

Dress Code	Official HOSA uniform or business professional attire
SLC Orientation	Event explained to the competitors and individual timecards handed out. Students will return to the event room at least 5 minutes before their allotted time.
Round # 1 (Portfolio and video submission)	Uploaded pdf of portfolio submitted to Montana HOSA by deadline; portfolios will be screened to make sure they meet requirements prior to being scored.
Round # 2 (SLC Presentation)	<ul style="list-style-type: none"> - Portfolios will be pre-screened and scored prior to round 2; competitors may choose to bring their portfolio to reference during the presentation, but no points are awarded on the rating sheet for doing so. - The amount of the skill video shown to the judges is up to the competitor and must be incorporated into the 6 minute overall presentation.

Event Summary

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

Career Selection

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

Skill Selection

- The selected skill may NOT duplicate any skill currently used in any HOSA Competitive Event. For a full list, please refer to the "Skill Selection Requirements" found on page 5-6.

The Career Portfolio- Pre-judged Digitally

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

5. One page only; including subtitle

- g. **Skill Checklist** (maximum of 2 pages)
 - i. The competitor will select a skill that is performed by professionals in the chosen career field, will develop a one-to-two-page skill checklist for the selected skill, and will perform the selected skill while being digitally recorded.
 - ii. The word-processed skill checklist must follow the template in these guidelines and include at least 10 steps that would be performed as part of the skill. Steps should be broken down into logical sub-parts as needed for clarity.
 - iii. **The skill must be one that the competitor can learn to actually perform/demonstrate.** The skill demonstration may use a model but must be safely performed/simulated and not simply verbalized. The competitor must be seen in the video performing/simulating the skill.
 - iv. Competitors should use good judgment and discretion when choosing the skill. Skills that could be interpreted as insensitive, invasive, or of a highly personal nature should be avoided.
 - v. Remember that the purpose of this event is to develop career awareness. The chosen skill should serve that purpose. For example, a nursing assistant may need to operate a fax machine, but “faxing a document” would not be a good skill to choose for the career of nursing assistant because it does not promote understanding of the chosen career.
 - vi. The judge(s) will use the skill checklist developed by the competitor to rate the overall skill performance.
- i. **Reference Page.** List the literature cited to give guidance to the portfolio. American Psychological Association (APA) is the preferred resource in Health Sciences. One page only. *Points will be awarded for compiling a clean, legible reference page, but the formatting of the reference page is not judged.*
- i. **Note to Competitors :** Competitors may choose to bring their portfolio to ILC competition to reference during the presentation, but no points are awarded on the rating sheet for doing so.

The Skill Video

- The competitor will digitally recorded themselves performing the skill, following the same steps from the Skill Checklist they created.
- The skill video must be of a quality in sound and appearance that allows the judge to evaluate the competitor as he/she performs the skill.
- The competitor must be visible in the video performing/simulating the actual skill.
- The video must be short enough to fit within the competitor’s 6 minute presentation. Competitors may choose to show all or part of the skill video during the presentation to judges, but will only have 6 minutes total for the presentation, including the skill video portion.

The Competitive Process – Presentation to Judges

- Competitors will report to the event site at their appointed time with:

- a. A tablet, portable DVD player or laptop computer for the skill video part of the presentation. The skill can be pre-loaded. HOSA will NOT provide a TV, DVD, electrical power or connecting cables.
 - b. Competitors may choose to bring their portfolio to ILC competition, to reference during the presentation, but no points are awarded on the rating sheet for doing so.
- The event will be timed as follows:
- a. Presentation for judges, including skill video review 6 minutes
 - b. Competitor excused, judges review portfolios & complete rating sheet 2 minutes
- The presentation should include the following:
- a. Explanation of the career (job responsibilities, training, and employment opportunities)
 - b. How the career was selected
 - c. How the competitor's strengths and personal preferences relate to the chosen career
 - d. How the career fits into the healthcare system.
 - e. Portions of the skill video from electronic device competitor brought.
During this time, the competitor will show part(s) of the skill demonstration and talk about the skill performance. The purpose of the presentation and skill review is to evaluate the competitor's knowledge and understanding of the skill and career, as it relates to the health system.
- a. During the six minute round two presentation, a portion of the skill video must be shown. The amount of the skill video, and which part(s) of the skill video are shown is at the discretion of the competitor. The competitor should select a portion of the skill video to show the judges that he/she believes will best illustrate his/her competence in performing the skill.
 - b. The competitor may use the fast forward or reverse functions when showing the skill to judges.
- The timekeeper will announce the time when there is one (1) minute remaining in the presentation. The timekeeper will stop the presentation after six (6) minutes and the competitor will be excused.
- Use of index card notes during the interview are permitted. Electronic notecards (on a tablet, smart phone, laptop, etc...) are permitted, but may not be shown to judges (other than recorded skill video).

