



MIDDLE SCHOOL DIVISION
2018 - 2019
State Category
Event Guidelines

Rev. 8/18

**Molding Tomorrow's
Health Care Today!**



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What is HOSA and the Middle School Division?

The Middle School Division of HOSA is for middle school students (Grades 6-8) who are interested in a career in health care. This division of the HOSA organization has been designated as a Career and Technical Student Organization (CTSO) and has been specifically designed to meet the needs of these talented students!

HOSA - Future Health Professionals provides a unique program that helps the individual with LEADERSHIP SKILLS, PHYSICAL, MENTAL, and SOCIAL ENHANCEMENT, EMPLOYMENT, JOB PREPARATION, SELF-WORTH, MOTIVATION, AND EMPOWERMENT!

The Middle School Division allows students the opportunity to learn more about the health care field. This information can be used to define a possible future occupation, and the skills learned can be used for a lifetime! HOSA programs are taught in middle and high schools, regional vocational/technical centers, community colleges and universities throughout Florida, the nation and internationally.

Since its inception in 1978, Florida HOSA has grown steadily serving both employers and the educational community. Membership has grown close to more than 15,800 (the second largest HOSA State Association in the nation!) with a projected continued increase during the current school term. Over 235,000 members are involved nationally and globally in this worthwhile training as a vital part of their exploration of, and preparation for, a career in the health field! Florida was the FIRST state to have a Middle School HOSA Division and we are serving as the MODEL FOR THE NATION AND WORLD!

The feeling of those who have been involved with HOSA is one of value and satisfaction. HOSA provides skills that can be used no matter the individual's future career plans. These LEADERSHIP skills will help the individual to be both successful in employment and citizenship. The rapidly changing health care system will require workers who are technically skilled and capable of accepting leadership roles. With the changes in health care, including *health care reform*, HOSA will be a benefit to anyone choosing to be a member of the health care team.

HOSA is endorsed by the United States and Florida Departments of Education. HOSA is the appropriate Career and Technical Student Organization (CTSO) for Florida's health science curriculum frameworks.

MIDDLE SCHOOL DIVISION

An Affiliate Division of HOSA - Future Health Professionals

The Middle School Division is a membership division of HOSA and Florida HOSA. The purpose of HOSA and the Middle School Division is to provide:

- support of the health science curriculum in grades 6-8.
- awareness of health career opportunities.
- opportunities to develop critical thinking and problem-solving skills in a practical application format.
- development of leadership potential.
- recognition of member and group accomplishments.
- opportunities to become actively involved in school and community.

The official HOSA emblem, brand, colors, creed and all associated items are used in the Middle School Division.

Organizational Structure

Florida HOSA is governed by a Board of Directors representing the organization. The state is divided into regions. The Florida HOSA State Office is a resource and support organization that does not select, control, or supervise local chapter or individual member activities except as expressly provided in the Florida HOSA Bylaws.

The Middle School Division is entitled to all the benefits of membership in HOSA. Chapters will function within the existing regional structure. In areas of the state where membership is sufficient, regions may elect an At-Large Middle School Division member and/or Vice President to serve on the Regional Officer team.

Important Addresses:

National HOSA

**548 Silicon Drive, Suite 101
Southlake, TX 76092**

**Phone: (800) 321-HOSA
Website: www.hosa.org**

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Florida HOSA Middle School Division 2018 - 2019 Competitive Events Program Overview

The National HOSA Office has developed the [Middle School Handbook](#) (link) and posted it to their website. The middle school program in Florida HOSA will follow the National/International HOSA Middle School Handbook. Below is information to help you and your members as you prepare for competition and the various conferences.

- **Competitor Limits** - Middle school members may enter only one event total from the State Category events and International Category events. In addition, members may enter as many Recognition Category events as they would like.
- **Advancing from the Regional Competitive Event Conferences to the State Leadership Conference** - The top 3 competitors in all middle school competitive events (both State Category and International Category) can advance to compete at the State Conference.
- **Recognition Category Events** - Members/Chapters in all Recognition Category events automatically advance to the State Conference. Deadlines for Recognition Category event submissions must be met in order to be recognized at the State Conference and/or International Conference.
- **State Leadership Conference Middle School Awards Session** - During the Middle School Awards Session, the top 5 winners in each of the State Category events will be called to the stage to receive medals and ribbons (1st place - gold medal, 2nd place - silver medal, 3rd place - bronze medal, 4th place - white ribbon, and 5th place - green ribbon). This will be as far as these competitors may advance in competition. They are still permitted to attend the ILC, but will be unable to compete.
- **Advancing to the ILC** - The top 5 winners in each of the International Category events will then be called to the stage to receive medals and ribbons (1st place - gold medal, 2nd place - silver medal, 3rd place - bronze medal, 4th place - white ribbon, and 5th place - green ribbon). The top 3 competitors from each of these events can then advance to compete at the ILC, if they choose. If one of the top 3 winners in any of these International Category events is not able to attend the ILC, the 4th place winner then becomes eligible to compete at the ILC. If any of the remaining top 5 winners are unable to attend the ILC in an event in which the 4th place winner has become eligible to compete, the 5th place winner then becomes eligible to compete at the ILC.

