message. Clear enunciation and pronunciation. No vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone heightened interest and complemented the verbal message.	Delivery helps to enhance message. Clear enunciation and pronunciation. Minimal vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone complemented the verbal message	Delivery adequate. Enunciation and pronunciation suitable. Noticeable verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Tone seemed inconsistent at times.	Delivery quality minimal. Regular verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Delivery problems cause disruption to message.	Many distracting errors in pronunciation and/or articulation. Monotone or inappropriate variation of vocal characteristics. Inconsistent with verbal message.	
<b>4. Team Participation</b>	Excellent example of shared collaboration in the presentation of the project. Each team member spoke and carried equal parts of the project presentation.	All but one person on the team was actively engaged in the project presentation.	The team worked together relatively well. Some of the team members had little participation.	The team did not work effectively together.	One team member dominated the project presentation.	

<b>D. Quality of the Lesson:</b>	<b>Excellent 10 points</b>	<b>Good 8 points</b>	<b>Average 6 points</b>	<b>Fair 4 points</b>	<b>Poor 0 point</b>	<b>JUDGE SCORE</b>
<b>1. Health related</b>	Lesson is health related.	N/A	N/A	N/A	Either presentation OR portfolio not submitted OR lesson is not health related.	
<b>2. Meaningful, relevant, importance to audience</b>	Lesson is exceptionally meaningful, relevant, and important for the audience. The topic is vital for this audience to know!	The lesson is relevant and important for the audience. The topic is beneficial for the audience.	The lesson offers some meaningful and important content but it is unclear if this topic is beneficial to the audience or not.	There is little value connected to this lesson for the audience.	Either presentation OR portfolio not submitted OR the lesson is not relevant and does not hold a sense of importance to the audience. The topic in no way connects to the audience.	
<b>3. Engaging, interesting</b>	The lesson is extremely engaging and will captivate the interest of the audience.	The lesson is engaging and interesting to the audience.	Some of the lesson is engaging and considered moderately interesting by the audience.	The lesson is slightly engaging to the audience	Either presentation OR portfolio not submitted OR the lesson does not appear to be engaging. More effort needed to hold the interest of the audience.	
<b>4. Appropriateness to targeted audience</b>	The quality of instruction was appropriate for the age of the audience. Much thought and consideration went into the instruction to assure the content would be well-received.	Instruction was appropriate to targeted audience.	The instruction was moderately age-appropriate to the targeted audience.	Instruction was slightly appropriate for the targeted audience.	Either presentation OR portfolio not submitted OR the instruction was inappropriate for the targeted audience.	
<b>5. Lesson creativity and originality</b>	The lesson is highly creative, original, and incorporates real and authentic learning.	The lesson is unique and original in content.	The lesson plan was mostly creative and only somewhat original in content.	The lesson was fairly creative but lacked original content.	Either presentation OR portfolio not submitted OR the lesson lacked creativity and originality. More effort needed to connect with your audience.	
<b>Total Points (155):</b>						

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

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

# Medical Innovation

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

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

### **Event Summary**

Medical Innovation provides HOSA members with the opportunity to gain knowledge and skills required to impact the future of health and or the delivery of healthcare through the development of a new medical innovation. This competitive event consists of 2 rounds and each team consists of 2-4 people. In Round One, judges will evaluate the created medical innovation and the top scoring teams will advance to Round Two for the oral presentation. This event aims to inspire members to be proactive future health professionals by sharing their medical innovation, understanding, and outcomes with others.

**Disclaimer** If a competitor is interested in obtaining a patent for his/her original work, it is the responsibility of the competitor. More information on patents may be found at <https://www.uspto.gov/patent> or [European Patent Office](#). HOSA does not provide patent protection for this event.

**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 division in which they are registered to compete (Secondary or Postsecondary/Collegiate).
2. Competitors must be familiar with and adhere to the [“General Rules and Regulations of the HOSA Competitive Events Program \(GRR\).”](#)
3. The original medical innovation must be presented by a team of two to four (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.

### **ROUND ONE: The Medical Innovation**

5. Prior to competing, the team will create an original innovation of their own idea and design. The innovation should be something that could lead to an advancement in medicine or the delivery of healthcare. They will build a prototype of their innovation, provide supporting evidence for why this innovation is needed, and then record a video demonstration of their vision for this innovation.
6. Topics could include, but are not limited to:
  - a. Medical or healthcare innovation

- b. Emerging technologies in health
  - c. Advances in medicine
7. Websites that may provide useful information are:
- a. [Johnson and Johnson](#)
  - b. [Cleveland Clinic](#)
  - c. [Deloitte](#)
8. Innovations in this event *must* be original ideas. It is the competitor's responsibility to perform due diligence to determine whether or not their idea/innovation already exists in publication or patent. Begin with an internet search. For more information, visit [STOPfakes.gov](#) or the [European Patent Office](#).

### ROUND ONE: The Process

9. 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 innovation and overall table exhibit. Only registered competitors will be allowed to setup the exhibits. 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 Round One judging.
10. ROUND ONE will not be attended by competitors. Judges will view the assembled innovations and will use the Round One rating sheet to rate each innovation.
11. The top secondary and postsecondary/collegiate teams from Round One will advance to Round Two, for the oral presentation. Number of advancing teams will be determined by criteria met in Round One and space available for Round Two.
12. There will be one or two teams per table. Once positioned on the table with three-dimensional exhibit items, the maximum dimensions are:  
 WIDTH: 48 inches      DEPTH: 24 inches
13. The exhibit will be measured by the Section Leader or Event Manager before judging begins, from a beginning point to the furthest point of the exhibit.
- a. There is no maximum height limit, however exhibits must be stable enough to sit on the table without assistance or fear of falling.
  - b. Width will be measured from the widest point of anything on the exhibit to the opposite point.
  - c. Depth will be measured from the deepest point of anything on the exhibit to the opposite point.
  - d. Exhibit materials may not extend beyond the edge of the exhibit table.
  - e. Dimensions include models, electronics, mannequins and all other exhibit items.
  - f. Exhibit must be submitted in English for judging.
14. The work **must** be the work of the competitors, including the artistic aspects of the exhibit. 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.
15. All teams will have the same size table. Exhibits must fit on this table without hanging off, as the next table may be in very close proximity. Teams may take

things off the exhibit to show the judges and utilize the space around the exhibit, as long as they do not encroach on an equal distance from the next exhibit.

16. Teams should assemble materials so that the overall exhibit can stand-alone. Anyone viewing the innovation exhibit materials should be able to have a general idea of the medical innovation without having someone there to speak about it. This may include any pre-recorded materials on battery powered devices.
17. Reference Page: List the literature cited to give guidance to the exhibit. American Psychological Association (APA) is the preferred resource in Health Sciences. One page only. 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.*
18. 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, any equipment/materials that could expose anyone to risk of bodily harm or danger. Invasive procedures and skin puncturing of any kind are **prohibited**.
19. Electricity will not be provided. Teams **MUST** use battery power instead of electricity for their exhibits if power is required. Any noise (bells, alarms, etc...) used in exhibit/presentation must not interfere with neighboring exhibits/presentations.
20. 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.

