MT HOSA Creative Problem Solving

Event Category: Teamwork

Dress Code: Official HOSA uniform or business professional attire	**Round One:** 50 Q test (60 minutes)	**Digital Upload:** NO
Team Event: 2-6 competitors per team	**Round Two:** Problem (15 min prep) + Presentation (10 minutes)	**Allowed Presentation Materials:** Prepared Flip Chart from prep time. Notecards (optional).

Event Summary

Creative Problem Solving allows members to analyze the problem-solving process and work as a team to apply their problem-solving skills in creating a solution to a hypothetical health or HOSA-related problem. This competitive event consists of two rounds, and each team consists of 2–6 people. Round One will consist of a written test, and the score will be used to qualify the team for Round Two. In Round Two, teams will be given a potential problem related to HOSA, the health community, or a specific health issue and have 15 minutes to analyze the problem. At the end of the preparation time, teams will have 10 minutes to present their solution to a panel of judges. This event aims to inspire members to be proactive future health professionals and utilize higher order thinking to solve complex challenges.

General Event Information

Official References	The references below are used in the development of the test questions. ● McShane, Steven & Von Glinow, Mary. *Organizational Behavior.* McGraw Hill. Latest edition. ● Adair, John. *Decision Making & Problem Solving: Break Through Barriers and Banish Uncertainty a Work (Creating Success, 8).* Kogan Page. Latest edition. ● Sternad, Dietmar. *Solve It!* Econcise Publishing. Latest edition. ● Thinknetic. *Critical Thinking & Logic Mastery 3 Books in 1.* Latest edition.

ROUND ONE- Test

Test Instructions	The written test will consist of 50 multiple-choice items in a maximum of 60 minutes. See test instructions here. The team test score average from Round One will be used to qualify the team for the Round Two presentation.
Time Remaining Announcements	There will be NO verbal announcements for time remaining during ILC testing. All ILC testing will be completed in the Testing Center, and competitors are responsible for monitoring their own time.
Written Test Plan	The test plan for the Creative Problem Solving Test is: ● Critical & Effective Thinking - 26% ● Problem Solving Strategies & Skills - 24% ● Clarification of Problems & Generating Ideas - 10% ● Examining Constraints/Developing Alternatives - 20% ● Components of Logic - 20%

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Sample Test Questions	1. Invisible rules exist, such as keyboards designed with QWERTY as the first six letters. Why were keyboards created in this fashion? (Sternad, pp. 44) A. Uses power fingers to type the most common letters B. Maintains the equal use of all fingers C. Increases the speed of typing by standardizing the keyboard **D. Slows down the speed of typing as the letters are spread around the keyboard** 2. In the classic approach to decision-making, what is the third step? (Adair, pp 20) A. define the objective **B. generate feasible options** C. collect relevant information D. implement and evaluate 3. What document is produced by assessing the team member's strengths, agreeing on communication methods, and measuring their contributions? (McShane & Von Glinow, pp 298) A. Team Vision B. Team Identity **C. Team Charter** D. Team Mission Statement

ROUND TWO- Presentation to Judges

1. The top teams from Round One will advance to Round Two. The number of advancing teams will be determined by the scores obtained in Round One and the space and time available for Round Two. Competitors shall report to the event site 10 minutes before their appointment time.

2. Round Two Process:
   a. Teams will be given a problem to creatively solve. The problem is a secret topic. A sample of a secret topic can be found here. Each team will be asked to solve the same problem. Professional ethics demand that competitors DO NOT discuss or reveal the secret topic until after the event. Competitors who violate this ethical standard will be penalized in accordance with the GRRs.
   b. Resources about the secret topic may be provided by HOSA to teams for use during their 15-minute preparation time (such as data, supporting research, etc.).
   c. Materials allowed in the preparation room to use during the 15-minute prep include; Resources (provided by HOSA), TWO blank flip chart sheets (provided by HOSA), and markers (provided by competitor), and index cards for taking notes (provided by competitor).
   d. The section leader will announce when teams have five (5) minutes and one (1) minute remaining in the preparation room.
   e. After the 15-minute preparation, teams will be escorted to another room for their oral presentation. Materials allowed in the oral presentation room include; index cards the team prepared as notes in the preparation room and flip chart paper the team prepared to support their solution in the preparation room. NO OTHER materials are allowed in the presentation with judges.
   f. Teams will be allowed a maximum of 10 minutes for their oral presentation of a solution to the secret problem. The timekeeper shall present a flash card advising the competitors when there is one (1) minute remaining. Time will be stopped at the end of 10 minutes.

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

Final Scoring

1. The team's test score average will be added to the presentation score to determine the final results.

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

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.