A Competitor May Select Only One Event From All the Events Listed in the Blue Box Below:

<p><u>STATE CATEGORY EVENTS</u></p> <ul style="list-style-type: none">- Extemporaneous Writing- First Aid/Rescue Breathing- Medical Spelling- Researched Persuasive Speaking <p>Guidelines link: http://www.flhosa.org/resourcespublications/middle-school-division</p>	<p>Or</p>	<p><u>INTERNATIONAL CATEGORY EVENTS</u></p> <ul style="list-style-type: none">- Medical Terminology- Medical Reading- Knowledge Test: Nutrition- Knowledge Test: Health Career Exploration- Public Health- Extemporaneous Health Poster- Healthy Lifestyle- Prepared Speaking- Speaking Skills (Competitors MUST be classified under the provision of the 2004 reauthorized Individuals with Disabilities Education Act [IDEA])- Health Career Display- Health Education <p>Guidelines link: http://www.hosa.org/guidelines (Click on event title to download)</p>
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and/or

<p style="text-align: center;">Recognition Category Events (may select as many as would like)</p> <p style="text-align: center;">Barbara James Service Award (Individual Member Event) HOSA Service Project (Chapter Event) HOSA Happenings (Chapter Event) Outstanding HOSA Chapter (Chapter Event)</p> <p style="text-align: center;">Guidelines link: http://www.hosa.org/guidelines (Click on event title to download)</p>
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Competitive Event Guidelines

EXTEMPORANEOUS WRITING

Purpose: To encourage Health Science Education students to improve their ability to express themselves in writing.

Description: Competitors shall report to the site of the event where they will be presented the topic by the Event Manager. They will have one hour to write an essay on the topic.

Dress Code: Competitors must be in official HOSA uniform or in proper business attire.

- Rules and Procedures:**
1. Competitors in this event must be in grade 6, 7, or 8 during the current academic year.
 2. The topic will be developed by the Florida HOSA Competitive Events Committee and shall relate to the Health Science Education curriculum competencies or HOSA. All competitors shall write on the same topic.
 3. Competitor numbers and order of competition will be pre-assigned on a random selection basis (a computer may be used).
 4. Competitors shall report to the site of the event at the appropriate time. Competitors will be seated at individual desks or tables and will be provided with lined paper or blue books, a copy of the topic, and one paper clip. Students will provide their own blue or black pen and/or pencil for the event.
 5. Competitors will write an essay based on the selected topic and will turn it in to the Event Manager when they are finished. The maximum time allowed for writing this essay will be one (1) hour. The essay will be between **150 to 250** words. Words containing three letters or less will **not** be counted. A one time bonus of 5 points will be added for essays over 150 and fewer than 250 words.
 6. Competitors will write on only one side of the page. Scrap pages will be turned in to the Event Manager who will discard them.
 7. The finished essay must have the title (assigned topic) on the top of the first page, the contestant number on the top right hand corner of all pages, and the page number on the bottom right hand corner of all pages. The pages will be held together by a paper clip.
 9. The timekeeper will announce when there are 30 minutes remaining, 15 minutes remaining, 5 minutes remaining, and 30 seconds remaining. At the end of one hour, all essays will be collected. No late essays will be accepted.

10. Each competitor may bring into the event room one (1) dictionary (may be electronic) and/or one (1) thesaurus. These books will be checked by the Event Manager as the participant enters the event room.
11. No other printed materials or prepared notes shall be allowed at the event site.
12. Should a tie occur, judges will use scores on the rating sheet section(s) with the highest point value(s), in descending order, to break the tie.
13. Competitors must be familiar with and adhere to the **"General Rules and Regulations of the National HOSA Competitive Events Program."**
14. All essays become the property of HOSA and the competitor grants permission for the use of the essay in HOSA publications, etc.

Required Personnel (Per Section):

1. One (1) Event Manager
2. One (1) Section Leader
3. One (1) Timekeeper
4. Two (2) to five (5) judges. (It is recommended that at least one judge have a background in a health profession and one with experience in English grammar and composition.)
5. A minimum of two (2) Courtesy Corps Members

Facilities, Equipment and Materials (Per Section):

1. Room with individual desks or tables for each competitor, and one large table for the Event Manager and supplies
2. One (1) stopwatch
3. Hand calculator(s)
- ***4. Blue or black pen and/or pencil
5. Pens for judges, paper clips and ample lined plain white 8½" x 11" paper or blue books
6. One (1) copy of the topic for each competitor
7. Two (2) dictionaries (for Judges use only)
8. Two (2) thesaurus (for Judges use only)

*** To be supplied by competitor

EXTEMPORANEOUS WRITING

Judge's Rating Sheet

Section # _____
Level: Middle School Division
Competitor # _____

Judge's Signature _____

Items Evaluated:		Points Possible	Points Allocated (1 point=poor)	Comments
Content	Coverage of assigned topic	20		
	Accurate information	10		
	Creativity/originality	10		
Organization	Opening statement	5		
	Body of essay	5		
	Closing	5		
Structure	Coherence of thought	15		
	Grammar	15		
	Spelling	10		
	Punctuation	5		
TOTAL POINTS (Possible/Awarded)		100		
Length of Essay; _____ words (5 bonus points if >150 words and <250 words; do not count 3 letter words)		5		
FINAL SCORE				