Competitors Must Provide:

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

Required Digital Uploads

The portfolio **MUST** be submitted by published deadline as a **SINGLE pdf**

CLINICAL SPECIALTY

SKILL SELECTION REQUIREMENTS

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

Skills in Biotechnology	
<input type="checkbox"/> Using Micropipets and Transfer Pipets	<input type="checkbox"/> Set up Restriction Digestion Reaction
<input type="checkbox"/> DNA Gel Electrophoresis-Digested Samples	<input type="checkbox"/> DNA Gel Interpretation – Digest DNA
<input type="checkbox"/> Bradford Protein Quantitation Assay	<input type="checkbox"/> Bacterial Transformation
<input type="checkbox"/> Calculation of Transformation Efficiency	<input type="checkbox"/> Qualitative ELISA
Skills in Clinical Laboratory Science	
<input type="checkbox"/> Identifying Laboratory Instruments/Equipment	<input type="checkbox"/> Infection Control and Transmission-based Precautions
<input type="checkbox"/> ABO Grouping	<input type="checkbox"/> Preparing a Blood Film or Smear
<input type="checkbox"/> Staining a Blood Film or Smear	<input type="checkbox"/> Physical Examination of Urine
<input type="checkbox"/> Inoculate and Streak Agar Plate	<input type="checkbox"/> Using a Microscope
Skills in CERT Skills	
<input type="checkbox"/> Treating Life-threatening Conditions	<input type="checkbox"/> Lifts and Carries
<input type="checkbox"/> Head-to-Toe Assessment	<input type="checkbox"/> Splinting a Closed Fracture
Skills in Clinical Nursing	
<input type="checkbox"/> Administer Medication Intramuscular	<input type="checkbox"/> Administer Medication Subcutaneous
<input type="checkbox"/> Administer Medication Intradermal	<input type="checkbox"/> Inserting a Nasogastric Tube
<input type="checkbox"/> Urethral Catheterization – Straight	<input type="checkbox"/> Performing a Sterile Wound Irrigation
<input type="checkbox"/> Postmortem Care of the Body	<input type="checkbox"/> Assisting the Patient with Postoperative Exercises
<input type="checkbox"/> Prophylaxis for the Eyes of the Neonate	<input type="checkbox"/> Donning & Doffing PPE
Skills in CPR/First Aid and Life Support Skills	
<input type="checkbox"/> Severe Bleeding and Shock	<input type="checkbox"/> Open Fracture and Splinting
<input type="checkbox"/> Severe Burns	<input type="checkbox"/> Heat-Related Emergency
<input type="checkbox"/> Choking	<input type="checkbox"/> Adult BLS/CPR
<input type="checkbox"/> Two Rescuer Adult BLS and AED	<input type="checkbox"/> Two Rescuer Adult BLS
<input type="checkbox"/> Two Rescuer Infant BLS/CPR	<input type="checkbox"/> Administer Epinephrine Pen
<input type="checkbox"/> Administer Naloxone (Nasal Spray NARCAN)	
Skills in Dental Science	
<input type="checkbox"/> Dental Instrument Identification	<input type="checkbox"/> Patient Education - Brushing and Flossing
<input type="checkbox"/> Assembly & Disassembly of Local Anesthetic Syringe	<input type="checkbox"/> Preparation, Manipulation, Delivery, & Handling of Alginate Impressions
<input type="checkbox"/> Seat, Prepare & Dismiss Patient for Basic Dental Exam	<input type="checkbox"/> Treatment of Contaminated Tray in the Sterilization Center
<input type="checkbox"/> Treatment Room Disinfecting & Cleaning	<input type="checkbox"/> Donning and Doffing PPE
Skills in EMT	
<input type="checkbox"/> Patient Assessment: Trauma and Medical	<input type="checkbox"/> BVM Ventilation: Apneic Adult Patient
<input type="checkbox"/> Joint Immobilization / Long Bone Immobilization	<input type="checkbox"/> Administer Epinephrine Pen
<input type="checkbox"/> Bleeding Control/Shock Management	<input type="checkbox"/> Cardiac Arrest Management/AED
<input type="checkbox"/> Oxygen Administration by Non-Rebreather Mask	<input type="checkbox"/> Administer Naloxone (Nasal Spray NARCAN)

