

Family Medicine Physician

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| 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. |
| SLC Presentation | <ul style="list-style-type: none"> - Competitors will have 2 minutes to set up their presentation - Competitors will then have 10 minutes to present to the judges. It should be the same presentation given previously to their peers. - Competitors should verify to judges the who they interviewed, when the interviews took place, and when and where the peer presentation was given prior to their 10 minute judges presentation. |

Event Summary

The Family Medicine Physician competitive event provides HOSA members with the opportunity to gain knowledge about this career path through interviews, research, and a peer presentation. Competitors will conduct interviews to learn more about family medicine, and then will share their finding with their peers through a presentation. Competitors will present their peer presentation to a panel of judges, showcasing what they have learned. This event aims to inspire members to learn about the dynamic field of Family Medicine and ultimately ensure patients from every community, everywhere have access to a family physician.

Learning Objectives

Through interviews and research competitors will be able to identify:

- a. Demand and Occupational Outlook
 - Items to consider:*
 - o *Outline the need for Family Medicine Physicians and why now is the time to consider this career path.*
- b. Span of Medical Education and Career Options
 - Items to consider:*
 - o *Outline the training requirements and options from Medical School to Family Medicine Residency, Dual Degrees, Fellowships, and Certificates of Added Qualification.*
 - o *Explain the various practice settings, practice emphasis, and sub-specialties available in Family Medicine.*
- c. Work, Lifestyle, and Financial Implications

Items to consider:

- *Explain the benefits and challenges of being a Family Medicine Physician, with whom family physicians work, the role of family physicians on the health care team, the family physician lifestyle, and work-life balance highlights.*
- *Understand the cost of medical education, average salaries and signing bonuses, and scholarship and loan forgiveness opportunities in family medicine.*
- d. Importance of Primary Care and Preventive Medicine to Achieve Health Equity
 - *Items to consider:*
 - *Summarize the role Family Medicine Physicians play in primary care and preventive health and the impact family medicine has on patients, families, and communities.*
 - *Describe the role of family physicians as advocates for their patients and communities, including how family physicians are leaders in addressing health disparities and health equity.*
- e. *The WHY – The Story of the Family Medicine Interviewee*
 - *Items to consider:*
 - *Tell the story of WHY the Family Medicine Physician chose this career path. What is their passion? Why do they do what they do? What is the physician’s journey and why did they get started?*
 - *Ask questions to elicit emotion and uncover the reasons behind why the interviewed physician is excited and passionate about their career choice.*
- f. Is Family Medicine Right for Me?
 - *Items to consider:*
 - *Explain why this career could be a good fit for the competitor - what did they learn that intrigues them and that has piqued their interest? It is also acceptable to explain why this career might not be a fit after the competitor has taken part in this event.*

Competitors Must Provide:

- Index cards or electronic notecards (optional)
- Watch with second hand to track time (optional)
- Any presentation aids/tools needed to support the presentation

Official References

The recommended reading/viewing for this event can be accessed at [this summary landing page](#):

- a. Additionally, competitors may find it helpful to view [Start With Why](#) (especially to address Learning Objective “e”).

Research and Interview

Competitors will research the Learning Objectives outlined in the learning objectives by using the official references for this event. If needed, competitors may also use resources of their own choosing for research.

Competitors will also investigate the Learning Objectives by conducting at least two (2) interviews with two (2) separate people to further understand the Learning Objectives.

The Interviews

The interviews must be conducted with two (2) people from the following categories:

- a. Medical Student interested in Family Medicine
- b. Family Medicine Physician
 - i. One interview **MUST** be with a Family Medicine Physician (retired Family Medicine Physician acceptable)
 - ii. The second interview can be with a Medical Student interested in Family Medicine OR with another Family Medicine Physician.
 - iii. Both interviews may NOT be with Medical Students.
 - iv. The competitor may choose to conduct more than two (2) interviews to help address the Learning Objectives, but only two are required.

During the interviews, competitors should ask questions that will help them understand the topics listed in the Learning Objectives.

During the interview with the Family Medicine Physician in particular, it will be important to focus on Learning Objective “e” in order to tell the story of the interviewee. It will be vital to understand WHY the interviewed physician chose this career path – try to craft questions that will elicit a powerful and emotional response from the interviewee. Telling an effective “story” of the physician will help the audience (the peers and the judges) understand and relate to the content in a more meaningful way. Refer to the “Start With Why” video listed in the resources for more context.