FIRST AID/RESCUE BREATHING

- Purpose:** To provide HOSA members with an opportunity to develop and demonstrate knowledge and skills in CPR and basic first aid in emergency care.
- Description:** The competitive event will consist of an evaluation of student performance of selected skill(s) identified in a written scenario. The scenario will require the use of critical thinking skills. The performance will be timed and evaluated according to the event guidelines.
- Dress Code:** Competitors shall wear proper business attire or official HOSA uniform, or attire appropriate to the occupational area, during the orientation and skill(s)– jeans and shorts are not acceptable. Bonus points will be awarded for proper dress.
- Rules:**
1. Competitors in this event must be active members of HOSA, in good standing in grade 6, 7, or 8 during the current academic year.
 2. Competitors must be familiar with and adhere to the **“General Rules and Regulations of the National HOSA Competitive Events Program”**.
 3. The specific reference selected for each skill is listed in the Facilities, Equipment and Materials section of these guidelines.
 - American Heart Association, BLS for Healthcare Providers. Channing L. Bete Co., Inc., 2015.
 - American Heart Association, Heartsaver First Aid/CPR/AED, Channing L. Bete Co., 2015.
 - Simmers, L., Simmers-Narker, Simmers-Kobelak. *DHO: Health Science*. Cengage Learning, Latest edition.
 - Simmers, L., Simmers-Nartker, K., Simmers-Kobelak, S. *Introduction to Health Science Technology*, Delmar Cengage Learning, 2nd ed.
 4. Each competitor will be evaluated on his/her performance on selected skill(s)/procedure(s). The skills approved for this event are:
 - Skill I: **Adult Rescue Breathing**
 - Skill II: **Infant Rescue Breathing**
 - First Aid Skills**
 - Skill III: **Severe Bleeding and Shock**
 - Skill IV: **Choking**
 - Skill V: **Broken Bone/Sprain and Splinting**
 - Skill VI: **Heat-Related Emergency (Heat Exhaustion)**
 5. The selected skill(s) in the form of a written scenario will be read to the competitor at the start of the skill to be performed. The timing for the skill will begin when the section leader finishes reading the scenario to the competitor. Competitors will be stopped when the allotted time is up.

6. The scenario is a secret topic. Professional ethics demand that competitors DO NOT discuss or reveal the secret topic until after the event has concluded. Competitors who violate this ethical standard will be disqualified.
7. In the performance of a skill scenario, competitors are required to follow the highest standard of care when treating victims/patients. Competitors should follow the steps on the rating sheet unless the highest standard of care required differs from the steps on the rating sheet. Judges will know when the treatment of victims/patients differs slightly from the rating sheet and when the competitors provide medically acceptable care, and will assess points accordingly.
8. Should a tie occur in the ranking of competitors, the selected skill with the highest possible point value will be used as the tie breaker; others as necessary in descending order of total point value.
9. If a student jeopardizes the patient's or his/her own safety and does not take immediate action to correct the error, the total points for the skill or specific subpart(s) of the skill will be deducted.
10. Competitors must complete all steps of the skill listed in the guidelines even if the steps must be simulated/verbalized. Steps may NOT be simulated/verbalized when the equipment/materials are available.
11. The competitor will be stopped at the end of the time allowed for a selected skill(s) and will not earn the points for the parts of the skill he/she did not complete.

Competitor Must Provide:

- Event guidelines (orientation)
- Watch with second hand (optional)

General Equipment to be provided by competitors in a first aid kit or bag:

- Cravats (5-10) (Defined as strips of cloth, triangular bandages folded into strips, roller gauze, or other similar material to tie or anchor splints in place.)
- Sterile Gauze Squares, 4" X 4", 6-10 total (may be packaged as singles, doubles, or multiples)
- Any size roller bandages (Kling/similar), 4-6 total
- One trauma dressing (ABD)
- Non-stick sterile dressing(s)
- Mouth-to-mask device (adult and infant)
- Biohazard bag
- Hand sanitizer
- Cell phone (for simulating 911 call)
- One pair of scissors
- Adhesive tape
- Barrier devices (PPE) – gown, 4 pair of gloves, 1 set of goggles or safety glasses

Required Personnel

- 1) One Event Manager per event
- 2) One Section Leader per section
- 3) Two - Four judges per section
 - a) The judge for the first aid skill(s) must have first aid certification
 - b) The judge for the BLS skills should be AHA instructor certified
 - c) EMT's and Paramedics may judge either problem
 - d) RN's with emergency training and the above certification may judge either problem
- 4) One-two event assistants per section
- 5) One patient as required by the scenario (per section)
- 6) Timekeepers (if necessary)
- 7) Moulage Specialist (if necessary)

Facilities, Equipment and Materials (Per Section)

General

Checklist

- Clinical and/or laboratory stations for selected procedures
- Assorted props, which may include pillows and/or blankets
- Written scenario (one copy per competitor and judge)
- Patient and judge scripts as needed
- Calculators, note pads, and pencils for judges
- Stopwatch
- Moulage supplies (as required by the scenario)
- Rating sheets – one per judge per competitor
- Evaluation Forms – competitor, judge, and personnel
- #2 lead pencils with eraser to complete evaluations

Skill I: Adult Rescue Breathing (*BLS for Healthcare Providers, AHA 2015*)

Checklist

- CPR Adult Training Manikin

Skill II: Infant Rescue Breathing (*BLS for Healthcare Providers, AHA 2015*)

Checklist

- CPR Infant Training Manikin

Skill III: Severe Bleeding and Shock (DHO)

Checklist

- One victim (check the scenario for details)
- Moulage or latex bleeding wound
- Blanket or cover

Skill IV: Choking (*BLS for Healthcare Providers, AHA 2015*)

Checklist

- One victim (check the scenario for details)
- Pillow for victim – the person playing the role of the victim should wear an extra-large, loose fitting shirt so that a pillow can be placed under his/her shirt for protection, in the unlikely event that the competitor actually performs an abdominal thrust. It should be made clear to the competitor that the victim is NOT obese or pregnant.

