MT HOSA Clinical Specialty

Event Category: Health Professions

Dress Code: Official HOSA uniform or business professional attire	**Round One:** Portfolio (pre-judged)	**Digital Upload:** YES, portfolio
Solo Event: 1 competitor	**Round Two:** Presentation 5 minutes	**Presentation Materials:** Electronic, battery powered device for showing skill video to judges & Notecards (optional)

New for 2026-2027

The in person Work-based Learning Form has been added. The presentation time has changed to five minutes. Editorial changes have been made.

Event Summary

Clinical Specialty allows members to gain knowledge and skills about a health career of their choosing. This competitive event consists of three items: developing 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.

General Event Information

Competitors Must Provide	● Electronic, battery powered device for showing skill demonstration video ● Notecards; paper or electronic (optional) ○ This device must be different from the device used to show judges the skill video. HOSA Conference Staff will provide equipment and supplies listed in Appendix I.

Career & Skill Selection

Career Selection	1. The competitor will choose ONE health career they are interested in. The ONE career chosen will be used for the portfolio, video of skill, and live presentation to judges. 2. The career must be a HEALTH career. For example, careers such as firefighter, flight attendant, and special education teachers are not classified as health careers. 3. Competitors should also choose a specific Health Career and not an area of specialty. For example, "Medical Examiner" is a health career, "Forensics" is not. 4. The career must have at least one clinical skill that can be learned and demonstrated by the competitor. 5. For a sample list of health careers, visit the National Consortium for Health Science Education and Explore Health Careers websites. 6. NOTE - the list of careers at the NCHSE link has been updated to match Advance CTE career clusters. **Please review carefully to ensure your selected career meets the above criteria.**
Skill Selection	7. The selected skill may NOT duplicate any skill currently used in any HOSA Competitive Event. For a complete list, please refer to the "Skill Selection Requirements" found below.

The expectation is that competitors read and are aware of all the content within these guidelines and associated links. Successful competitors will study all links for the detailed information.

ROUND ONE- Digital Clinical Specialty Portfolio (Pre-judged virtually)

Career Portfolio	1. The competitor will create a maximum 11-page + reference page(s) career portfolio containing research evidence, a work-based learning experience, and a technical skill from the selected health profession. A portfolio will be uploaded by May 15th (see below for instructions). 2. 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 name on top left side of page, and page number top right side of each page (not counting title page). 3. The contents of the portfolio may be in narrative form and/or outline style with bullet points, but MUST use section headers and include the following: a. **Title Page (One page):** includes event name, competitor's name, HOSA division, HOSA Chapter #, school name, Chartered Association, chosen health profession, & chosen skill. The 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 (Max two pages):** 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.). c. **Education, Training, Credentialing Professional Association, and Career-related Data and Statistics ((Max two pages):** 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. d. **Interview Summary-(Max two pages)** narrative summary of the interview with a professional in this career demonstrating 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. ** 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. In some cases, a virtual interview would be acceptable.* e. **Work-based Learning Form (One page):** Completion of a work-based learning experience (job shadow) and form (pp.9 and 10 of the guidelines) documenting a minimum of 8 hours of job shadowing and when the experience occurred. Must be completed by the health professional shadowed for the experience. In some cases, a virtual job shadowing would be acceptable. f. **Learning Outcomes Summary (Max One page, including subtitle):** This complete, clear, and comprehensive narrative should include the following: ■ Description of who, what, where, and when the experience took place ■ Insight and understanding of the work environment and career ■ A thoughtful summary of learning outcomes as a result of the experience (what the competitor learned) ■ Alignment with chosen health career g. **Skill Checklist (Max two pages):** ■ The competitor will select a skill that is performed by professionals in the chosen health career field, develop a one-to-two-page skill checklist for the selected skill, and perform the selected skill while being digitally recorded.

The expectation is that competitors read and are aware of all the content within these guidelines and associated links. Successful competitors will study all links for the detailed information.