## **ROUND TWO: The Presentation**

21. The team will report back to their innovation at their assigned appointment time to present a seven (7) 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. During the seven (7) minute prepared presentation, time cards will be shown with one (1) minute remaining and time will be called at the end of the 7 minutes.
  - c. All team members must take an active role in the presentation.
22. At the conclusion of the seven (7) 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.
23. Each team that advances to the presentation round will be judged on their ability to communicate information to the judges about their innovation. The presentation will explain, teach and demonstrate the medical innovation to the judges. The presentation may include why the team created this innovation, how it is used, its benefits, value, costs, training requirements, and career implications. The goal will be to deliver an engaging presentation that teaches the judges about the innovation. Each team will be judged on their overall innovation and on their ability to communicate information to the judges about the need for their chosen innovation.

24. OPTION: Additional time may be given to competitors to set up again (reset their materials) for round two depending on how the event is scheduled at the chartered association and ILC levels, at the discretion of HOSA staff.
25. Exhibits must be picked up by competitors as instructed. Any exhibits not picked up **within the given timeframe** will become the property of HOSA-Future Health Professionals and may be discarded.
26. Scores from Round One will be added to Round Two to determine the final results.
27. 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.
28. All competitors in this event at the International Leadership Conference are **required** to attend the **HOSA Project Display Time** for this event. Team members will stand with their innovation and share event experiences with conference delegates. Failure to attend Project Display Time will result in a 15 point deduction, assessed in Tabulations.

### Final Scoring

### Required Digital Uploads

29. The following items must be uploaded as a single document, pdf preferred, by ONE member of the team:
  - a. Reference page & 1-3 photos of the exhibit.
  - b. Upload to Tallo for Secondary & Postsecondary/Collegiate divisions.
  - c. Uploads for ILC will be open from April 15<sup>th</sup> -May 15<sup>th</sup> for ILC qualified competitors only.

Instructions for uploading materials to Tallo can be found [HERE](#).

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

30. Reminder to refer to [GRR #24](#): By entering this event, competitor's materials become property of HOSA – Future Health Professionals, and are not returned to the competitors. Teams are encouraged to retain all original documents and videos, so that between each level of competition materials can be submitted as indicated. Materials will NOT be mailed or shared from Chartered Association to International competition.

**Competitor Must Provide**

- 1-3 photos of exhibit and reference page uploaded to Tallo by published deadline by ONE member of the team
- [Photo ID](#)
- Innovation and all associated materials/display items
- #2 Pencil for evaluation
- All audio visual equipment needed
- Watch with second hand (optional-Round Two only)
- Index cards or electronic notecards for presentation (optional)

**MEDICAL INNOVATION**  
**Judge's Round 1 Rating Sheet – The Innovation Exhibit**

Section # \_\_\_\_\_ Judge's Signature \_\_\_\_\_  
 Team \_\_\_\_\_

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.

A. Medical Innovation – The Innovation Exhibit – Round 1						JUDGE SCORE
A. Overview	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 0 points	
1. Prototype	Prototype shown in uploaded photos	N/A	N/A	N/A	Prototype not shown in uploaded photos OR no photos uploaded.	
2. Safety	Exhibit/ equipment is safe and poses no hazards.	N/A	N/A	N/A	Equipment presents safety/hazard concern.	
3. Reference Page	Reference page is included as a digital upload - and contains Event name, Competitor/Team Member Names, HOSA Division, HOSA Chapter #, School Name, Chartered Assoc, & Chosen Innovation	N/A	N/A	N/A	Reference page is not included OR all requirements are not met.	
4. Innovation Setup	Exhibit materials do not extend beyond the edge of the table and safely stands on the table AND exhibit is no more than 48" wide x 24" deep.	N/A	N/A	N/A	Exhibit does not meet requirements.	
B. EXHIBIT CONTENT	Excellent 15 points	Good 12 points	Average 9 points	Fair 6 points	Poor 0 points	JUDGE SCORE
1. Innovation Design	The quality of design of the innovation is exceptional. The unique design is comprehensive and original. The design pushes the boundaries of originality and takes innovation to the next level.	The innovation consists of mostly original design. The information appears to be well-designed and comprehensive.	The design innovation is moderately original showcasing some unique features. Some of the design lacked details that took away from the overall comprehension of the innovation	Information on the design seem to be missing key elements. More information is needed for the design innovation to be effective.	The design is simplistic and does not offer an original approach to the content. Components of the design appear to be missing and judges are left with more questions than answers.	

<b>EXHIBIT CONTENT</b>	<b>Excellent 15 points</b>	<b>Good 12 points</b>	<b>Average 9 points</b>	<b>Fair 6 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
<b>2. Innovation Impact / Relevance</b>	The relevance of this medical innovation is significant and timely. This product/process definitely has the potential to positively impact the future of healthcare, increase the quality of life or reduce healthcare costs.	This medical innovation exhibits promising indicators of having a positive impact on the future of healthcare but may or may not significantly affect quality of life or reduction of care costs.	This innovation suggests a minimal impact on the future of the healthcare industry, improvement of quality of life or reducing healthcare costs.	The impact on the healthcare industry by improving quality of life or reducing healthcare costs is questionable at best.	This design is already in existence or does not add value to the global healthcare market.	
<b>3. Content / Information</b>	Content is written clearly and concisely with a logical sequence of ideas and supporting information. The exhibit gives the audience a clear understanding of the innovation. Information is accurate and current.	The content is mostly clear, and ideas are sequenced in a logical manner. The exhibit provides the audience with a general understanding of the innovation.	The content is vague in conveying a point of view and does not create a strong sense of purpose. Some of the information does not support understanding of the innovation.	Sequencing of ideas does not flow logically. Exhibit includes little information – only one or two details about the topic with little support for claims/ evidence.	Information on the exhibit is unclear and does not provide understanding of the innovation.	
<b>C. EXHIBIT VISUALS</b>	<b>Excellent 10 points</b>	<b>Good 8 points</b>	<b>Average 6 points</b>	<b>Fair 4 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
<b>1. Artistic Design</b>	The artistic quality is exceptional. The artwork is vibrant, balanced, visually pleasing and pushes the boundaries of artistic expression. The design choices take the exhibit to the next level.	The artistic quality is good; the artwork stands out. The design elements seem to be well-thought out and comprehensive.	The exhibit incorporates balanced design choices, showcasing some artistic features. Some of the design lacks artistic details that took away from the overall visual of the exhibit.	Basic levels of artistic design are incorporated into the exhibit. Better design/color choices should be incorporated to assure the artwork on the exhibit is pleasing to the eye,	The design is simplistic and not visually appealing.	
<b>2. Creativity and Originality</b>	The exhibit incorporates creativity and innovation that make it unique. The exhibit has the “wow-factor” and stands out in the room above all others.	The exhibit is innovative and creative. It offers something unique but is missing the wow-factor.	The exhibit has moderate levels of creativity and originality.	Basic elements of creativity and innovation were captured in this exhibit. It blends in with the other competitors.	Little creativity or originality was captured in the exhibit of this health care exhibit. More effort needed.	
<b>3. Appearance / Organization</b>	The exhibit is exceptionally neat, organized, and error-free. Information is clearly displayed and easy to understand and follow.	Exhibit is neat and organized. The content has a logical flow with only minimal errors.	The exhibit was basic and could use more organization and thought to be understood. .	The exhibit lacked organization and/or contained several spelling errors. The flow of information seemed to be out of order.	The exhibit is either too busy or lacks enough detail to support the content	
<b>Total Points (95):</b>						