Skill V: Broken Bone/Sprain and Splinting (*Heartsaver First Aid CPR AED, AHA 2015*)

Checklist

- One victim (check the scenario for details)
- Cold pack or bag and ice
- Towel
- Props or devices that can be used for splinting

Skill VI: Heat-Related Emergency (DHO)

Checklist

- One victim (check the scenario for details)
- Cool water spray bottle
- Water
- Juice or sport drink

FIRST AID/RESCUE BREATHING

Section #: _____

Level: **Middle School Division**

Competitor #: _____

Judge's Signature _____

** The skill involves a single health provider in a remote location. The rescuer has access to his/ her first aid kit and cell phone.*

Procedure I: Adult Rescue Breathing (Time - 10 minutes)	Possible	Awarded
1. Surveyed the scene/secured the environment.	2 0	
2. Opened first aid kit and put on PPE.	2 0	
3. Determined unresponsiveness: tapped or gently shook shoulder, shouted "Are you OK?"	2 0	
4. Shouted for Help!	1 0	
5. Activated EMS system – called 9-1-1 and stated:	1 0	
a. Caller's name.	1 0	
b. where the emergency is located.	1 0	
c. phone number calling from.	1 0	
d. situation and number of victims.	1 0	
e. what is being done.	1 0	
f. hangs up when instructed by Dispatcher to do so (verbalizes that Dispatcher told him/her it was OK to hang up).	1 0	
6. Checked to see if the victim has normal breathing and a pulse for no less than 5 and no more than 10 seconds.		
a. Checked for breathing by scanning the victim's chest for rise and fall.	2 0	
b. Performed a pulse check by feeling for a carotid pulse (located trachea using 2 or 3 fingers and slid into groove between trachea and neck muscle on same side of victim that rescuer is kneeling).	2 0	
<i>* Judge states, "Not breathing or not breathing normally" and "Victim has a pulse"</i>		
7. Used barrier device (adult pocket mask).		
a. Placed the mouth-to-mask device on the victim's face, using the bridge of the nose as a guide for correct position.	1 0	
b. Sealed the mask on the victim's face.		
• Used the hand that is closer to the top of the victim's head and placed the index finger and thumb along the edge of the mask.	1 0	
• Placed the thumb of his/her second hand along the bottom edge of the mask.	1 0	
c. Placed the remaining fingers of the second hand along the bony margin of the jaw and lifted the jaw.	1 0	

d. Pushed with the hand on the victim's forehead (the heel part of the hand) to tilt the head back.	1	0	
e. While lifting the jaw, pressed firmly and completely around the outside edge of the mask (with the fingers) to seal the mask against the face (completing head-tilt-chin-lift).	1	0	
8. Delivered slow breaths.	2	0	
a. Each breath is one (1) second long.	1	0	
b. Gave 1 breath every 6 seconds (12 breaths per minute).	1	0	
c. Observed chest rise and fall/allows lungs to deflate between breaths.	1	0	
d. Counted aloud "one and two and three and four and" between breaths.	1	0	
9. Rechecked breathing and pulse after two minutes (about 20 - 24 breaths). <i>* Judge states, "No breathing, pulse is present"</i>	3	0	
10. Continued rescue breathing for two (2) additional minutes (about 20 - 24 breaths).	2	0	
12. Rechecked breathing after two minutes. <i>* Judge states, "Victim is breathing"</i>	2	0	
13. Maintains open airway and monitored breathing. <i>* Judge states, "EMS has arrived"</i>	2	0	
14. Gave information about victim to EMS rescue.	2	0	
15. Removed gloves without touching the outside of the gloves with bare hands.	2	0	
16. Placed disposable PPE in biohazard bag.	2	0	
17. Used hand sanitizer.	1	0	
Total points - Skill I	45		

FIRST AID/RESCUE BREATHING

Section #: _____

Level: **Middle School Division**

Competitor #: _____

Judge's Signature _____

**The skill involves a single health provider in a remote location. The rescuer has access to his/her first aid kit and cell phone.*