Competitors and interviewees can determine the length of interview and format of the interview (in-person, via Zoom, via telephone, etc.).

If competitors do not know, or do not have connections to help set up the interviews, competitors should complete an [online form/email explained HERE](#) to be connected to a Physician and Medical Student identified by the American Academy of Family Physicians. Competitors may also use their connections through the health science classroom (local HOSA chapter advisors) or

friends/family/community partners to find the Family Medicine Physician and Medical Student to interview. In this case, it is requested that competitors still complete the online form to allow the AAFP to provide the interviewees with some information and support for the interviews.

Interview Verification Form

Once the interviewees have been identified, competitors must complete the Interview Verification Form found in these guidelines. The purpose of this form is to identify the people who have agreed to be interviewed as part of this HOSA Competitive Event.

The Interview Verification Form will be uploaded to the Digital Upload System. This will only be required for ILC.

The Interview Verification Form will NOT be pre-judged. Rather, event staff will check the list of those who have uploaded to the HOSA Digital Upload System for compliance.

Failure to upload the Interview Verification Form to the HOSA Digital Upload System by the deadline will result in a 15 point deduction taken in Tabulations.

Peer-to-Peer Presentation

Competitors will create an educational and creative presentation – “Who is a Family Medicine Physician?” – that can be shared with their peers to educate others about this career path and to tell the story of the interviewed physician and/or medical student. The exact presentation title can be of the competitor’s choosing.

1. The presentation will be a maximum of ten (10) minutes long.
2. The presentation for peers must effectively inform the audience about the learning objective topics outlined in item #5.
3. Competitors may present to any live audience of their peers - their HOSA chapter, health science classroom, at a school assembly/meeting, etc. The presentation may be done virtually (i.e., over Zoom), but must be delivered live.
4. Competitors may use any presentation aids/tools/technology they wish – Prezi, PowerPoint, Bulb, video clips, videos, photos, posters, handouts, etc. – but the competitors must speak during the presentation and only use the aids to enhance the message they are trying to convey. In other words, competitors should not simply record something ahead of time and push “play” – the presentation should be given live for the audience!
5. Competitors should be creative in how the content is presented to capture the attention of the audience and share the powerful story about the interviewed Family Medicine Physician and the learning objectives outlined. *If a competitor chooses to interview two Family Medicine Physicians, the stories of one or both can be incorporated into the presentation at the discretion of the competitor.*

6. The content can be organized and presented in any manner the competitor wishes – potentially weaving in facts and data to the story, the why, and the emotional pieces of the learning objectives. The most compelling and unique ways of sharing the content will be most successful.

The Competitive Process - Presentation to Judges

The presentation given to the judges should be the same presentation that was given to the competitor's peers. Therefore, the presentation should cover the Learning Objectives.

Competitors will have ten (10) total minutes to present to the judges.

- a. To begin the presentation for judges, the competitor should state:
 - i. who they interviewed
 - ii. when the interviews took place
 - iii. when and where the peer presentation was given

i.e.: I interviewed Dr. Thejewa Wilson at HOSA Family Health on March 1. I interviewed Emily Alvarez, Medical Student at University of Washington on March 2. I presented this content to my HOSA Chapter on April 3.

- b. This gives verification for judges of the interviews and peer-to-peer presentation. *Note* Competitors only need to state items #23a in the presentation to judges. This information does not need to be included in the peer-to-peer presentation.*
- c. The remaining time will be reserved for the actual presentation that was given to the competitor's peers – not to exceed ten (10) total minutes for everything.

Upon entering the competition room, competitors will have two (2) minutes to setup any presentation equipment/materials.

Competitors will NOT have access to electricity. Battery powered equipment (such as a laptop) is permitted. Internet connection is NOT provided but can be used if provided by the competitor via a Wi-Fi hotspot or other source.

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 the judges.

The timekeeper will announce when the two (2) minute setup time is complete; and when there is one (1) minute remaining in the presentation. The timekeeper will stop the presentation after ten (10) minutes and the competitor will be excused. The judges will have three (3) minutes to complete the rating sheet.