## MEDICAL INNOVATION

### Judge's Round 2 Rating Sheet – The Presentation

Section # \_\_\_\_\_  
 Team # \_\_\_\_\_

Judge's Signature \_\_\_\_\_  
 Division: SS \_\_\_\_\_ PS/Collegiate \_\_\_\_\_

Medical Innovation – The Presentation – Round 2						JUDGE SCORE
A.PRESENTATION CONTENT	Excellent 15 points	Good 12 points	Average 9 points	Fair 6 points	Poor 0 points	JUDGE SCORE
<b>1. Explain &amp; Teach</b>	The team shared exceptional depth of knowledge on the innovation content and effectively taught the judges about their innovation.	The team shared knowledge and understanding of the original innovation with the judges.	The team shared an average amount of knowledge on the original medical innovation.	The team demonstrated some command of the knowledge but failed to effectively teach the judges about the original innovation.	The team shared little to no knowledge of the medical innovation with the judges or repeated information.	
<b>2. Demonstration of Prototype</b>	The team did an outstanding job demonstrating the medical innovation prototype. The audience feels competent about how to use the prototype.	The team did a good job demonstrating the innovation prototype.	The presentation of the medical innovation prototype was mediocre.	The team attempted to demonstrate the innovation prototype but experienced challenges.	The presentation of the medical innovation prototype was poor. The prototype did not function correctly.	
<b>3. Why this Innovation? Value &amp; Benefit</b>	The team provided clear rationale for the purpose behind the innovation, why it is needed and how it will add value and benefit the healthcare system.	The team was able to explain the value and benefit of the medical innovation to the healthcare industry.	The team provided a short explanation for how the medical innovation will benefit the healthcare industry.	Little demonstration for why this innovation will add value or benefit the healthcare system was given.	The team was unable to explain or demonstrate why this medical innovation will add value or benefit to the healthcare system.	
<b>4. Overall Innovation</b>	The exhibit and presentation are an excellent combination to get people excited about the innovation and could have a profound effect on the future of healthcare.	The exhibit and presentation resonated with the audience and made a positive impact. The audience left feeling positive about the new innovation.	The overall effectiveness of the innovation demonstrates some potential to impact the future of healthcare.	The medical innovation needs additional focus in order to gain excitement	The presentation and exhibit need more polish and attention to detail in order to improve the delivery of healthcare. The overall innovation lacks effectiveness and attention to detail.	
A.PRESENTATION CONTENT	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 0 points	JUDGE SCORE
<b>5. Cost</b>	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.	

<b>A.PRESENTATION CONTENT</b>	<b>Excellent 5 points</b>	<b>Good 4 points</b>	<b>Average 3 points</b>	<b>Fair 2 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
<b>6. Training Requirements</b>	A detailed description of the training requirements to use or implement the medical innovation was shared.	A description of the training requirements was provided.	A short description of the training requirements was provided.	An incomplete description of the training requirements was provided.	There is no description of the training requirements for the medical innovation.	
<b>7. Career Implications</b>	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.	
<b>B.PRESENTATION DELIVERY</b>	<b>Excellent 10 points</b>	<b>Good 8 points</b>	<b>Average 6 points</b>	<b>Fair 4 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
<b>1. Voice</b> Pitch, tempo, volume, quality	Each competitor's voice was loud enough to hear. The competitors varied rate & volume to enhance the speech. Appropriate pausing was employed.	Each competitor spoke loudly and clearly enough to be understood. The competitors varied rate OR volume to enhance the speech. Pauses were attempted.	Each competitor could be heard most of the time. The competitors attempted to use some variety in vocal quality, but not always successfully.	Judges had difficulty hearing /understanding much of the speech due to little variety in rate or volume.	The competitor's voice is too low or monotone. Judges struggled to stay focused during the majority of presentation.	
<b>2. Stage Presence</b> Poise, posture, eye contact, and enthusiasm	Movements & gestures were purposeful and enhanced the delivery of the speech and did not distract. Body language reflects comfort interacting with audience. Facial expressions and body language consistently generated a strong interest and enthusiasm for the topic.	The 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.	Stiff or unnatural use of nonverbal behaviors. Body language reflects some discomfort interacting with audience. Limited use of gestures to reinforce verbal message. Facial expressions and body language are used to try to generate enthusiasm but seem somewhat forced.	Most of the competitor's posture, body language, and facial expressions indicated a lack of enthusiasm for the topic. Movements were distracting.	No attempt was made to use body movement or gestures to enhance the message. No interest or enthusiasm for the topic came through in presentation.	
<b>3. Diction*, Pronunciation** and Grammar</b>	Delivery emphasizes and enhances message. Clear enunciation and pronunciation. No vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone heightened interest and complemented the verbal message.	Delivery helps to enhance message. Clear enunciation and pronunciation. Minimal vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone complemented the verbal message	Delivery adequate. Enunciation and pronunciation suitable. Noticeable verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Tone seemed inconsistent at times.	Delivery quality minimal. Regular verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Delivery problems cause disruption to message.	Many distracting errors in pronunciation and/or articulation. Monotone or inappropriate variation of vocal characteristics. Inconsistent with verbal message.	

<b>B.PRESENTATION DELIVERY</b>	<b>Excellent 5 points</b>	<b>Good 4 points</b>	<b>Average 3 points</b>	<b>Fair 2 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
<b>4. Organization and Flow</b>	The presentation was exceptionally organized, clear and coherent. It flowed seamlessly.	The presentation was well-organized, clear and included sufficient detail.	Information shared by presenters was somewhat organized and presented fairly well. The presentation included some details to help with the delivery.	Presentation was not delivered in a clear and concise manner.	The presentation was scattered and unclear; did not flow, and left judges with more questions than answers.	
<b>5. Exhibit Incorporated into Presentation</b>	The exhibit enhanced the messaging of the innovation and helped bring the presentation to life.	The exhibit helped tell the story of the innovation. It complemented the presentation effectively.	The team did an adequate job of using the exhibit to support the presentation.	The exhibit somewhat enhanced the presentation on the innovation yet seemed to miss key points of emphasis.	The exhibit seemed to be an "afterthought" to the presentation. There was a disconnect between what was featured on the exhibit and the presentation.	
<b>B.PRESENTATION DELIVERY</b>	<b>Excellent 10 points</b>	<b>Good 8 points</b>	<b>Average 6 points</b>	<b>Fair 4 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
<b>6. Team Participation</b>	Excellent example of shared collaboration in the presentation of the project. Each team member spoke and carried equal parts of the project presentation.	All but one person on the team was actively engaged in the project presentation.	The team worked together relatively well. Some of the team members had little participation.	The team did not work effectively together.	One team member dominated the project presentation.	
<b>7. Answered judge questions effectively.</b>	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.	
<b>Total Points (135):</b>						

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

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

# Parliamentary Procedure

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

*Thank you to the National Association of Parliamentarians for their assistance in the event updates.*

The test plan has been updated.  
The preparation time has been increased to 15 minutes, and the meeting time to 11 minutes.  
The secret topic will include four motions, instead of five.  
The motions that accompany the secret topic no longer have to be presented in the order listed.  
The judges will score minutes from a previous meeting (via a Tallo upload).  
Meeting minutes will no longer be taken by the Secretary during competition.  
The rating sheet has been updated.

### **Event Summary**

Parliamentary Procedure provides HOSA members with the opportunity to gain knowledge and skills required to conduct a simulated business meeting by using parliamentary procedure. This competitive event consists of two rounds and each team consists of 5-8 members. Round One is a written test and the top-scoring teams will advance to Round Two to conduct a demonstrated meeting with a secret topic. The demonstrated meeting should show the participant's knowledge of parliamentary procedure and should follow the agenda given. The secret topic will include four subsidiary and privileged motions commonly used during a business meeting. This event aims to inspire members to be proactive future health professionals by learning the importance of cooperation, fair decision-making, and competitive performance.