	■ The word-processed skill checklist must follow the template in these guidelines and include at least 10 steps to perform as part of the skill. Steps should be broken down into logical sub-parts as needed for clarity. ■ **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. ■ 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. The judge(s) will use the skill checklist developed by the competitor to rate the overall skill performance. h. **Reference Page(s)**: List the literature cited to give guidance to the portfolio. AmericanPsychological Association (APA) is the preferred resource in Health Sciences. *Points will be awarded for compiling a clean, legible reference page, but the formatting of the reference page is not judged.*
REQUIRED Digital Upload	4. ONE member of the team **MUST** upload the following item(s) to the Digital Upload System by March 19 for SLC. ● Portfolio – as ONE combined PDF file. **If the upload is not submitted as a single PDF document, the judge will NOT view it and NO points will be awarded. In addition, any links or documents that are not accessible to the judge for viewing, no points will be awarded.** 5. **May 19** at midnight MST is the final deadline, and there will be **NO EXCEPTIONS.** We STRONGLY suggest not waiting until the last minute to upload online to avoid user challenges with the system. 6. Detailed instructions for uploading materials can be found at: https://hosa.org/competitive-event-digital-uploads/ 7. For SLC, the digital materials uploaded by May 19 will be PRE-JUDGED. Competitors who do not upload materials are NOT eligible for the Round Two presentation portion of the competition and **will NOT be given a competition appointment time at SLC**.

The Skill Video

1. The skill video is not uploaded or included in the prejudging. It is integrated in the presentation at the competitor's discretion.
2. The competitor will digitally record themselves performing the selected skill, following the same steps from the Skill Checklist they created.
3. The skill video must be of a quality in sound and appearance that allows the judge to evaluate the competitor as they perform the skill.
4. The competitor must be visible in the video performing/simulating the actual skill.
5. The skill video must be short enough to fit within the competitor's five (5) minute presentation to judges. Competitors may choose to share all or part of the skill video during their presentation to judges may create clips to avoid having to rewind/fast-forward, but will only have five (5) minutes total for the presentation, including the skill video portion.

ROUND TWO- Presentation to Judges

1. 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, as well as space and time available for Round Two. Competitors shall report to the event site 10 minutes before their appointment time.
2. Competitors need to bring a personal electronic device operating on battery power for the skill video part of the presentation. The skill will be pre-loaded and ready to play. The information should be clearly visible to judges sitting up to five feet away from the screen. HOSA will NOT provide any other devices/equipment, including wifi and electricity.
3. Use of notecards during the presentation is optional . These can be paper index cards or electronic notecards (on a tablet, smartphone, laptop, etc.), but may not be shown to judges. If using electronic notecards, this device must be different from the device used to show judges the skill video. Only the competitor's skill video may be shown to the judges during the presentation. Please refer to the GRRs.
4. Competitors will have five (5) minutes to present to judges, including the skill video review.
5. 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 does the career fit into the healthcare system?
    e. Viewing the skill video from the electronic device brought by the competitor.

    During this time, the competitor will show the skill demonstration and discuss 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 related to the health system.
6. During the five (5) minute Round Two presentation, all or part of the skill video should be shown. The amount of the skill video and which part(s) of the skill video shown is at the discretion of the competitor. The competitor should select enough of the skill video to best illustrate their competence in performing the skill.
7. The competitor may use the fast forward or reverse functions when showing the skill to judges.
8. The timekeeper will announce when there is one (1) minute remaining in the presentation. The timekeeper will stop the presentation after five (5) minutes.

Final Scoring

1. Scores from Round One will be added to Round Two to determine the final results.

2. 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.

Future Opportunities

The HOSA Scholarship program has funding available for HOSA members who have an interest in various health careers! The application process begins January 1, 2027, and can be found here: https://hosa.org/scholarships/.