Skills in Home Health Aide	
<input type="checkbox"/> Taking an Adult Tympanic Temperature	<input type="checkbox"/> Taking an Apical Pulse
<input type="checkbox"/> Emptying a Urinary Drainage Unit	<input type="checkbox"/> Changing a Dry Dressing Using Non-sterile Technique
<input type="checkbox"/> Giving a Back Rub	<input type="checkbox"/> Caring for Dentures
<input type="checkbox"/> Moving a Client Up in Bed Using a Drawsheet	<input type="checkbox"/> Applying Elasticized Stockings
Skills in Medical Assisting	
<input type="checkbox"/> Perform a Telephone Screening	<input type="checkbox"/> Receive a New Patient and Create an Electronic Chart
<input type="checkbox"/> Obtain and Record a Patient Health History	<input type="checkbox"/> Measure Height and Weight
<input type="checkbox"/> Prepare/Assist with a Routine Physical Exam	<input type="checkbox"/> Screen for Visual Acuity
<input type="checkbox"/> Test Urine with Reagent Strip	<input type="checkbox"/> Sterile Gloving
Skills in Nursing Assisting and Personal Care	
<input type="checkbox"/> Donning & Doffing a Full Set of PPE	<input type="checkbox"/> Make an Occupied Bed
<input type="checkbox"/> Make a Closed Bed	<input type="checkbox"/> Admitting a Patient
<input type="checkbox"/> Transfer Patient from Bed to Chair/Wheelchair	<input type="checkbox"/> Measure and Record Vital Signs
<input type="checkbox"/> Caring for an Ostomy	<input type="checkbox"/> Handwashing
Skills in Pharmacy Science	
<input type="checkbox"/> Patient Screening for Pharmacist Consult	<input type="checkbox"/> Verifying Rx Content & DEA #
<input type="checkbox"/> Withdrawing Liquid from Vial	<input type="checkbox"/> Identifying Equipment
<input type="checkbox"/> Compounding an Oral Suspension	<input type="checkbox"/> Aseptic Garbing, Hand Washing, and Gloving
<input type="checkbox"/> Filling a Prescription	
Skills in Phlebotomy	
<input type="checkbox"/> Handwashing	<input type="checkbox"/> Tourniquet Application
<input type="checkbox"/> Routine ETS Venipuncture, Including Order of Draw	<input type="checkbox"/> Steps to Follow if a Patient Starts to Faint During Venipuncture
<input type="checkbox"/> Heel Puncture	<input type="checkbox"/> Removing Contaminated Gloves
<input type="checkbox"/> Accidental Arterial Stick	<input type="checkbox"/> 24 Hour Urine Collection
Skills in Physical Therapy	
<input type="checkbox"/> Ambulating with a Transfer (Gait) Belt	<input type="checkbox"/> Ambulating with a Walker
<input type="checkbox"/> Ambulating with a Cane	<input type="checkbox"/> Passive Range of Motion
<input type="checkbox"/> Ambulating with Crutches	<input type="checkbox"/> Cold Pack Application with Ice Bag
<input type="checkbox"/> Transfer from Supine to Sitting Position	<input type="checkbox"/> Donning & Removing Transmission-Based Isolation Garments
Skills in Respiratory Therapy	
<input type="checkbox"/> Basic Airway Management	<input type="checkbox"/> Assessment of the Newborn
<input type="checkbox"/> Donning & Removing Transmission-Based Isolation Garmets	<input type="checkbox"/> Vital Signs
<input type="checkbox"/> Administer Oxygen via Nasal Cannula	<input type="checkbox"/> Hand-held Nebulizer
<input type="checkbox"/> Pulse Oximetry	
Skills in Sports Medicine	
<input type="checkbox"/> Anatomical Landmark Identification	<input type="checkbox"/> Joint Action & Maximum Range of Motion Identification
<input type="checkbox"/> Taping – Ankle (Inversion)	<input type="checkbox"/> Taping – Achilles Tendon
<input type="checkbox"/> Wrapping - Shoulder Spica	<input type="checkbox"/> Taping –Wrist/Hand (Circular Wrist/Figure Eight)
Skills in Veterinary Science	
<input type="checkbox"/> Preparation of the Operative Site	<input type="checkbox"/> Lifting and Restraining a Dog
<input type="checkbox"/> Identify Instruments/Equipment	<input type="checkbox"/> Simple Fecal Floatation
<input type="checkbox"/> Preparing a Feline to Obtain a Temperature	<input type="checkbox"/> Wrapping a Surgical Pack
<input type="checkbox"/> Identification of Companion Animal Breeds	