**Sponsorship** This event is sponsored by the [National Association of Parliamentarians](#)

**Dress Code** Competitors shall wear the HOSA uniform or proper business attire. Bonus points will be awarded for [proper dress](#) in both rounds. 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 division in which they are registered to compete (Secondary or Postsecondary/Collegiate).
2. Competitors must be familiar with and adhere to the ["General Rules and Regulations of the HOSA Competitive Events Program \(GRR\)."](#)
3. Teams shall be composed of five (5) to eight (8) members with identified offices or representative thereof (i.e., president, treasurer, committee chairman, member, etc.).

### **Official References**

4. [Robert's Rules of Order, Newly Revised. De Capo Press. Latest edition](#)
5. [Robert's Rules of Order Newly Revised In Brief, Latest edition.](#)
6. Other references used for test development include:
  - [Study Questions for NAP Membership Exam, National Association of Parliamentarians.](#)

7. The [National Association of Parliamentarians](#) is available as a resource and support for HOSA teams wanting to prepare for this event. Webinars will be offered during the HOSA membership year to help teams prepare.

#### ROUND ONE: Test

8. [Round One Test Instructions](#): The competitors will be given instructions and will be notified to start the test. There will be a maximum of 30 minutes to complete the 35-item multiple choice test.
  - A. All competitors shall report to the site of the event at the time designated for each round. At ILC, [photo ID](#) must be presented prior to competing in each round.
  - B. The test measures broad concepts of parliamentary procedure as described in the resources listed in Rule #4-#6.
  - C. The team test score average from Round One will be used to qualify the team for the Round Two meeting. The team test score average will then be added to the meeting score to determine final results.
  - D. Test Plan: National Association of Parliamentarians 100%
    - Why Have Rules
    - What Happens at a Meeting?
    - Handling Motions
    - Debate
    - Amendments
    - Postponing and Referring to a Committee
    - How a Group Can Change Its Mind
    - Voting and Elections
    - Bylaws and Other Rules and How to Use Them
    - How Rules are Enforced and Suspended
    - Table of Rules
    - Officers, Committee Chairman or Member

*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.*

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

9. The top secondary and postsecondary/collegiate teams from Round One will advance to Round Two. Number of advancing teams will be determined by criteria met in Round One and space available for Round Two. Team numbers and appointment times are pre-assigned on a random selection basis.
10. Each team prepares minutes of a previous local chapter meeting in advance, including a treasurer's report and committee report(s). The minutes are brought to the meeting/presentation room and used according to parliamentary law. The minutes are also uploaded digitally to Tallo, prior to competition. See item #25 for details.

11. **Sample Round One Test Questions** (RONR In Brief, 3<sup>rd</sup> Edition)
1. How are special committees members chosen?
    - A. They are always appointed by the presiding officer.
    - B. They are always elected by the members in a meeting.
    - C. **The method is included in the motion to commit if the bylaws are silent on the method.**Page 56
  
  2. In which of these circumstances is a two-thirds vote required?
    - A. **To close debate or extend limits of debate.**
    - B. To adopt the main motion.
    - C. To refer to a committeePage 67
  
  3. The highest level of rules contained in a document of the organization is called:
    - A. Special rules of order.
    - B. **Bylaws**
    - C. Standing RulesPage 85

#### **ROUND TWO: The Secret Topic**

12. Teams shall report to the site of the event at the appointed time. At ILC, [photo ID](#) must be presented prior to competing in each round.
  
13. In the preparation room, each member of the team will be given a copy of the secret topic. Team members are permitted to write on their copy of the secret topic. Team members may use the secret topic in both the preparation and the meeting/presentation rooms.
  
14. The secret topic will include four (4) subsidiary and privileged motions commonly used during a business meeting. The four (4) motions must be included in the presentation.
  
15. The secret topic for this event is confidential information. 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 in accordance with [the GRRs](#).

#### **The Preparation / Planning**

16. Teams are given fifteen (15) minutes to plan their meeting.
  
17. Teams may use *Robert's Rules of Order In Brief, 3<sup>rd</sup> Edition* or *Robert's Rules of Order, Newly Revised, 12<sup>th</sup> Edition* during this preparation period but NOT during the presentation. HOSA will provide one copy of *Robert's Rules of Order, Newly Revised, 12<sup>th</sup> Edition* for use in the preparation room.
  
18. A timekeeper will announce when one (1) minute remains in the planning time.

#### **The Meeting/Presentation**

19. Teams will then transition from the preparation room to the meeting/presentation room. Teams will have eleven (11) minutes to present their meeting for the judges.
  
20. Teams may take the following items into the presentation room:
  - A. a copy of the minutes of a previous meeting
  - B. the treasurer's report
  - C. committee report(s)

- D. copies of the secret topic for each team member, teams may use these copies with notes from the preparation room
  - E. blank paper
  - F. pen/pencil for the president to take notes during the meeting.
21. The presentation consists of procedures used in a regular business meeting (i.e., call to order through adjournment). The secret topic contains motions that must be included in the presentation.
  22. The team is seated so that the judges have a full view of the participants. All team members must take an active role in the meeting.
  23. Each team is allowed eleven (11) minutes beginning with the sound of gavel at opening and ending with the sound of the gavel at closing. The timekeeper shall stand and present a flash card advising the team when one (1) minute remains. At the end of 11 minutes, the timekeeper will stop the team.
  24. The judges then have four (4) minutes to complete the rating sheets, including a review of the team's digitally submitted (via Tallo) minutes of the previous meeting.

### Required Digital Uploads

25. The previous meeting's minutes must be uploaded to Tallo by ONE member of the team, as a single document, .pdf preferred.
  - I. Minutes will be succinct, with careful attention to detail, and will accurately highlight the motions including names and action items.
  - II. Uploads for ILC will be open from April 15th - May 15th for ILC qualified competitors only.
  - III. Instructions for uploading materials to Tallo (Secondary/Postsecondary divisions only) can be found [HERE](#).

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

### Final Scoring

26. In case of a tie, the highest averaged test score will be used to determine the rank.
27. At the HOSA International Leadership Conference, the [National Association of Parliamentarians](#) offers special recognition for HOSA members who score a 70% or higher on the Round One test.
  - A. The National Association of Parliamentarians (NAP) recognizes a score of 70% or higher as a passing score to be eligible for NAP membership.
  - B. The process for determining and announcing the ILC competitors who qualify for NAP membership will be announced annually at the ILC.
  - C. To become a member of NAP, the eligible HOSA member must complete the appropriate application and pay current NAP membership dues.