Creative Problem Solving

Round Two Presentation Rubric

Team #:_____ **Division: _____**SS,**_____**PS/C **Judge's Signature:**_____

A. Presentation Content:	**EXCELLENT 15 points**	**GOOD 12 points**	**AVERAGE 9 points**	**FAIR 6 points**	**POOR 0 points**	**JUDGE SCORE**
1. Understanding of problem/ health issue	Demonstrates clear evidence of a deep, insightful understanding of the problem or health issue.	Shows a solid grasp or understanding of the problem or health issue.	Demonstrates an average understanding of the problem or health issue. The judges are left with a few questions.	Shows a basic understanding of the problem or health issue. Judges left with more questions than answers.	The team is not able to demonstrate an understanding of the problem or health issue.	
2. An imaginative and innovative approach is used to solve the problem	The team provided creative, imaginative solution(s) that were highly innovative and thoughtful.	The solution was unique and offered a fresh approach to solving the problem. Missing the "wow" factor though.	The solution to the problem was adequately imaginative. I would like to see more innovation in the solution.	Solutions provided were unoriginal and little imagination was included in the presentation.	No evidence of imagination was used to solve the problem.	
3. Explanation of solution	Clear and concise explanation of the solution in a logical, well-constructed presentation.	The explanation of the solution was mostly clear and logical.	An average explanation of the solution was provided. Some aspects seem to be presented out of sequence.	The explanation of the solution did not flow and was hard to follow.	The explanation did not provide a logical solution and was fragmented.	
4. Applies previous knowledge and experience to current problem	Clear, thorough connection to prior knowledge and experiences were used to enhance the solution to the current problem.	Good examples of previous knowledge and experiences were applied to the solution of the current problem.	Some teams demonstrate prior knowledge and experiences were applied to the solution of the current problem.	Prior knowledge and experiences were not clearly demonstrated in correlation to the current problem.	No prior knowledge or experiences were connected to the current problem.	
A. Presentation Content	**EXCELLENT 10 points**	**GOOD 8 points**	**AVERAGE 6 points**	**FAIR 4 points**	**POOR 0 points**	**JUDGE SCORE**
5. Explanation of solution is financially sound	The solution is realistic and financially sound. The resources required to fund this solution are thoughtful and concise.	The solution appears to be financially sound. Slight questions arise on the feasibility of the budget and ability to complete the task in a fiscally responsible manner.	The solution may require resources that are outside the budget constraints of this project. Careful consideration must be made to move forward with this project.	The solution provides questionable budget requirements and would require further attention to detail.	The solution is outside of budget constraints and is not recommended to move forward as presented.	
6. Use of the information provided in the secret topic.	The presentation offered clear and effective use of the information provided in the secret topic.	The information on the secret topic was mostly effective in the presentation but could have been clearer.	The presentation provided an average use of the information provided in the secret topic.	The presentation used a small amount of the information provided to teams on the secret topic.	The team did not include information provided on the secret topic.	
B. 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	Each team's voice was loud enough to hear. The competitors varied rate & volume to enhance the speech. Appropriate pausing was employed.	The team spoke loudly and clearly enough to be understood. The competitors varied rate OR volume to enhance the speech. Pauses attempted.	The team could be heard most of the time. The competitors attempted to use some variety in vocal quality, but not always successfully.	The team's voice is low. Judges have difficulty hearing the presentation	The judge had difficulty hearing and/or understanding much of the speech due to low volume. Little variety in rate or volume.	

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B. Presentation Delivery	EXCELLENT 5 points	GOOD 4 points	AVERAGE 3 points	FAIR 2 points	POOR 0 points	JUDGE SCORE
2. Stage Presence Poise, posture, eye contact, and enthusiasm	Movements & gestures were purposeful and enhanced the delivery of the speech; did not distract. Body language reflects comfort interacting with the audience. Facial expressions/ body language generated a strong interest and enthusiasm for the topic.	The team 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 the audience. Limited use of gestures to reinforce the verbal message. Facial expressions and body language are used to try to generate enthusiasm but seem somewhat forced.	The team'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 the presentation.	
3. Diction, Pronunciation & Grammar ***Diction:** Choice of words, with regard to correctness, clearness, and effectiveness. ****Pronunciation:** Act or manner of uttering officially.	Delivery emphasizes and enhances the message. Clear enunciation and pronunciation. No vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). The tone heightened interest and complemented the verbal message.	Delivery helps to enhance the 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 are suitable. Noticeable verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. The tone seemed inconsistent at times.	Delivery quality is minimal. Regular verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Delivery problems cause disruption to the message.	Many distracting errors in pronunciation and/or articulation. Monotone or inappropriate variation of vocal characteristics. Inconsistent with verbal message.	
4. Team Participation	Excellent example of shared collaboration in the presentation of the project. Each team member spoke and carried equal parts of the project presentation.	All but one person on the team was actively engaged in the project presentation.	The team worked together relatively well. Some team members spoke more than others.	The team did not work effectively together.	One team member dominated the presentation.	
					TOTAL POINTS (100)	

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