Clinical Specialty

SKILL CHECKLIST TEMPLATE

Competitor #: _____

Judge's Signature: _____

Reference*: Title _____

Author _____

Copyright _____ Page numbers _____

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

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

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

HOSA CLINICAL SPECIALTY: Work-based Learning Form

Competitor Name: _____ School : _____

HOSA Advisor Name: _____ Contact Info: _____

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

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

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

Host Name: _____ Title: _____

Host Signature: _____ Company Name: _____

CLINICAL SPECIALTY – Judge’s Rating Sheet

Section # _____ Division: _____ SS _____ PS/Collegiate

Competitor # _____ Judge’s Signature _____

For ILC, the digital materials uploaded by May 15 will be PRE-JUDGED. Competitors who do not upload materials are NOT eligible for 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. 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, chosen health career, and chosen skill.	N/A	N/A	N/A	Portfolio not submitted OR title page does not include all requirements OR is not present.	
A. Portfolio	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
2. Career Summary Content	The Career Summary provides complete, clear and comprehensive career information that includes: 1. a description of the career, 2. description of job duties, and 3. employment characteristics	The Career Summary provides 3 of the 4 criteria in the portfolio and/or The data provided is superficial, or vague	The Career Summary includes 2 of the 4 criteria in the portfolio and/or The data provided is superficial, or vague	The Career Summary includes 1 of the 4 criteria in the portfolio and/or The data provided is incorrect, or questionable	Portfolio not submitted OR the competitor does not include a career summary in the portfolio.	
3. Education, Training, Professional Association and Career Data Content	This data content provides complete, clear and comprehensive information about: 1. educational requirements and options 2. credentialing requirements 3. Professional Association info 4. related employment statistics 5. additional career-related data.	The data content provides 5 out of 6 listed criteria in the portfolio and/or The data provided is superficial, or vague	The data content provides 4 of 6 listed criteria in the portfolio and/or The data provided is superficial, or vague	The data content provides 3 of 6 listed criteria in the portfolio and/or The data provided is incorrect, or questionable	Portfolio not submitted OR the competitor does not include educational, training, professional association or career data content in the portfolio.	
4. Interview Summary <i>*Interview must be with a practicing health professional and may NOT include the competitor’s instructor or HOSA advisor.</i>	The interview summary provides a complete, clear and comprehensive narrative of: 1. a career-related interview with a professional in a specific health career field (including name, workplace & profession) 2. demonstrates thoughtful questioning and comprehension of the answers. 3. incorporates specific information that can only be learned through conversation or interaction with a professional.	The interview summary provides the criteria in column 1, but does not provide enough detail to gain a full understanding of the interview.	The interview summary provides basic description of the interview with the professional listed in question and answer form OR includes mostly information that can be researched online.	The interview provides mostly information that can be researched online. It is questionable whether or not an interview took place.	Portfolio not submitted OR the competitor did not include details highlighting an interview with a professional in the portfolio OR it was obvious the local HOSA Advisor was used.	

