

# Health Career Photography



## New For 2022 – 2023

Editorial updates have been made for clarity.

Tallo upload process has been clarified.

The portfolio at ILC will be pre-judged using digital submissions.

## Event Summary

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

## Dress Code

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

## Competitor Must Provide

- Uploaded the portfolio to Tallo by May 15 for ILC competition
- Complete Portfolio (photos, narratives, permission forms) compiled in an **Official HOSA portfolio or notebooks from [Awards Unlimited](#)**
- [Photo ID](#)

## General Rules

1. Competitors in this event must be active members of HOSA and in good standing.
2. **Eligible Divisions:** 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 \(GRR\)](#)."
  - Per the [GRRs #11](#) and [Appendix H](#), HOSA members may request accommodation in any competitive event. To learn the definition of an accommodation, please read [Appendix H](#). To request accommodation for the International Leadership Conference, [submit the request form here](#) by May 15 at midnight EST.
  - To request accommodation for any regional/state level conferences, please work with your local and state advisor directly. Accommodations must first be done at state in order to be considered for ILC.

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

### The Photos - Pre-judged Digitally

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

### Round One - The Portfolio - Pre-judged Digitally

8. The portfolio requirements are as follows and should be included in the portfolio *in this order*.
  - A. The items below will be contained in an **official HOSA portfolio or notebook from [Awards Unlimited](#)**. The physical portfolio is put together for the purpose of the Display Time and Round Two at ILC. Copies of this portfolio are uploaded to Tallo for round one pre-judging per item #11 below.
  - B. Page 1- Title Page includes event name, competitor's name, HOSA division, chapter number, school name and Chartered Association, all career titles photographed; centered and is neatly presented. (A creative design or pictures may be used but will not affect the score.) One page only.
  - C. Page 2 – Photo #1. Photo must be 8" X 10" (each photo may be landscape or portrait as competitor chooses). Competitors must place the photo (only the photo) in a clear page/sheet protector. Competitors must write the photo number (#1) in the bottom right corner of the photo or sheet protector.
  - D. Page 3 – Photo #1 Narrative Description. One-page, narrative description explaining the professional's job responsibilities, required education/training, benefits/challenges, and any other specific information from this experience that competitors found interesting. Narratives must be:
    - I. one-sided, typed
    - II. 12 pt. Arial font, double-spaced, in English
    - III. 1" margins on 8 ½" x 11" paper
    - IV. header with last name, & name of event, on top left side of narrative page
    - V. page number top right side
  - E. Page 4-5 – Photo #1 Permission Forms. The permission forms found at the end of these guidelines need to be included specific to photo #1. A facility permission form AND a patient/subject permission form must be included behind each photo's narrative description. If photos are taken in the same facility, copies should be placed behind each photo narrative. Photo permission forms should not be placed in clear page/sheet protectors.
  - F. Pages 6-9 - Photo #2, Narrative & Permission forms (or copies), following rules CDE above.
  - G. Pages 10-13 – Photo #3, Narrative & Permission forms (or copies), following rules CDE above.

## REQUIRED Digital Uploads

9. The following items **MUST** be uploaded to the Health Career Photography ILC opportunity in Tallo by May 15:
  - a. Portfolio

**May 15** at midnight EST is the **final deadline** and there will be **NO EXCEPTIONS** to receipt of the required materials after the deadline.
10. The portfolio will be uploaded as one combined pdf file.
11. **SECONDARY/POST-SECONDARY/COLLEGIATE:**  
Detailed instructions for uploading materials to Tallo can be found [HERE](#).
12. State Leadership Conference (SLC) vs. HOSA's International Leadership Conference (ILC)
  - a. **State Leadership Conferences.** It is the competitor's responsibility to check with their Local Advisor for all state-level processes used for competition as Tallo might not be a requirement.
  - b. **International Leadership Conference.**
    - i. **If a competitor uses Tallo as a requirement at the SLC**, the competitor **MUST** upload an **ADDITIONAL** time to the ILC Tallo opportunity by May 15. The competitor may use the product(s) exactly as written for the SLC but, if the competitor wants to change the information, the competitor may upload a revised version for ILC.
    - ii. **If Tallo is NOT used at the competitor's SLC**, it is the competitor's responsibility to upload the product to Tallo for HOSA's ILC on the ILC Tallo opportunity no later than May 15. Not using Tallo at a competitor's State Leadership Conference is not an exception to the rule. **ALL competitors MUST** use Tallo for ILC competition.
13. The FINAL ILC digital upload deadline is May 15. We **STRONGLY** suggest not waiting until the last minute to upload online to avoid user-challenges with the system.
14. For ILC, the digital materials uploaded by May 15 will be **PRE-JUDGED** for round one. Competitors who do not upload materials are **NOT** eligible for round two competition and **will NOT be given a competition appointment time at ILC**. All digital content uploaded as of May 15 is what will be used for pre-judging at ILC.
15. It is the competitor's responsibility to ensure that the digitally submitted photos are legible, clear, and large enough files to view effectively for round one pre-judging.