Graduating from high school or completing your postsecondary/collegiate program does not mean your HOSA journey has to end. As a HOSA member, you are eligible to become a HOSA Lifetime Alumni Member- a free and valuable opportunity to remain connected, give back, and help to shape the future of the organization. Learn more and sign up at hosa.org/alumni.

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	
• Using Micropipets and Transfer Pipets	• Set up Restriction Digestion Reaction
• DNA Gel Electrophoresis-Digested Samples	• DNA Gel Interpretation – Digest DNA
• Bradford Protein Quantitation Assay	• Bacterial Transformation
• Calculation of Transformation Efficiency	• Qualitative ELISA
Skills in Clinical Laboratory Science/Medical Laboratory Scientist	
• Identifying Laboratory Instruments/Equipment	• Infection Control and Transmission-based Precautions
• ABO Grouping	• Preparing a Blood Film or Smear
• Staining a Blood Film or Smear	• Physical Examination of Urine
• Inoculate and Streak Agar Plate	• Using a Microscope
Skills in CERT Skills	
• SALT Triage	• Lifts and Carries
• Treating Life-threatening Conditions	• Splinting a Closed Fracture
• Head-to-Toe Assessment	
Skills in Clinical Nursing	
• Administer Medication Intramuscular	• Administer Medication Subcutaneous
• Administer Medication Intradermal	• Inserting a Nasogastric Tube
• Urethral Catheterization – Straight	• Performing a Sterile Wound Irrigation
• Postmortem Care of the Body	• Assisting the Patient with Postoperative Exercises
• Prophylaxis for the Eyes of the Neonate	• Donning & Doffing PPE
Skills in CPR/First Aid and Life Support Skills	
• Severe Bleeding and Shock	• Open Fracture and Splinting
• Severe Burns	• Heat-Related Emergency
• Choking	• Adult BLS/CPR
• Two Rescuer Adult BLS and AED	• Two Rescuer Adult BLS
• Two Rescuer Infant BLS/CPR	• Administer Auto-Inject EpiPen
• Administer Naloxone (Nasal Spray NARCAN)	
Skills in Dental Science	
• Dental Instrument Identification	• Oral Hygiene Instruction: Brushing and Flossing
• Assembly & Disassembly of Aspirating Anesthetic Syringe	• Preparation, Manipulation, Delivery,& Handling of Alginate Impressions
• Seat, Prepare & Dismiss Patient for-Periodic Oral Evaluation	• Operating the Ultrasonic Cleaner
• Placing & Removing Surface Barriers	• Donning and Doffing PPE
Skills in EMT	
• Patient Assessment: Trauma and Medical	• BVM Ventilation: Apneic Adult Patient
• Joint Immobilization / Long Bone Immobilization	• Administer Auto-Inject EpiPen
• Bleeding Control/Shock Management	• Cardiac Arrest Management/AED
• Oxygen Administration by Non-Rebreather Mask	• Administer Naloxone (Nasal Spray NARCAN)
Skills in Genetics	
• DNA Extraction	• Perform Gene Transfer with Asexually Reproducing Model Organism (E.Coli)
• Perform Test Genetic Cross with Sexually Reproducing Model Organism	• Genetic Cross Results Interpretation
• Validate Mode of Inheritance using Chi-Square Test	
Skills in Home Health Aide	
• Taking an Adult Tympanic Temperature	• Taking an Apical Pulse
• Emptying a Urinary Drainage Unit	• Changing a Dry Dressing Using Non-sterile Technique
• Measuring and Recording Intake and Output	• Caring for Dentures
• Moving a Client Up in Bed Using a Drawsheet	• Applying Elasticized Stockings

The expectation is that competitors read and are aware of all the content within these guidelines and associated links. Successful competitors will study all links for the detailed information.