Procedure II: Infant Rescue Breathing (Time - 10 minutes)	Possible	Awarded
1. Surveyed the scene/ secured the environment.	2 0	
2. Opened first aid kit and put on PPE.	2 0	
3. Determined unresponsiveness: tapped on foot and called his/her name (may call "Baby").	2 0	
4. Shouted for Help!	1 0	
5. Activated EMS system – called 9-1-1 and stated:	1 0	
a. Caller's name	1 0	
b. where the emergency is located	1 0	
c. phone number	1 0	
d. situation and number of victims	1 0	
e. what is being done	1 0	
f. Hangs up when instructed by Dispatcher to do so (verbalizes that Dispatcher told him/her it was OK to hang up).	1 0	
6. Placed infant in supine, horizontal position on hard surface.	1 0	
7. Checked to see if the victim has normal breathing and a pulse for no less than 5 and no more than 10 seconds.		
a. Checked for breathing by scanning the victim's chest for rise and fall.	2 0	
b. Performed a pulse check by feeling for a brachial pulse (place 2 or 3 fingers on the inside of the upper arm, between the infant's elbow & shoulder).	2 0	
<i>*Judge states, "Not breathing or not breathing normally" and "Victim has a pulse"</i>		
8. Used barrier device (infant pocket mask).	2 0	
a. Placed the infant mouth-to-mask device on the victim's face, using the bridge of the nose as a guide for correct position.	1 0	
b. Made a tight seal with the infant pocket mask over the nose and mouth.	1 0	
c. Opens the airway adequately by placing the infant's head in the neutral position.	1 0	

9. Delivered Gentle breaths.	2	0	
a. Each breath is one (1) second long.	1	0	
b. Gave 1 breath every 3-5 seconds (12 - 20 breaths per minute).	1	0	
c. Observed chest rise and fall/allows lungs to deflate between breaths.	1	0	
d. Counted aloud “one and two and three and” between breaths.	1	0	
10. Rechecked breathing and pulse after two minutes (about 20 - 24 breaths). <i>* Judge states, “No breathing, pulse is present”</i>	3	0	
11. Continued rescue breathing for two (2) additional minutes (about 20 -24 breaths).	2	0	
12. Rechecked breathing after two minutes. <i>* Judge states, “Victim is breathing”</i>	2	0	
13. Maintains open airway and monitored breathing. <i>* Judge states, “EMS has arrived”</i>	2	0	
14. Gave information about victim to EMS rescue.	2	0	
15. Removed gloves without touching the outside of the gloves with bare hands.	2	0	
16. Placed disposable PPE in biohazard bag.	2	0	
17. Used hand sanitizer.	1	0	
Total points - Skill II	45		

FIRST AID/RESCUE BREATHING

Section #: _____

Level: **Middle School Division**

Competitor #: _____

Judge's Signature _____

**The skill involves a single health provider in a remote location. The rescuer has access to his/ her first aid kit and cell phone.*

Skill III: Severe Bleeding and Shock (Time - 8 minutes)	Possible	Awarded
1. Checked the scene to be sure it is safe	2 0	
2. Opened first aid kit and put on PPE	2 0	
3. Checked for responsiveness and breathing	2 0	
4. Introduced self and asked for permission to help. <i>*Victim consents to treatment</i>	2 0	
5. Quickly assessed the situation (asked what happened, noted bleeding).	2 0	
6. Looked for medical information and jewelry.	2 0	
7. Called 9-1-1 and stated	1 0	
a. Caller's name, location, and phone number	1 0	
b. Situation, number and condition of victim.	1 0	
c. Hung up when instructed by Dispatcher (verbalized that Dispatcher told him/her it is OK to hang up).	1 0	
8. Applied a dressing on the wound and elevated the injured part above the level of the heart if applicable.	2 0	
9. Maintained direct pressure (verbalized that direct pressure was maintained for approximately 5 to 10 minutes).	2 0	
10. Slowly released direct pressure <i>* Judge states, "Bleeding has not stopped"</i>	1 0	
11. Applied a second dressing on top of the first dressing and continue to apply direct pressure (verbalized that direct pressure was maintained for at least one minute).	2 0	
12. Slowly released direct pressure. <i>* Judge states, "No further bleeding"</i>	1 0	
13. Wrapped a bandage firmly over the dressing to hold the dressing in place. <i>* Judge states, "Victim's overall appearance is grayish, cold and clammy"</i>	2 0	

14. Treated victim for shock.		
a. Helped the victim lie on his/her back.	1	0
b. If no evidence of head, neck, or back injuries, or possible fracture of the hips or legs, raise feet and legs approximately 12 inches (if elevation causes pain or difficulty breathing, lower legs to flat position).	1	0
c. Covered the victim to keep him/her warm.	1	0
<i>* Judge states, "EMS has arrived"</i>		
15. Communicated with and reassured victim throughout the scenario.	2	0
16. Gave information about victim to EMS rescuers.	2	0
17. Removed gloves properly without touching the outside of the gloves with bare hands.	2	0
18. Placed disposable PPE in a biohazard bag.	2	0
19. Used hand sanitizer.	2	0
TOTAL POINTS - SKILL III	38	

FIRST AID/RESCUE BREATHING

Section #: _____

Level: **Middle School Division**

Competitor #: _____

Judge's Signature _____

** The victim will be sitting or standing and is NOT pregnant or obese. The victim will not require EMS treatment or transport.*