A. Portfolio	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 0 points	JUDGE SCORE
5. Work-based	The Work-based Learning	N/A	The Work-based	N/A	The competitor	

Learning Form	Form completely documents: 1. minimum 8 hours of job shadowing 2. name of host, title, location of shadow, 3. evaluation of student performance 4. signature of host		Learning Form is missing information and/or the information provided is questionable		did not include the Work-based Learning Form	
A. Portfolio	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
6. Learning Outcomes Summary	The complete, clear and comprehensive Learning Outcomes Summary of a work-based learning experience included the following: 1. description of who, what, where and when the experience took place 2. demonstrates insight and understanding of the work environment and career 3. a thoughtful summary of learning outcomes (what the competitor learned) as a result of the experience 4. aligns with chosen health career 5. One page only; including subtitle	The Learning Outcomes Summary includes 4 of the 5 criteria in the portfolio but some Information provided is superficial, or vague	The Learning Outcomes Summary includes 3 of the 5 criteria in the portfolio, and/or Information provided is superficial, or vague	The Learning Outcomes Summary includes 2 of the 5 criteria in the portfolio	The competitor does not include a work-based learning summary	
A. Portfolio	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
7. Skill Checklist	The competitor completed all 7 criteria: 1. Selected a skill that aligns with the chosen health career. 2. Competitor is seen in video performing/demonstrating the chosen skill (not verbalized) 3. The skill helps develop health career awareness. 4. The checklist includes at least 10 steps from text/resource that would be performed as part of the skill. 5. The skill is broken down into logical subparts, including all necessary steps.	The competitor completed the criteria in column one(1) but more detail would have improved the judges understanding of this career.	The competitor completed most of the criteria, and/or some skill steps seem to be missing/out of critical order.	The competitor completed few criteria and/or some skill steps seem to be missing and/or incorrect.	Portfolio not submitted OR the skill checklist is not included.	
A. Portfolio	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 0 points	JUDGE SCORE
8. Reference Page	The reference page is included in the portfolio	N/A	N/A	N/A	Portfolio not submitted or no reference page is included in the portfolio.	
9. Neatness of Portfolio Overall	No errors in formatting, grammar, spelling or appearance were detected in the portfolio.	The portfolio had 1-2 errors.	The portfolio had 3-4 errors.	The portfolio had 5-6 errors.	Portfolio not submitted OR the portfolio had more than 6 distracting	

					errors in formatting, spelling or grammar	
10. Formatting	All portfolio pages have a running header, with last name, event top left side and page number top right side of each page, typed, single-sided, Arial 12 pt font, double-spaced, 1" margins.	N/A	N/A	N/A	Portfolio not submitted OR all requirements are not met.	
11. Max Pages (no pages above 12 will be judged)	Pages do not exceed 12 total.	N/A	N/A	N/A	Portfolio exceeds maximum page limit OR portfolio not submitted.	
12. Skill Not Duplicated	Does NOT duplicate a skill in an existing HOSA event (judges refer to listing from the guidelines)	N/A	N/A	N/A	Skill duplicates an existing HOSA skill	
Subtotal Points for Pre-Judging Portfolio (85)						