Skills in Medical Assisting	
• Perform a Telephone Screening	• Receive a New Patient and Create an Electronic Chart
• Obtain and Record a Patient Health History	• Head & Chest Circumference of Infant or Child
• Prepare/Assist with a Routine Physical Exam	• Screen for Visual Acuity
• Test Urine with Reagent Strip	• Sterile Gloving
Skills in Nursing Assisting and Personal Care	
• Donning & Doffing a Full Set of PPE	• Make an Occupied Bed
• Make a Closed Bed	• Admitting a Patient
• Transfer Patient from Bed to Chair/Wheelchair	• Measure and Record Vital Signs
• Caring for an Ostomy	• Handwashing
Skills in Occupational Therapy	
• Instruct Patient How to put on Shirt with One Hand	• Instruct Pt. on How to Take Heart Rate Before & After Activity
• Instruct Patient How to Use Sock Aid	• Instruct Patient on Stretch Break Exercises
• Instruct Patient How to Transfer from Floor to Standing	• Instruct Patient on Proper Body Mechanics
• Instruct Patient How to Transfer from Standing to Floor	• Instruct Patient on Proper Posture (sitting in chair)
• Glucometer	
Skills in Pharmacy Science	
• Patient Screening for Pharmacist Consult	• Verifying Rx Content & DEA #
• Withdrawing Liquid from Vial	• Identifying Equipment
• Compounding an Oral Suspension	• Aseptic Garbing, Hand Washing, and Gloving
• Filling a Prescription	
Skills in Phlebotomy	
• Handwashing	• Tourniquet Application
• Routine ETS Venipuncture, Including Order of Draw • Venipuncture Using a Butterfly & Evacuated Tube Adaptor	• Steps to Follow if a Patient Starts to Faint During Venipuncture
• Heel Puncture	• Removing Contaminated Gloves
• Accidental Arterial Stick	• 24 Hour Urine Collection
Skills in Physical Therapy	
• Ambulating with a Transfer (Gait) Belt	• Ambulating with a Walker
• Ambulating with a Cane	• Passive Range of Motion
• Ambulating with Crutches	• Cold Pack Application with Ice Bag
• Transfer from Supine to Sitting Position	• Donning & Removing Transmission-Based Isolation Garments
Skills in Respiratory Therapy	
• Basic Airway Management	• Assessment of the Newborn
• Donning & Removing Transmission-Based Isolation Garments	• Vital Signs
• Administer Oxygen via Nasal Cannula w/o Humidifier	• Hand-held Nebulizer
• Pulse Oximetry	
Skills in Sports Medicine	
• Anatomical Landmark Identification	• Joint Action & Maximum Range of Motion Identification
• Taping – Ankle (Inversion)	• Taping – Achilles Tendon
• Wrapping - Shoulder Spica	• Taping - Wrist/Hand (Circular Wrist/Figure of Eight
Skills in Veterinary Science	
• Preparation of the Operative Site	• Lifting and Restraining a Dog
• Identify Instruments/Equipment	• Simple Fecal Floatation
• Preparing a Feline to Obtain a Temperature	• Wrapping a Surgical Pack
• 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. (*minimum 10 steps required*)	

** 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.*

***The competitor can adapt this template to create a custom skill checklist, but it must include these components and be typed.*

HOSA CLINICAL SPECIALTY: Work-based Learning Form
In Person

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 (*optional advice for this future health professional*)			

Host Name: _____ Title: _____

Host Signature: _____Company Name: _____

The expectation is that competitors read and are aware of all the content within these guidelines and associated links. Successful competitors will study all links for the detailed information.

HOSA CLINICAL SPECIALTY: Work-based Learning Form
Virtual (Scanned or Emailed to Competitor)

Competitor Name: _____ School : _____

HOSA Advisor Name: _____ Contact Info: _____

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

Thank you for taking this time to virtually 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 (*optional advice for this future health professional*)			

Host Name: _____ Title: _____

Host Signature: _____Company Name: _____

The expectation is that competitors read and are aware of all the content within these guidelines and associated links. Successful competitors will study all links for the detailed information.