Skill IV: Choking (Time - 4 min)	Possible	Awarded
1. Observed a victim with signs of severe airway obstruction (verbalized, for the judges, the signs of severe airway obstruction that were observed).	3 0	
2. Asked the victim if he or she is choking. <i>* Victim nods head yes and cannot talk</i>	2 0	
3. Introduced self and asked for permission to help. <i>* Victim nods head yes and cannot talk</i>	2 0	
4. Stood behind the victim and wrapped arms around the victim's waist	2 0	
5. Made a fist with one hand	1 0	
6. Placed the thumb side of fist against the victim's abdomen, in the midline slightly above the navel and well below the breastbone.	2 0	
7. Grasped fist with other hand and SIMULATED pressing fist into the victim's abdomen with a quick, forceful upward thrust. (DO NOT actually perform an abdominal thrust on the victim for this scenario.)	2 0	
8. Repeated thrusts (SIMULATED) until object is expelled from the airway, giving each new thrust with a separate, distinct movement to relieve the obstruction. <i>* Judge states, "Object is expelled".</i>	2 0	
9. Called 9-1-1 and stated:		
a. Caller's name, location and phone number	1 0	
b. Situation, number of victims	1 0	
c. What is being done	1 0	
d. Hung up when instructed to by Dispatcher (verbalized that the Dispatcher told him/her it is OK to hang up).	1 0	
10. Communicated with and reassured victim throughout the scenario	2 0	
11. Used hand sanitizer.	2 0	
TOTAL POINTS - SKILL IV	24	

FIRST AID/RESCUE BREATHING

Section #: _____

Level: **Middle School Division**

Competitor #: _____

Judge's Signature _____

**The skill involves a single health provider in a remote location. The rescuer has access to his/her first aid kit and cell phone.*

Skill V: Closed Fracture/Sprain and Splinting (Time - 5 minutes)	Possible	Awarded
1. Checked the scene to be sure it is safe	2 0	
2. Opened first aid kit and put on PPE	2 0	
3. Checked for responsiveness and breathing	2 0	
4. Introduced self and asked for permission to help. <i>* Victim consents to treatment</i>	2 0	
5. Quickly assessed the situation (asked the victim what happened), noting that the injured part is abnormally bent.	2 0	
6. Looked for medical information jewelry.	2 0	
7. Put a plastic bag filled with ice and water, or cold pack, on the injured area with a towel between the ice bag and the skin.	2 0	
8. Called 9-1-1 and stated:		
a. Caller's name, location and phone number	1 0	
b. Situation, number of victims	1 0	
c. Condition of victim noting that ice has been applied and that the injured part is abnormally bent. <i>*Judge states, "Remove the ice pack and splint the injured part"</i>	1 0	
9. Hung up when instructed by the Dispatcher (verbalized that the Dispatcher told him/her to hang up).	1 0	
10. Made a splint from appropriate available materials in the room than limits movement of the injury.	2 0	
11. Placed the splint so that it supports the joints above and below the injury (as appropriate to the location of the injury).	1 0	
12. Secured the splint to the injured body part so that it supported the injured area using tape, gauze or cloth to secure it.	2 0	
13. Avoid straightening the bent body part.	1 0	
14. Checked to be sure the splint was not too tight by putting two fingers between the splint and injured body part. <i>*Judge states, "The EMS has arrived"</i>	1 0	

15. Communicated with and reassured victim throughout the scenario.	2	0	
16. Gave information about the victim to EMS rescuers.	2	0	
17. Removed gloves properly without touching the outside of the gloves with bare hands.	2	0	
18. Placed disposable PPE in a biohazard bag.	1	0	
19. Used hand sanitizer.	1	0	
TOTAL POINTS - SKILL V	33		

FIRST AID/RESCUE BREATHING

Section #: _____

Level: **Middle School Division**

Competitor #: _____

Judge's Signature _____

**The skill involves a single health provider in a remote location. The rescuer has access to his/ her first aid kit and cell phone.*

Skill VI: Heat Related Emergency (Time - 5 minutes)	Possible	Awarded
1. Checked the scene to be sure it is safe.	2 0	
2. Opened first aid kit and put on PPE.	2 0	
3. Checked for responsiveness and breathing.	2 0	
4. Introduced self and asked for permission to help. * Victim consents to treatment.	2 0	
5. Quickly assessed the situation (asked what happened).	2 0	
6. Looked for medical information jewelry.	2 0	
7. Observed victim closely for signs and symptoms of heat exposure. Information may be obtained directly from victim or observers.	2 0	
8. Correctly verbalized to Judge that victim has heat exhaustion. (Give signs/symptoms)	3 0	
9. Called 9-1-1 and stated:		
a. Caller's name, location and phone number	1 0	
b. Situation, number of victims and condition	1 0	
c. Hung up when instructed to by Dispatcher (verbalized that the Dispatcher told him/her it is OK to hang up).	1 0	
10. Heat exhaustion		
a. Move the victim to a cool area (if possible)	2 0	
b. Help the victim lie flat on back and elevate feet & legs 12 inches	2 0	
c. Loosened tight clothing & removed excessive clothing	2 0	
d. Applied cool, wet cloths to the victim's face.	2 0	
e. Gave small sips of juice, sports drink, or water (if victim complained of nausea or vomiting, discontinued fluids).	2 0	
11. Removed gloves properly without touching the outside of the gloves with bare hands.	2 0	
12. Placed disposable PPE in a biohazard bag.	2 0	
13. Used hand sanitizer	2 0	
TOTAL POINTS - SKILL VI	36	

MEDICAL SPELLING

Purpose: To encourage Health Science Education students to improve their ability to define and spell words and terms associated with occupations in the health care community utilizing an oral assessment.