**Competitor Must Provide**

- [Photo ID](#)
- Pens and #2 lead pencils with eraser
- Watch with second hand (optional-Round Two only)
- A copy of the minutes of the previous meeting, the treasurer's report, and committee report(s) to help the team complete the meeting demonstration for judges.
- A .pdf of the previous meeting's minutes, as a single document, by ONE *team member*, uploaded to Tallo by published deadline – for judge scoring

## PARLIAMENTARY PROCEDURE ROUND TWO – JUDGE’S RATING SHEET

Section # \_\_\_\_\_ Judge’s Signature \_\_\_\_\_  
 Team # \_\_\_\_\_ Division: SS \_\_\_\_ PS/C \_\_\_\_

One .pdf file of the previous meeting’s minutes uploaded online to Tallo: YES \_\_\_\_ NO \_\_\_\_  
*\*If the materials are not uploaded, the applicable items on the rating sheet below (item E) cannot be judged.*

<b>A. Proper Order of Business:</b>					
Items Evaluated	Yes 3 points	No 0 points	JUDGE SCORE		
1. Call to order	Meeting was called to order.	Meeting was not called to order.			
2. Approval of minutes*	Minutes were approved.	Minutes were not approved.			
3. Treasurer’s Report	The treasurer’s report was presented.	The treasurer’s report was not presented.			
4. Committee report(s)	Committee(s) presented.	Committee member(s) did not share their report(s).			
5. Unfinished business	Unfinished business was presented.	<del>No</del> -Unfinished business was not presented.			
6. New business (Secret Topic)	New business (Secret Topic) was presented.	New business (Secret Topic) was not presented.			
7. Adjournment	The president or chairperson adjourned the meeting.	The meeting was not adjourned.			
<b>B. Motions (Maximum 56 points):</b>		Good 8 points	Average 4 points	Fair 0 points	JUDGE SCORE
1. Main Motion _____	Team correctly demonstrated a main motion.	Team did not <u>correctly</u> demonstrate a main motion.	Team did not demonstrate a main motion.		
2. Motion #1 (from Secret Topic) _____	Team correctly demonstrated motion.	Team did not <u>correctly</u> demonstrate the motion.	Team did not demonstrate the motion.		
3. Motion #2 (from Secret Topic) _____	Team correctly demonstrated motion.	Team did not <u>correctly</u> demonstrate the motion.	Team did not demonstrate the motion.		
4. Motion #3 (from Secret Topic) _____	Team correctly demonstrated motion.	Team did not <u>correctly</u> demonstrate the motion.	Team did not demonstrate the motion.		
5. Motion #4 (from Secret Topic) _____	Team correctly demonstrated motion.	Team did not <u>correctly</u> demonstrate the motion.	Team did not demonstrate the motion.		
6. Additional motion (optional) _____	Team correctly demonstrated motion.	Team did not <u>correctly</u> demonstrate the motion.	Team did not demonstrate the motion.		
7. Additional motion (optional) _____	Team correctly demonstrated motion.	Team did not <u>correctly</u> demonstrate the motion.	Team did not demonstrate the motion.		

<b>C. General Parliamentary Procedure</b>	<b>Excellent 10 points</b>	<b>Good 8 points</b>	<b>Average 6 points</b>	<b>Fair 4 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
1. Proper recognition of chair and members	Chair and members were recognized properly at all times	Chair and members were recognized properly most of the time	Chair and members were recognized properly some of the time	Chair and members were only recognized properly once or twice.	Members were never recognized properly by the chair	
2. Proper use of parliamentary terms**	Used proper parliamentary terminology to process all 4 required motions.	Used proper parliamentary terminology to process 3 motions.	Used proper parliamentary terminology to process 2 motions.	Used proper parliamentary terminology to process 1 motion.	Used proper parliamentary terminology to process none of the motions.	
3. Agenda	Team addressed all agenda items correctly.	Team addressed all agenda items, but some were not done properly	Team did not address all agenda items.	N/A	Team did not follow agenda.	
4. Skill & knowledge of presiding officer	The presiding officer demonstrated great knowledge and skill of parliamentary procedure and used terms and actions with a natural confidence.	The presiding officer demonstrated modest knowledge and skill of parliamentary procedure and seemed to be mostly confident with the terms and actions used in the meeting.	The presiding officer showcased some knowledge of parliamentary procedure and appeared to be gaining comfort in leading an official meeting.	The presiding officer was able to showcase little knowledge of parliamentary procedure and will require additional practice to build confidence leading the meeting.	The presiding officer did not demonstrate knowledge or skill regarding parliamentary procedure.	
<b>D. Presentation Delivery</b>	<b>Excellent 5 points</b>	<b>Good 4 points</b>	<b>Average 3 points</b>	<b>Fair 2 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
<b>1. Voice</b> Pitch, tempo, volume, quality	Each competitor's voice was loud enough to hear. The competitor s varied rate & volume to enhance the speech. Appropriate pausing was employed.	Each competitor spoke loudly and clearly enough to be understood. The competitors varied rate OR volume to enhance the speech. Pauses were attempted.	Each competitor could be heard most of the time. The competitor s attempted to use some variety in vocal quality, but not always successfully.	Judges had difficulty hearing /understanding much of the speech due to little variety in rate or volume.	The competitor's voice is too low or monotone. Judges struggled to stay focused during the majority of presentation.	
<b>2. Stage Presence</b> Poise, posture, eye contact, and enthusiasm	Movements & gestures were purposeful and enhanced the delivery of the speech and did not distract. Body language reflects comfort interacting with audience. Facial expressions and body language consistently generated a strong interest and enthusiasm for the topic.	The 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.	Stiff or unnatural use of nonverbal behaviors. Body language reflects some discomfort interacting with audience. Limited use of gestures to reinforce verbal message. Facial expressions and body language are used to try to generate enthusiasm but seem somewhat forced.	Most of the competitor's posture, body language, and facial expressions indicated a lack of enthusiasm for the topic. Movements were distracting.	No attempt was made to use body movement or gestures to enhance the message. No interest or enthusiasm for the topic came through in presentation.	

<b>D. Presentation Delivery</b>	<b>Excellent 5 points</b>	<b>Good 4 points</b>	<b>Average 3 points</b>	<b>Fair 2 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
<b>3. Diction***, Pronunciation**** &amp; Grammar</b>	Delivery emphasizes and enhances message. Clear enunciation and pronunciation. No vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone heightened interest and complemented the verbal message.	Delivery helps to enhance message. Clear enunciation and pronunciation. Minimal vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone complemented the verbal message	Delivery adequate. Enunciation and pronunciation suitable. Noticeable verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Tone seemed inconsistent at times.	Delivery quality minimal. Regular verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Delivery problems cause disruption to message.	Many distracting errors in pronunciation and/or articulation. Monotone or inappropriate variation of vocal characteristics. Inconsistent with verbal message.	
	<b>Excellent 10 Points</b>	<b>Good 8 points</b>	<b>Average 6 points</b>	<b>Fair 4 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
<b>4. Team Participation</b>	Excellent example of shared collaboration in the meeting presentation of the motions. Each team member spoke and carried equal parts.	Most of the team was actively engaged in the meeting and meeting presentation.	The team worked together relatively well. Some team members spoke more than others.	The team did not work effectively together.	One team member dominated the meeting presentation.	
<b>5. Quality of discussion</b>	The team accomplished all of the goals of the secret topic. There was quality discussion and diversity of viewpoints.	The team accomplished most of the goals of the secret topic. There was quality discussion and some diversity of viewpoints.	The meeting accomplished only some of the goals of the secret topic. Quality of discussion and diversity of viewpoints were somewhat lacking.	The team experienced challenges accomplishing the goals of the secret topic. There was limited discussion and diversity of viewpoints.	The team did not accomplish the goals of the secret topic and judges had a hard time finding quality points.	
<b>E. Minutes</b>	<b>Excellent 10 Points</b>	<b>Good 8 points</b>	<b>Average 6 points</b>	<b>Fair 4 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
<b>1. Minutes from previous meeting.</b>	The minutes from the preceding meeting are summarized succinctly with careful attention to detail. They are organized and accurately highlight the motions including all names and action items. The treasurers' report and committee reports are included.	Minutes neatly and accurately outlined the motions, including all names and action items. The treasurers' report and committee reports are included.	Most of the minutes were accurate and outlined the motions to include names and action items. The treasurers' report or committee reports may be missing or incomplete.	Some of the minutes were accurate, and outlined motions to include some names and action items. The treasurers' report and committee reports are missing.	Minutes from the preceding meeting were not submitted and/or did not include motions, names or action items.	
<b>Total Points (162):</b>						

\* It is acceptable to indicate minutes have been previously sent. Teams do not have to read the minutes aloud during the meeting.