B. Presentation Content	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
1. Understanding of the career (job responsibilities, training, employment opportunities)	The competitor thoroughly and accurately understands the requirements that go into the job, is able to explain how to prepare for training and how to access opportunities for employment.	The competitor understands the job requirements and how to prepare for the job but fails to address how to access opportunities for employment.	The competitor demonstrates an average understanding of the career highlighted in the presentation and struggles to make a connection to job responsibilities, training or future employment opportunities.	The competitor demonstrates a basic understanding of the roles of the career. Very little detail is provided.	The competitor does not provide evidence of understanding the job responsibilities, training required or future employment opportunities within their presentation.	
2. Explanation of how career was selected	The competitor thoroughly and with detail explains why the career was selected	NA	The competitor briefly mentions why the career was selected, but could have expanded on the reasoning.	NA	No attempt was made to explain why the career was selected	
B. Presentation Content	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
3. Ability to relate personal strengths and preferences to the career	The competitor was able to relate personal strengths and preferences to the selected career by identifying several (4 or more) strong connections to the characteristics of the job requirements and their own attributes and abilities.	The competitor was able to make 3 or more somewhat strong connections between their own personal strengths and the preferences to the career of choice.	The competitor made 2 fairly weak connections to personal attributes and the preferences to the career of choice	The competitor identified 1 weak connection between their own personal strengths and the aptitudes required of the career of choice.	The competitor was not able to make any connections between their own aptitudes and abilities and the career of choice.	
4. Ability to articulate how the career fits	The competitor demonstrated a strong understanding of how the	The competitor understands how the chosen career	The competitor vaguely addressed how the career fits	The competitor does not appear to understand how	The competitor did not provide any connection	

into the healthcare system	chosen career fits into the healthcare system.	fits into the healthcare system but struggled to articulate this well.	into the healthcare system	the career fits into the healthcare system	between the career and the healthcare system.	
C. Presentation Delivery	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 0 points	JUDGE SCORE
1. Voice Pitch, tempo, volume, quality	The competitor's voice was loud enough to hear. The competitor varied rate & volume to enhance the speech. Appropriate pausing was employed.	The competitor spoke loudly and clearly enough to be understood. The competitor varied rate OR volume to enhance the speech. Pauses were attempted.	The competitor could be heard most of the time. The competitor attempted to use some variety in vocal quality, but not always successfully.	Judges had difficulty hearing /understanding much of the speech due to little variety in rate or volume.	The competitor's voice is too low or monotone. Judges struggled to stay focused during the majority of presentation.	
2. Stage Presence Poise, posture, eye contact, and enthusiasm	Movements & gestures were purposeful and enhanced the delivery of the speech and did not distract. Body language reflects comfort interacting with audience. Facial expressions and body language consistently generated a strong interest and enthusiasm for the topic.	The competitor maintained adequate posture and non-distracting movement during the speech. Some gestures were used. Facial expressions and body language sometimes generated an interest and enthusiasm for the topic.	Stiff or unnatural use of nonverbal behaviors. Body language reflects some discomfort interacting with audience. Limited use of gestures to reinforce verbal message. Facial expressions and body language are used to try to generate enthusiasm but seem somewhat forced.	The competitor's posture, body language, and facial expressions indicated a lack of enthusiasm for the topic. Movements were distracting.	No attempt was made to use body movement or gestures to enhance the message. No interest or enthusiasm for the topic came through in presentation.	
3. Diction*, Pronunciation** and Grammar	Delivery emphasizes and enhances message. Clear enunciation and pronunciation. No vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone heightened interest and complemented the verbal message.	Delivery helps to enhance message. Clear enunciation and pronunciation. Minimal vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone complemented the verbal message	Delivery adequate. Enunciation and pronunciation suitable. Noticeable verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Tone seemed inconsistent at times.	Delivery quality minimal. Regular verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Delivery problems cause disruption to message.	Many distracting errors in pronunciation and/or articulation. Monotone or inappropriate variation of vocal characteristics. Inconsistent with verbal message.	
D. Skill Performance Video	Excellent 15 points	Good 12 points	Average 9 points	Fair 6 points	Poor 0 points	JUDGE SCORE
1. Video Submission & Inclusion in the Presentation	The submission includes a digitally recorded video that: 1. contains high-quality audio 2. is of high quality visual appearance and effective angle 3. shows the competitor performing the actual skill appropriately 4. is utilized as intended during presentation to reflect a deep understanding of chosen career	The submission includes all of the criteria required but is not as strong as it could be.	The submission includes 2 of the 4 criteria required and/or submission is of average quality.	The submission includes 1 of the 4 criteria required, OR the competitor is not seen in the video, OR not enough of the video was shown to accurately judge skill.	The skill video was not included OR shared during the presentation.	
Subtotal Points for Presentation (70)						
Total Points (155):						

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

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