Description: This event shall be a "spell-down" where competitors will spell words and terms pronounced by a health care professional. Further definitions will be provided upon request. Competitors will be eliminated when a health care term is misspelled. The last remaining competitor becomes the first-place winner.

Dress Code: Competitors must be in official HOSA uniform or in proper business attire.

- Rules and Procedures:**
1. Competitors in this event must be in grade 6, 7, or 8 during the current academic year.
 2. The development of the list of 300 words shall be the responsibility of the National Competitive Events Program.

The words on the "spell-down" list will be arranged from simple to complex. Numbers 1 through 100 will be easy words, familiar to health care; words 101 to 200 will be moderately difficult; and words 201 to 300 will be more difficult, yet common to the professional. No study lists will be provided. The official standard references for words/terms selected shall be:

- *Taber's Cyclopedic Medical Dictionary*, Edited by Donald Venes, M.D.; F.A. Davis Company, Latest edition.
- *Mosby's Medical Dictionary*, Mosby. Latest edition.

3. Contestant numbers and order of competition will be pre-assigned on a random selection basis (computer may be used).
4. Competitors shall draw a number from a fish bowl labeled Number One for the first two rounds, then for the next three rounds from fish bowl Number Two, and for the remaining rounds from Fish Bowl Number Three. This number will correspond to a numbered word on the pronouncer's word list. The pronouncer will pronounce this word to the competitor.
5. Two professionals will be involved in pronunciation: **one to pronounce the word** and **one to define the word**. Both people should be as free from dialect as possible. The competitor may request the pronouncer to re-pronounce the word. The competitor may also request the definer to pronounce and define the word. No more than two requests to pronounce the word will be honored after the definition has been given.

6. The competitor is to pronounce the term given to him/her and pause before starting to spell the word. This will give the pronouncer and judge(s) an opportunity to correct the competitor if the term was misunderstood. The competitor's pronunciation will not have any bearing on the qualification or elimination of any competitor.
 - The competitor will have 2 ½ minutes to complete spelling the term.
 - Timing will start when the competitor pronounces the term.
 - During the 2 ½ minutes, the competitor may ask for additional pronunciations and may ask for a definition.
 - **Once spelling has begun, there will be no other opportunity for pronunciation or definition.**
 - Having started to spell the term, the competitor will be given one (1) opportunity to change letters.
 - The spelling of the term must be completed within 2 ½ minutes or the competitor will be eliminated by the judge(s).
 - The competitor **must** pronounce the term to declare that he/she has finished spelling.
7. Upon misspelling a word, the competitor will drop out of the event and take a seat in the designated area for competitors who have been eliminated. Competitors that have been eliminated will be allowed to leave the room at the end of each round if so desired by the competitor.
8. Any question relating to the competition must be referred to the judges immediately. By raising his/her hand, the competitor will be recognized by the Event Manager or judges. No protest of the proper spelling of a word or request for recording playback can be entertained after a new word is started.
9. When the competitors are reduced to two, the elimination procedure changes. At this point, as soon as one competitor misspells a word, the other competitor **immediately** shall be given the opportunity to spell the same word. If the second competitor spells the word correctly, he/she selects a new word. If the competitor then spells the new word correctly, he/she shall be declared the first-place winner.

However, if after correctly spelling the missed word, he/she misspells the new word, the misspelled new word shall be referred to the first speller for correction. If the first speller then succeeds in correcting the error and correctly spells the next word chosen, then he/she shall be declared the first-place winner.
10. If both misspell the same word, both shall continue in the event.
11. If a word reappears on a list in error, the word will be discarded. The competitor will select another number for an alternate word.
12. No microphones will be used during competition.
13. Competitors must be familiar with and adhere to the **"General Rules and Regulations of the National HOSA Competitive Event Program."**

Required Personnel:

1. One Event Manager
2. One Section Leader
3. One Pronouncer and One Definer (knowledgeable health care professionals, as free as possible from regional dialect)
4. One Timekeeper
5. Two to five Judges (health care professionals), one to be designated Chairperson of Judges
6. Tape Recorder Operator
7. Two Courtesy Corps Members

Facilities, Equipment and Materials (Per Section):

1. One large room of adequate size with tables and chairs to accommodate the total number of competitors for orientation
2. Chairs for competitors (arranged in semicircular rows)
3. Table/chairs for event personnel to provide for registration and materials distribution
4. Table/chairs for judges, timekeeper and tape recorder operator
5. Pronouncer's lectern
6. Stopwatch
7. Tape recorder, preferably with a counter, and cassette tapes
8. "Fish bowls"; numbered box or device to hold numbered cards - three (3)
9. Set of numbered cards (up to 300) for each word on list(s) for the drawing by contestants
10. Three separate typed word lists, randomized, with definitions (and phonetics if possible) to total 300 words: 100 Easy, 100 Moderate, 100 Difficult -- copies for Pronouncer, Definer and each Judge
11. Copies of official reference
12. Pitcher of water and glasses for judges

RESEARCHED PERSUASIVE SPEAKING

Purpose: To encourage Health Science students to improve their skills in researching a health issue, preparing written documentation supporting a thesis, and presenting information orally.