Please go to the National HOSA Guidelines to find the official Interview Verification form if you plan to compete in this event at ILC.

FAMILY MEDICINE PHYSICIAN – Judge’s Rating Sheet

Section # _____ Division: _____ SS _____ PS/Collegiate

Competitor # _____

Judge’s Signature _____

| A. Overview | Excellent 5 points | Good 4 points | Average 3 points | Fair 2 points | Poor 0 points | JUDGE SCORE |
|--|---|--|---|--|--|----------------|
| 1. Interviews and Peer-to-Peer Presentation Confirmed | Peer-to-Peer Presentation date; and two Interviewee names and dates; stated for judges prior to presentation. | N/A | N/A | N/A | Interviewees and/or Peer Presentation not confirmed. | |
| 2. Live Presentation | Presentation for Peers and Judges is given live and not a recording. (Virtual live presentations over Zoom, for example, are acceptable) | N/A | N/A | N/A | Presentation did not incorporate a live component. | |
| B. Presentation Content | Excellent 10 points | Good 8 points | Average 6 points | Fair 4 points | Poor 0 points | JUDGE SCORE |
| 1. Overall understanding / coverage of Demand and Occupational Outlook | Exceptional presentation of the demand and outlook for the occupation. It is evident the competitor researched and understands this topic and why the time is now to consider this career path. | The presentation of occupational demand is mostly clear and is provided, but some details are missing. | The presentation is somewhat vague and does not clearly show an understanding of the demand and outlook of the occupation. | The presentation is unclear with little information provided on the demand and outlook of the occupation. | Presentation does not provide information regarding the demand and outlook of the occupation. | |
| B. Presentation Content | Excellent 10 points | Good 8 points | Average 6 points | Fair 4 points | Poor 0 points | JUDGE SCORE |
| 2. Overall understanding / coverage of Span of Medical Education and Career Options | Presentation includes detailed information along with excellent descriptions of the medical education required and career options available as a Family Medicine Physician. | Information regarding medical education and career options were provided and described. | Presentation includes a short description of the medical education and career options, but there were gaps in the information provided. | The information provided in the presentation provided an incomplete description of the medical education and career options. | Presentation is unclear and does not provide information regarding medical education and career options. | |

| B. Presentation Content | Excellent 10 points | Good 8 points | Average 6 points | Fair 4 points | Poor 0 points | JUDGE SCORE |
|---|---|---|--|---|---|------------------------|
| 3. Overall understanding / coverage of Work, Lifestyle and Financial Implications | Presentation includes detailed information along with excellent descriptions of work, lifestyle, and financial implications of being a Family Medicine Physician. | Information regarding work, lifestyle, and financial implications were provided and described. | Presentation includes a short description of work, lifestyle, and financial implications, but there were gaps in the information provided. | The information provided in the presentation provided an incomplete description of work, lifestyle, and financial implications. | Presentation is unclear and does not provide information regarding work, lifestyle, and financial implications. | |
| 4. Overall understanding / coverage of Importance of Primary Care and Preventive Medicine to Achieve Health Equity | The presentation does an excellent job of detailing the importance of primary care and preventive medicine in achieving health equity. It is explicitly clear how the Family Medicine Physician plays a vital role in this process. | Information is provided regarding primary care and preventive medicine and how the Family Medicine Physician plays a part in achieving health equity. More/stronger examples could have been used. | Presentation includes a short description of primary care and preventive medicine but there were gaps in the information provided and the role the Family Medicine Physician plays in these items was unclear. | The information provided in the presentation was incomplete in describing primary care, preventive medicine, health equity and the role of the Family Medicine Physician. | Presentation is unclear and does not provide information regarding primary care and preventive medicine and health equity. | |
| B. Presentation Content | Excellent 20 points | Good 15 points | Average 10 points | Fair 5 points | Poor 0 points | JUDGE SCORE |
| 5. Telling a powerful story of WHY the Family Medicine Physician chose this career path | The presentation did an extraordinary job at telling the story of WHY the Family Medicine Physician chose this career path. Passion is evident through the story telling. The story evokes emotion, is highly impactful, and encourages a "call to action". | The presentation did a good job at telling the story of WHY the Family Medicine Physician chose this career path. There is some passion and emotion, but the message could have inspired the audience more. | The presentation told the story of WHY the Family Medicine Physician chose this career path, but it did not stand out or elicit much emotion. The presentation did not impact the audience to action. | The presentation needed more attention to detail and could have done a better job connecting to the audience. The WHY message was not clear and did not share the story of the Family Medicine Physician. | Presentation is unclear and does not provide information about the story or WHY of the interviewed Family Medicine Physician. | |