\*\* The president or chief officer of an organized society, who normally presides at its meetings, is addressed as Mr. President or Madame President. If the Vice President is presiding, then he/she is referred to as Mr./Ms. President. If the person presiding has no official title, then Mr./Madame Chairman/Chairwoman is appropriate.

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

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

# Public Service Announcement

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

The rating sheet has been updated.  
Editorial updates have been made for clarity.

### **Event Summary**

Public Service Announcement provides members with the opportunity to use technology to produce a video public service announcement that informs the community about an important health issue. This competitive event consists of one round and each team consists of 3-6 people. All teams will show their PSA to a panel of judges as well as give a presentation about their creative process. This event aims to inspire members to be proactive future health professionals by producing a PSA to promote a health service organization, bring awareness to a health situation, or educate the public at large in regard to health and well-being.

### **2021-2022 PSA Topic: Bone Marrow Donation Saves Lives!**

September 18<sup>th</sup> is World Marrow Donor Day. This kicks off opportunities for HOSA members to educate communities about the value and need for bone marrow donors this year. Bone marrow donation provides life-saving stem cells and may be the only hope for patients diagnosed with leukemia, lymphoma or other life-threatening diseases; yet 70% of those in need of transplants do not have a fully matched related donor. This year's PSA topic highlights how bone marrow donation transforms lives.

Successful PSA's could also include a call to action for potential donors to join a registry. Be the Match (HOSA Service Project partner) and The World Marrow Donor Association provide patients access to donors around the world, but new donors are needed every day. Be creative and highlight stories that inspire and remind us that Bone Marrow Donation Saves Lives!

To learn more about bone marrow donation visit [Be the Match](#) or the [World Marrow Donor Association \(WMDA\)](#).

### **Dress**

Competitors must be in official HOSA uniform or 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 division in which they are registered to compete (Secondary or Postsecondary/Collegiate).
2. Competitors must be familiar with and adhere to the ["General Rules and Regulations of the HOSA Competitive Events Program \(GRR\)."](#)
3. All competitors shall report to the site of the event at the time designated for each round of competition. At ILC, competitor's [photo ID](#) must be presented prior to ALL competition rounds.

## The PSA

4. The PSA must be a video. It is the team's responsibility to assure that the PSA is broadcast quality and can be shown on a standard electronic device brought by the team.
5. The team will choose the genre (comedy, drama, documentary, musical video, etc.) and target audience they think will work best with their PSA to promote the annual topic.
6. Length: The PSA can be no longer than 30-seconds. Running times will be considered as first fade/visual/sound to the last.
7. Title and Credits: The beginning of the PSA may include a title. The end of the PSA may include credits for the team members or HOSA chapter. Teams may use creativity when adding the title and credits to the PSA. The title and credits will be counted in the 30-second time limit.
8. The PSA must be "show ready" which may include a black lead at the beginning and end of each PSA. The pure black lead and end is optional and does not count as part of the 30-second length of the PSA.
9. The PSA must be original with the teams drawing upon artistic, musical, written, and technical skills to create an original video production. The Team may receive instruction in filming and editing from an outside source, however, the actual filming, editing, and all production steps must be accomplished by team members. This does NOT include the actors. Actors may or may not be members of the team. [Refer to GRR #14](#)
10. **Audience:** The team should consider the needs of the target audience when producing the PSA. A PSA that is shown to a school audience may not be appropriate if the target audience is senior citizens, the medical community, etc. Once the team determines the specific goal of the PSA and needs of the target audience, the team should be certain the PSA is seen by the appropriate audience in the community.
11. **Airing the PSA:** The PSA must be shown in the community (ie: at the team's school, in the community, on a local TV station, and/or on social media.) The accompanying Air Date Form in these guidelines must be completed and submitted. The form attests to the date(s) the PSA was presented, and requires the signatures of the community organization's executive director, station manager, or school principal to verify it was aired to an appropriate audience.
12. If any kind of music or copyright protected logos or material (including trademarked products) are used in the PSA, the team and the chapter advisor are responsible for obtaining all necessary releases and meeting all legal requirements. Written permission to use copyright-protected material in the PSA PSA must be uploaded to Tallo as part of the Copyright Form.

## Required Digital Uploads

13. The following items must be uploaded by ONE member of the team, as a single document, .pdf preferred -
  - a. **Reference Page:** List the literature cited to give guidance to the PSA. American Psychological Association (APA) is the preferred resource in Health Sciences. One page only. *Points will be awarded for compiling a clean, legible reference page, but the formatting of*

*the reference page is not judged.*

- b. **Copyright Form**
- c. **Airdate Form**
  - I. Link to the PSA 30 second video
  - II. to Tallo for Secondary & Postsecondary/Collegiate divisions
  - III. Uploads for ILC will be open from April 15th - May 15th for ILC qualified competitors only.

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

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

14. Reminder to refer to [GRR #24](#): By entering this event, competitor's materials become property of HOSA – Future Health Professionals, and are not returned to the competitors. Teams are encouraged to retain all original documents and videos, so that between each level of competition materials can be submitted as indicated. Materials will NOT be mailed or shared from Chartered Association to International competition.

### **Competitive Process with Judges**

15. All teams will report to the event site at their appointed time and be prepared to show their PSA to judges. At ILC, [photo ID](#) must be presented prior to competing.
16. Teams will bring their own laptop computer or portable DVD player operating on battery power for showing the PSA. The PSA should be clearly visible to judges sitting 5 feet away from the screen. *(HOSA will NOT provide a TV, DVD, electrical power, wi-fi, or connecting cables.)* Teams need to bring their own copy of the PSA, or have it loaded on their computer, in addition to uploading it to Tallo.
17. Teams will be ready with their PSA at their appointed time. Teams will have one minute to prepare to show the PSA after entering the competition room. Team members may be asked to prepare for their presentation while the judges complete the rating forms from the previous team.
18. Team members will operate the equipment to view the PSA. Judges will watch the PSA, along with the team members.
19. After the PSA has been viewed, teams will be given 4 minutes to describe their creative process, outlining key areas as described on the event rating sheet below. The team can replay the PSA, starting and stopping as desired, during the 4 minutes. A time card will be shown when there is one (1) minute remaining. Teams will be stopped after 4 minutes.
20. Use of index card notes during the presentation are permitted. Electronic notecards (on a tablet, smart phone, laptop, etc...) are permitted, but may not be shown to judges.
21. Props or costumes may not be used.
22. After the presentation, the team will leave the room with their PSA and the judges will then have an additional 3 minutes to complete the Rating Sheet.

## Final Scoring

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

### Competitor Must Provide

- Link to PSA, along with .pdf of the reference page, air date, & copyright form, uploaded as a single document, by ONE *team member*, uploaded to Tallo by published deadline
- [Photo ID](#)
- Watch with second hand (optional)
- Electronic device on battery power for showing the PSA (*HOSA will NOT provide a TV, DVD, electrical power, or connecting cables*)
- #2 pencil (for evaluations)

# HOSA PUBLIC SERVICE ANNOUNCEMENT AIR DATE FORM

Please complete this form and upload to [Tallo](#). PSAs without all required forms properly submitted, completed, signed and dated, will be assessed penalty points. Duplicate this form if space for additional air dates is needed.