## Required Project Display Time at ILC

16. All competitors in this event at the International Leadership Conference are **required** to attend the **HOSA Project Display Time** for this event. Competitors will stand with their photo portfolio and share event experiences with conference delegates.-Failure to attend Project Display Time will result in a 15 point deduction, assessed in Tabulations.

## Round Two – Presentation

17. The top competitors from Round One in each division will advance to Round Two, the full presentation. The number of advancing competitors will be determined by criteria met in Round One, attendance of the required display time, and space available for Round Two. Round Two finalists will be announced on-site at ILC per the conference agenda.
18. Competitors must bring a hard copy of their portfolio to ILC competition, to reference during the round two presentation and to use during the required display time.
19. Competitors shall report to the site of the event at the pre-assigned appointment time.
  - A. The competitor will present each photo to the judges.
  - B. Photos should be numbered 1, 2 and 3, as described in rule #8 above and presented in that order.
  - C. The competitor will have a maximum of three (3) minutes (approximately one minute per photo) to present the picture, describe the profession, explain what is happening in the picture and how the career fits into the healthcare system. Competitors may hold their portfolio/photos as they present them to the judges.

- D. Use of index card notes during the presentation are permitted. Electronic notecards (on a tablet, smart phone, laptop, etc....) are permitted, but may not be shown to judges.
- E. The timekeeper shall present a flash card advising the competitor when there is one (1) minute remaining.
- F. The competitor will be stopped at the end of the three (3) minutes.
- G. When instructed, competitors will take portfolio with them. Any portfolios not picked up by the published time will be discarded.

20. Judges will have two (2) minutes to complete the rating sheet.

### **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 tiebreaker will be determined by the areas on the rating sheet section(s) with the highest point value in descending order.

# HEALTH CAREER PHOTOGRAPHY PERMISSION FORMS

## Instructions

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

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

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

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

For ILC, these permission forms, must be included in the portfolio (per Rule #8) to be uploaded to Tallo by the May 15<sup>th</sup> deadline.

## HEALTH CAREER PHOTOGRAPHY - PERMISSION FORMS

Photo #(s) \_\_\_\_\_ Competitor Name \_\_\_\_\_

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

### Facility Photo Permission Form

Facility Name: \_\_\_\_\_

Facility Address: \_\_\_\_\_

Date(s) Photos Were Taken at the Facility: \_\_\_\_\_

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

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

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

Name (please print): \_\_\_\_\_

Title: \_\_\_\_\_

Signature of Authorized Facility representative: \_\_\_\_\_

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

## HEALTH CAREER PHOTOGRAPHY - PERMISSION FORMS

### Patient/Subject Photo Release Form

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

Photo # \_\_\_\_\_ Competitor Name \_\_\_\_\_

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

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

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

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

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

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

Please check one option below:

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

Subject Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

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

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

## HEALTH CAREER PHOTOGRAPHY – Judge’s Rating Sheet Round 1 – The Photos - Pre-judged Digitally

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

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

For ILC, the digital materials uploaded by May 15 will be PRE-JUDGED for round one. Competitors who do not upload materials are NOT eligible for round two competition and **will NOT be given a competition appointment time at ILC**. All digital content uploaded as of May 15 is what will be used for pre-judging at ILC.

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

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

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

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

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

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

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

Division: \_\_\_\_\_ SS \_\_\_\_\_ PS/C

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

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

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

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

| D. PRESENTATION DELIVERY  | Excellent<br>10 points   | Good<br>8 points   | Average<br>6 points   | Fair<br>4 points   | Poor<br>0 points   | JUDGE<br>SCORE |
|---|--|--|---|--|--|----------------|
| <b>2. Stage Presence</b><br>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 judges. Facial expressions and body language consistently generated a strong interest and enthusiasm for the topic. | The competitor maintained adequate posture and non-distracting movement during the speech. Some gestures were used. Facial expressions and body language sometimes generated an interest and enthusiasm for the topic. | Stiff or unnatural use of nonverbal behaviors. Body language reflects some discomfort interacting with audience. Limited use of gestures to reinforce verbal message. Facial expressions and body language are used to try to generate enthusiasm but seem somewhat forced. | The competitor's posture, body language, and facial expressions indicated a lack of enthusiasm for the topic. Movements were distracting.      | No attempt was made to use body movement or gestures to enhance the message. No interest or enthusiasm for the topic came through in presentation.           |                |
| <b>3. Diction*, Pronunciation* and Grammar</b>                          | Delivery emphasizes and enhances message. Clear enunciation and pronunciation. No vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone heightened interest and complemented the verbal message.   | Delivery helps to enhance message. Clear enunciation and pronunciation. Minimal vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone complemented the verbal message  | Delivery adequate. Enunciation and pronunciation suitable. Noticeable verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Tone seemed inconsistent at times.  | Delivery quality minimal. Regular verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Delivery problems cause disruption to message. | Many distracting errors in pronunciation and/or articulation. Monotone or inappropriate variation of vocal characteristics. Inconsistent with verbal message |                |
| <b>Total Points Round Two (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.