| B. Presentation Content | Excellent 20 points | Good 15 points | Average 10 points | Fair 5 points | Poor 0 points | JUDGE SCORE |
|--|---|---|---|---|--|------------------------|
| 6. Sharing “Is Family Medicine Right for Me?” | The competitor did an extraordinary job of sharing why the Family Medicine Career path would be a good fit (or not a good fit) for them. They explained with passion and in detail what intrigues them and what has piqued their interest. Or conversely, what they learned about why this career path wouldn't be a good fit for them. | The competitor did a good job of sharing why a career in Family Medicine would or would not be a good fit for them, but the descriptions don't stand out. | The competitor included a brief description of why a career in Family Medicine would or would not be a fit, but details and enthusiasm are lacking in the presentation. | The competitor included an incomplete description of why a career in Family Medicine would or would not be a fit. The message was confusing and lacked clear direction. | Presentation is unclear and does not provide information about how the competitor feels about a career as a Family Medicine Physician. | |
| B. Presentation Content | Excellent 15 points | Good 12 points | Average 8 points | Fair 5 points | Poor 0 points | JUDGE SCORE |
| 7. Distinctive / Captivating / Unique | The competitor provided a highly creative, original, and imaginative presentation that was highly distinct. It stood out and was unique. | The presentation was unique and offered a fresh approach to the topic; however, it was missing the “wow” factor. | The presentation was adequately distinctive. Would like to see more creativity and innovation in the approach to the presentation. | The presentation was unoriginal and little imagination was included in the presentation. | No evidence of imagination or creativity was used in the presentation. | |
| C. Presentation Organization | Excellent 5 points | Good 4 points | Average 3 points | Fair 2 points | Poor 0 points | JUDGE SCORE |
| 1. Flow, Logic, and Transitions | There is evidence of practice and consistency of presentation flow and transitions. | There is evidence of practice and some consistency in presentation flow and transitions. | The presentation could benefit from a more consistent flow and transitions. | More practice is needed to achieve an authentic flow in the presentation. | The entire presentation is delivered with a lack of attention to flow and transitions. | |
| 2. Opening | The competitor clearly establishes the occasion and purpose of the presentation, grabs the audience's attention, and makes the audience want to listen. | The competitor introduced the presentation adequately, including an attention getter and established the occasion and purpose of the presentation. | The competitor introduced the topic but did not clearly establish the occasion and/or purpose of the speech. Weak attention getter. | The competitor failed to introduce the presentation. Or the introduction was not useful in indicating what the presentation was about. | The competitor did not provide any kind of opening statement or action. | |
| 3. Closing | The competitor prepares the audience for ending and ends memorably. They drew the presentation to a close with an effective memorable statement. | The competitor adequately concluded the presentation and ended with a closing statement. Clear ending but ends with little impact. | The competitor concluded the presentation in a disorganized fashion with cohesion. | Audience has no idea conclusion is coming. Competitor's closing message was unclear. | The competitor ended the presentation abruptly without any kind of conclusion. | |
| D. Presentation | Excellent | Good | Average | Fair | Poor | JUDGE |

| Materials | 20 points | 15 points | 10 points | 5 points | 0 points | SCORE |
|---|--|--|---|--|---|--------------------|
| 1. Presentation Visual Aids / Tools / Technology | Visual aids, props, tools, and/or technology add value and relevance to the presentation and are not used as substitutes. They help to tell a story and offer a better understanding of the subject. Creativity is evident. | Visual aids, props, tools, and/or technology support the theme of the presentation and complement the overall message. | Most of the visual aids, props, tools and/or technology add some value to the presentation but could have supported the overall message more effectively. | The visual aids used offered minimal support or missed the opportunity to enhance the overall presentation. | No visual aids were used to complement the presentation. | |
| E. 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. | |
| Total Points (155): | | | | | | |