**PSA Title** \_\_\_\_\_

**School** \_\_\_\_\_

Team Member Last Names (type or print): \_\_\_\_\_

-----

**Air Date and Time** \_\_\_\_\_

Location \_\_\_\_\_

*If posted online, type or print url:*

\_\_\_\_\_

Comments:

\_\_\_\_\_, Organization/Station Representative, School Admin, etc.  
Signature

\_\_\_\_\_ Title

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**Air Date and Time** \_\_\_\_\_

Location \_\_\_\_\_

*If posted online, type or print url:*

\_\_\_\_\_

Comments:

\_\_\_\_\_, Organization/Station Representative, School Admin, etc.  
Signature

\_\_\_\_\_ Title

# HOSA PUBLIC SERVICE ANNOUNCEMENT COPYRIGHT FORM

## Copyright

The use of recorded music in a PSA is not covered by the Fair Practice Act or any educational exemption. Teams should purchase royalty-free music if they use recorded music in their PSA.

Royalty-free music is usually stock, instrumental music purchased for a single fee, with no subsequent royalties. There are a number of websites that sell royalty-free music and sound effects. A school media center or TV production class may have royalty-free music that you can use, or you may be able to work with a local TV/radio station or video production company to purchase royalty-free music.

Conduct an Internet search using the keyword "Royalty Free Music" or visit a site such as <https://www.royaltyfree-music.com/>.

Permission is not required if a brief portion of copyrighted material is viewed incidentally (i.e. during the panning of a crowd, someone is seen holding "People" magazine. If the camera were to zoom in on this person to emphasize the magazine, it is no longer considered incidental and permission must be sought). Symbols, logos, characters, etc. that are trademarked must have a letter of permission to use (unless they are "incidental").

Permission is granted for HOSA chapters to use the HOSA emblem and logo in the PSA.

***HOSA chapters are required to act responsibly and follow all applicable copyright laws in the production of a HOSA-Future Health Professionals Public Service Announcement.***

Please complete this form and upload to [Tallo](#). PSAs without all required forms properly submitted, completed, signed and dated, will be assessed penalty points. Type or print clearly.

**PSA Title** \_\_\_\_\_

**School** \_\_\_\_\_

Did this PSA include the use of any copyright-protected music, logos, images, characters or symbols?

YES

NO

If YES, please explain and attach permission forms, copy of royalty-free music source, etc...

## Print or Type Names of Team Members and Date

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

## PUBLIC SERVICE ANNOUNCEMENT Judge's Rating Sheet

Competitor # \_\_\_\_\_ Judge's Signature \_\_\_\_\_  
 Team # \_\_\_\_\_ Division: SS \_\_\_\_\_ PS/C \_\_\_\_\_

1. One PDF file with Reference Page, Airdate Form, and Copyright Form Uploaded Online\*: YES \_\_\_\_\_ NO \_\_\_\_\_  
 2. Link to the PSA 30 second video: YES \_\_\_\_\_ NO \_\_\_\_\_  
 \*If the materials are not uploaded, please note that applicable items on the rubric below cannot be judged.

A. Overview	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 0 points	JUDGE SCORE
<b>1. Length</b>	PSA is no longer than 30 seconds (not counting optional pure black lead in beginning and end of PSA).	N/A	N/A	N/A	PSA is longer than 30 seconds OR not submitted.	
<b>2. Air Date Form</b>	Air Date Form is submitted.	N/A	N/A	N/A	Air Date Form is not submitted.	
<b>3. Copyright Form</b>	Copyright Form is submitted.	N/A	N/A	N/A	Copyright form not submitted.	
<b>4. Reference Page</b>	Reference page is submitted.	N/A	N/A	N/A	Reference page not submitted.	
B. PSA TECHNICAL QUALITY	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
<b>1. Exposure/Focus/ Color</b>	Quality of exposure was excellent; the images are sharp, in focus and the lighting is highly effective to accurately tell the story.	The quality of the exposure/focus was good, although a few shots were blurry or did not come across clearly.	The quality of the exposure was average, the lighting was good and most of the images came across clearly.	The quality of the exposure was basic, several images were blurry, or lighting was either too bright or too dark.	PSA not submitted OR The quality of the exposure is poor. The PSA is often out of focus or the lighting makes the images hard to see.	
<b>2. Audio</b>	Effective & balanced approach to sound throughout the PSA. Excellent judgement and appropriate use of silence and music / audio to capture the message of the PSA.	The audio balance between background music and speaking parts was effective. Good judgement and appropriate use of silence and music / audio to capture the message of the PSA.	Average use of background music, silence and speaking parts were used to shape the message of the PSA. The audio didn't stand out one way or another or impact the overall message.	Audio levels were too loud or too soft, or picked up a great deal of background noise which made it difficult for the viewer to hear.	PSA not submitted OR The PSA included too much background noise and the message is not able to be understood due to poor quality of the audio.	
<b>3. Editing / clean transitions / synchronization***</b>	Excellent use of video effects; editing and transitions are clear and there is high quality synchronization between the sound and video content.	Editing between scenes is strong, good transitions from scene to scene.	The editing and transitions between slides is average.	The editing was clunky. Inappropriate transitions between scenes.	PSA not submitted OR The scenes have too much movement causing distraction from the message. The editing and transitions between scenes is poor.	

<b>B. PSA TECHNICAL QUALITY</b>	<b>Excellent 10 points</b>	<b>Good 8 points</b>	<b>Average 6 points</b>	<b>Fair 4 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
<b>4. Camera Technique / Composition</b>	Excellent use of capturing the composition of movement and angles to make the story come to life. Advanced ability & unique perspective to allow the film to tell the story.	Camera technique is good and the composition of scenes tell a story. Angles and movement could be captured in a way to make the story come to life better.	The camera technique is of average skill and the composition does not stand out to the viewer.	Some evidence of thoughtful camera technique but captured intermittently throughout the PSA. Most scenes were filmed at a basic level.	PSA not submitted OR The camera technique was basic, front facing shots with no evidence of intentional composition of the angles of the camera technique.	
<b>C. PSA CONTENT</b>	<b>Excellent 10 points</b>	<b>Good 8 points</b>	<b>Average 6 points</b>	<b>Fair 4 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
<b>1. Effectiveness</b>	The message of the PSA did an extraordinary job at captivating the attention of the audience and activating a clear message that evokes emotion. It translates an important message. PSA aligns to annual topic of HOSA Making A Difference.	The message of the PSA did a good job capturing the attention of the audience. The message stood out and evoked emotion. The PSA was interesting and thoughtful.	The message and content captured the attention of the audience. More could have been done to evoke emotion and share the content theme.	The effectiveness of the message needed more attention to detail. The PSA could have done a better job at connecting to the audience and delivering the overall message.	PSA not submitted OR The message of the PSA was not effective. It did not capture the attention of the audience or deliver a critical message. The content did not evoke emotion or relay important information.	
<b>2. Impact</b>	The message is highly impactful for the target market and encourages a "call to action" in a positive manner.	The message is good but could have a more specific impact to the target market and could inspire behavior change slightly more effectively.	The message of the PSA was educational but did not impact the audience to action.	The impact of the message was not communicated clearly. The PSA did not inspire the audience to action.	PSA not submitted OR The PSA was not impactful and did not encourage positive behavior or elicit any emotion by the viewer.	
<b>3. Creativity and Originality</b>	The PSA is extremely creative, clever and original. Excellent!	The PSA is good. Creative messaging and original content were displayed.	The PSA provided an average amount of creativity and originality.	The creativity in the PSA was basic. Little originality was included.	PSA not submitted OR No original thoughts or creative concepts were used in this PSA.	
<b>4. PSA leaves judges wanting to know more</b>	When are you filming your next PSA? The judge is waiting on the edge of their seat to see your next work!	Great job! The judge wants to watch your next PSA.	Judge liked this PSA but may or may not be interested in seeing more.	This PSA was okay, but judge probably won't go looking for any more.	PSA not submitted OR Judge has seen enough.	
<b>C. PSA CONTENT</b>	<b>Excellent 5 points</b>	<b>Good 4 points</b>	<b>Average 3 points</b>	<b>Fair 2 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
<b>5. Realistic visual imagery provided</b>	Visual imagery was believable and realistic, and enhanced the message being portrayed.	Most of the imagery was realistic and believable.	An average amount of realistic imagery was provided.	A fair amount of realistic visual imagery was provided.	PSA not submitted OR The visual imagery was not realistic.	