HOSA CLINICAL SPECIALTY: Work-based Learning Form
Virtual (Scanned or Emailed to Competitor)

Competitor Name: _____ School : _____

HOSA Advisor Name: _____ Contact Info: _____

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

Thank you for taking this time to virtually 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 (*optional advice for this future health professional*)			

Host Name: _____ Title: _____

Host Signature: _____Company Name: _____

The expectation is that competitors read and are aware of all the content within these guidelines and associated links. Successful competitors will study all links for the detailed information.

Clinical Specialty
Round One Portfolio

Competitor #:_____ **Division:** _____SS,_____PS/C **Judge's Signature:**_____

ONE PDF file of Outline Uploaded Portfolio: Yes___No___

If the submission is NOT uploaded as a PDF file, judges will not score the submission.

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.	
2. Work-based Learning Form	The Work-based Learning 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	N/A	The Work-based Learning Form is missing information and/or the information provided is questionable	N/A	The competitor 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**
3. 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 3. employment characteristics 4. and one of the following: career environment, technological needs, work schedule, personal 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.	
4. 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. occupational outlook 6. 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.	

The expectation is that competitors read and are aware of all the content within these guidelines and associated links. Successful competitors will study all links for the detailed information.

A. Portfolio	EXCELLENT 10 points	GOOD 8 points	AVERAGE 4 points	FAIR 2 points	POOR 0 points	JUDGE SCORE
5. Interview Summary **Interview must be with a practicing health professional and may NOT include the competitor's instructor or HOSA advisor.*	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 10 points**	**GOOD 8 points**	**AVERAGE 4 points**	**FAIR 2 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	
7. Skill Checklist	The competitor completed all 4 criteria: 1. Selected a skill that aligns with the chosen health career. 2. The skill helps develop health career awareness. 3. The checklist includes at least 10 steps from text/resource that would be performed as part of the skill. 4. 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 a 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	

The expectation is that competitors read and are aware of all the content within these guidelines and associated links. Successful competitors will study all links for the detailed information.

A. Portfolio	EXCELLENT 5 points	GOOD 4 points	AVERAGE 3 points	FAIR 2 points	POOR 0 points	JUDGE SCORE
10. Formatting	All portfolio pages have a unning 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 Round One (85)						

The expectation is that competitors read and are aware of all the content within these guidelines and associated links. Successful competitors will study all links for the detailed information.

Clinical Specialty
Round Two Presentation Rubric

Competitor #:_____ **Division:** _____SS,_____PS/C **Judge's Signature:**_____

A. 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	
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 into the healthcare system	The competitor demonstrated a strong understanding of how the chosen career fits into the healthcare system.	The competitor understands how the chosen career fits into the healthcare system but struggled to articulate this well.	The competitor vaguely addressed how the career fits into the healthcare system	The competitor does not appear to understand how the career fits into the healthcare system	The competitor did not provide any connection between the career and the healthcare system.	
B. 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.	

The expectation is that competitors read and are aware of all the content within these guidelines and associated links. Successful competitors will study all links for the detailed information.

B. Presentation Delivery	EXCELLENT 5 points	GOOD 4 points	AVERAGE 3 points	FAIR 2 points	POOR 0 points	JUDGE SCORE
3. Diction, Pronunciation and Grammar **Diction:** choice of words, especially with regard to correctness, clearness, and effectiveness. **Pronunciation:** Act or manner of uttering officially.	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 Inclusion in the Presentation	The digitally recorded skill video: 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 skill video includes all of the criteria required but is not as strong as it could be.	The skill video includes 2 of the 4 criteria required and/or submission is of average quality.	The skill video 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 shared during the presentation.	
Subtotal Points for Presentation (70)						
Total Points (Pre-judged Portfolio & Presentation) (155):						

The expectation is that competitors read and are aware of all the content within these guidelines and associated links. Successful competitors will study all links for the detailed information.