Description: Competitors shall develop a speech in which they must take a stand, either in favor of or opposed to a designated health related issue; a bibliography must also be submitted. Two topic areas will be selected each summer and will be announced in HOSA publications. Competitors will select one of the topics and develop a speech and submit a written bibliography with a minimum of 5 resources, and maximum of 10 resources to reflect the position taken on the selected topic, either for or against, supporting one position or the other.

The topics for 2018-2019 are:

- **3D Printing-Based Technology Should Be Used to Create Human Organs**
- **Police Officers Should Be Required to Carry Naloxone**

Dress Code: Competitors must be in official HOSA uniform or in proper business attire. The Category Lieutenant and/or designee will award the dress points.

- Rules and Procedures:**
1. Competitors in this event must be in grade 6, 7, or 8 during the current academic year.
 2. Contestant numbers and order of competition will be pre assigned on a random selection basis (computer may be used).
 3. Competitors shall report at the appropriate time and place designated. The competitors shall be introduced to the judges by the contestant number.
 4. Use of index cards during the speech is permitted. Props may *not* be used.
 5. The speech may be up to four (4) minutes in length. The timekeeper shall present flash cards advising the competitor of the time remaining at three (3) minutes, two (2) minutes, one (1) minute and Stop - 0 time remaining. The competitor will be stopped when the four minutes are up and dismissed. Judges will have up to another 3 minutes to rate the speech and bibliography.
 6. The bibliography must have a minimum of five (5) resources cited with a maximum of ten (10) resources. Resource citations should be written in APA Style.
 7. A cover page must be included with the bibliography and have the competitor's name only (no school), as well as the title of the speech. An originally signed "Statement of Original Work and Release Form" (part of these guidelines) must also accompany the bibliography. The competitor's submission must be typed or word-processed in Times New Roman 12 pt. font on 8 ½ x 11 inch white paper with 1 inch side margins and 1 inch top and bottom margins. It must be stapled in the top left corner. The order of pages will be:

- Cover Page
 - Bibliography
 - Signed Statement of Original Work and Release
8. Evidence of plagiarism in the speech/work will result in disqualification.
 9. Two (2) copies of the competitor's submission (one with an originally signed "Statement of Original Work and Release Form") must be taken to the event and turned in by the competitor to event personnel before delivering the speech. The copies will be used by the judges during the competitor's speech and for judging following the speech and will become the property of HOSA.
 10. Should a tie occur, judges will use scores on rating sheet section(s) with the highest point value(s) in descending order, to break the tie.
 11. There will be no microphones used for the Researched Persuasive Speaking event.
 12. Competitors must be familiar with and adhere to the **"General Rules and Regulations of the National HOSA Competitive Event Program."**

Required Personnel:

1. One Event Manger
2. One Timekeeper
3. Two (2) to five (5) judges (It is recommended that at least one judge have a background in a health profession and one with experience in publicspeeking)
4. Two (2) Courtesy Corps Members

Facilities, Equipment and Materials (Per Section)

1. Competitive event room with lectern, desk chairs or table and chair for judges.
2. Holding room with sufficient number of chairs
3. One (1) stopwatch
4. Flash cards (4, 3, 2 and 1 for minutes remaining)
5. Hand calculator (s)
6. Note pads and pencils for judges
7. Cups and water

Note to competitors: The two copies of your bibliography which are turned in at the event will be used by the judges and **WILL NOT** be returned to you.

RESEARCHED PERSUASIVE SPEAKING

Judge's Rating Sheet

Section # _____
Level: Middle School Division
Competitor # _____

Judge's Signature _____

Items Evaluated:		Points Possible	Points Allocated (1 point=poor)
Oral Presentation	Opening	5	
	Quality of Information	15	
	Persuasiveness	15	
	Cohesion and flow	10	
	Closing	5	
Delivery	Poise, posture, and presence	10	
	Voice (pitch, tempo)	5	
	Diction (Choice of words with regard to correctness, clearness, and effectiveness)	5	
	Grammar	5	
	Pronunciation (Act or manner of uttering officially)	5	
Bibliography	Citations/works cited	10	
	Neatness	5	
	Submission in proper order	5	
TOTAL POINTS (Possible/Awarded)		100	
FINAL SCORE			
Length of Speech: _____ minutes			

Statement of Original Work and Release Form

Name of Competitor _____

School _____ State _____

This Statement of Original Work must be signed by the competitor and chapter advisor, and attached as the last page of each of the two copies of the bibliography. **At least one of the two attachments must contain original signatures** – the other may be a copy. Bibliographies without the properly signed Statement of Original Work will not be judged.

Plagiarism is a form of ethical misconduct in which an individual submits or presents the work of another person as his or her own. HOSA does not allow plagiarism. The presentation by the competitor for the Researched Persuasive Speaking event must be his or her original work and must properly cite all resources used in the bibliography.

I understand that plagiarism is not permitted in HOSA competitive events, and verify that this presentation is my own, original work. I did not copy the words of another person, with the exception of quotations which are properly credited. All resources I used are properly cited.

Signature of Competitor

Date

I have discussed the subject of plagiarism with the HOSA member entering this event. The HOSA member is signing this agreement stating that this presentation is his/her original work.

Signature of Advisor

Date