<b>C. PSA CONTENT</b>	<b>Excellent 5 points</b>	<b>Good 4 points</b>	<b>Average 3 points</b>	<b>Fair 2 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
<b>6. Talent</b>	Actors were extremely talented and delivered a message that was believable and realistic. Professional-level quality of talent was delivered.	The actors did a good job delivering a message that was believable and realistic.	The talent in regard to the actors was average. The material seemed forced.	The actors could have used more rehearsing to create a more believable product.	PSA not submitted OR The actors were not believable in delivering their message. Much more effort needed.	
<b>7. Writing</b>	The word choices and placement on screen were of high quality and enhanced the message. No spelling/grammatical errors.	The PSA did a good job highlighting the written words to emphasize the message. Few, if any, spelling/grammatical errors.	The words written in the PSA were mostly clear (small lettering, too many words, text hard to read, etc). More accuracy would have enhanced the message.	The writing displayed in the PSA was of fair quality. More focus and accuracy needed. Spelling/grammatical errors were distracting.	PSA not submitted OR The PSA writing was not appropriate or accurate in the project delivery.	
<b>D. PRESENTATION CONTENT</b>	<b>Excellent 10 points</b>	<b>Good 8 points</b>	<b>Average 6 points</b>	<b>Fair 4 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
<b>1. Creative process</b>	Exceptional description of the team's creative process outlining how they came up with their idea and how they developed the PSA.	Above average description of the team's creative process outlining how they came up with their idea and how they developed the PSA.	The description of the creation of the PSA was moderate and somewhat described the creative process.	The description of the creation of the PSA was only fairly effective and only briefly described the creative process.	The team was unable to effectively describe their journey of creating the PSA.	
<b>2. Public use of the PSA</b>	The team incorporated a thoughtful implementation strategy to showcase their PSA to a public audience. The team is able to describe their process to make this happen and the impact/response of the audience reaction.	The PSA was disseminated to a public audience and the team was able to share the impact of the public viewing.	The team adequately described the process of how the public viewed their work.	The team did not think through how they would launch their PSA to a public audience. The public use came across to the judges as an after-thought.	No mention of the public use of PSA was offered during the presentation.	
<b>3. Public Response</b>	Excellent description on how the PSA will change the public's opinion, action, or feelings on the topic. A strong emotional connection was present.	The competitors did a good job describing how the PSA will change the public's opinion, actions, or feelings. An emotional connection was attempted.	The team made a good attempt at describing how the PSA will change the public's opinion, actions or feelings, but fell short.	Team members vaguely described how the PSA will change the public's opinion, actions and feelings.	No mention of how the PSA will change the opinion of the public's thoughts, actions or opinions.	

<b>D. PRESENTATION CONTENT</b>	<b>Excellent 10 points</b>	<b>Good 8 points</b>	<b>Average 6 points</b>	<b>Fair 4 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
<b>4. Understanding of the subject/ theme and purpose of the PSA.</b>	It is evident that this team has a clear understanding of the subject/theme and purpose of the PSA. Excellent Presentation.	Through most of the presentation, the team was able to demonstrate the purpose of the PSA. Good presentation.	Occasionally the team members were able to demonstrate a clear understanding of the subject, theme and purpose of the PSA.	The team did not demonstrate a clear understanding of the subject, theme and purpose of the PSA. More attention to detail is needed.	No mention of the purpose of PSA, Team members appeared unclear as to subject/theme and purpose of PSA.	
<b>E. PRESENTATION DELIVERY</b>	<b>Excellent 10 points</b>	<b>Good 8 points</b>	<b>Average 6 points</b>	<b>Fair 4 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
<b>1. Voice</b> Pitch, tempo, volume, quality	Each competitor's voice was loud enough to hear. The competitors varied rate & volume to enhance the speech. Appropriate pausing was employed.	Each competitor spoke loudly and clearly enough to be understood. The competitors varied rate OR volume to enhance the speech. Pauses were attempted.	Each competitor could be heard most of the time. The competitors attempted to use some variety in vocal quality, but not always successfully.	Judges had difficulty hearing /understanding much of the speech due to little variety in rate or volume.	The competitor's voice is too low or monotone. Judges struggled to stay focused during the majority of presentation.	
<b>2. Stage Presence</b> Poise, posture, eye contact, and enthusiasm	Movements & gestures were purposeful and enhanced the delivery of the speech and did not distract. Body language reflects comfort interacting with audience. Facial expressions and body language consistently generated a strong interest and enthusiasm for the topic.	The competitors maintained adequate posture and non-distracting movement during the speech. Some gestures were used. Facial expressions and body language generated an interest and enthusiasm for the topic.	Stiff or unnatural use of nonverbal behaviors. Body language reflects some discomfort interacting with audience. Limited use of gestures to reinforce verbal message. Facial expressions and body language are used to try to generate enthusiasm but seem somewhat forced.	Most of the competitor's posture, body language, and facial expressions indicated a lack of enthusiasm for the topic. Movements were distracting.	No attempt was made to use body movement or gestures to enhance the message. No interest or enthusiasm for the topic came through in presentation.	
<b>3. Diction*, Pronunciation** &amp; Grammar</b>	Delivery emphasizes and enhances message. Clear enunciation and pronunciation. No vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone heightened interest and complemented the verbal message.	Delivery helps to enhance message. Clear enunciation and pronunciation. Minimal vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone complemented the verbal message	Delivery adequate. Enunciation and pronunciation suitable. Noticeable verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Tone seemed inconsistent at times.	Delivery quality minimal. Regular verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Delivery problems cause disruption to message.	Many distracting errors in pronunciation and/or articulation. Monotone or inappropriate variation of vocal characteristics. Inconsistent with verbal message.	
<b>4. Team Participation</b>	Excellent example of shared collaboration in the presentation of the project. Each team member spoke and carried equal parts of the project presentation.	All but one person on the team was actively engaged in the project presentation.	The team worked together relatively well. Some of the team members had little participation.	The team did not work effectively together.	One team member dominated the project presentation.	
<b>Total Points (195):</b>						

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

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

\*\*\*Synchronization- the operation or activity of two or more things at the same time or rate.