

HEALTH OCCUPATIONS PROFESSIONAL PORTFOLIO (VIRTUAL)



PURPOSE

To recognize students for their successful development of a professional portfolio and to evaluate the ability of an individual to present himself or herself to an employer using effective communication skills.

First, download and review the General Regulations at: <http://updates.skillsusa.org>.

CLOTHING REQUIREMENTS

Class A: SkillsUSA Official Attire

- Red SkillsUSA blazer, windbreaker or sweater, or black or red SkillsUSA jacket.
- Button-up, collared, white dress shirt (accompanied by a plain, solid black tie), white blouse (collarless or small-collared) or white turtleneck, with any collar not to extend into the lapel area of the blazer, sweater, windbreaker or jacket.
- Black dress slacks (accompanied by black dress socks or black or skin-tone seamless hose) or black dress skirt (knee-length, accompanied by black or skin-tone seamless hose).
- Black dress shoes.

Contest Clothing Notes (Apply ONLY to Virtual Competitions):

- Official SkillsUSA Competition Clothing recommended but NOT required.
- Contestant clothing options include the following:
 - Official Competition Clothing.
 - Trade Appropriate Clothing.
 - Professional Dress.
 - Business Casual.
- Clothing must meet industry safety standards.
- No identification of the contestant, school or state is allowed on clothing.

- No offensive, vulgar or inappropriate images or text are allowed on contestants clothing.
- No shorts or sleeveless shirts are allowed.
- Skirts must be at least knee-length.
- Proper Personal Protective Equipment (PPE) must be worn by contestant to meet all state, local and school requirements due to COVID-19.
- Scoring deductions may only be given and/or disqualification of contestant if clothing safety standards are not met.

These regulations refer to clothing items that are pictured and described at:

www.skillsusastore.org. If you have questions about clothing or other logo items, call 1-888-501-2183.

ELIGIBILITY

Open to active SkillsUSA members enrolled in a health occupations program.

SCOPE OF THE CONTEST

Knowledge Performance

The knowledge performance portion of this contest is the creation of a professional portfolio with title page, table of contents and six required sections in specific order.

Skill Performance

The contest includes a live presentation by the contestant designed to evaluate the ability of an individual to present himself or herself to an employer using effective communication skills.

EQUIPMENT AND MATERIALS

Supplied by the contestant:

1. Computer with high-speed internet capability and camera to use applications such as Zoom, Teams, etc. The minimum recommended internet bandwidth speeds for joining Zoom meetings, accessing on-demand curriculum and other online operations is 2.0 Mbps up and down. You can test your current internet speeds by following this link: www.speedtest.net. Allow the page to load and click on GO.
2. A secondary camera(s) may be required to provide judges with the ability to view

contestants from different angles. Additional camera requirements will be located on the SkillsUSA website at <http://updates.skillsusa.org>.

3. A contest Proctor will be required to be on site to assist judges. A local industry expert is preferred to serve as the Proctor and shall not be an individual that has been involved with the training of the contestant(s). The Proctor will serve as the onsite “hands and eyes” for the judges. Proctor will follow instructions from the judges for safety and operations related to the competition. Proctor may be asked by judges to perform several tasks such as operating a portable camera to show specific components or steps, measure parts, or any task that will provide judges with information needed to assist in accurate scoring of the contestant’s work or presentation. However, the Proctor shall not serve as a judge nor have any influence on contestant scores.
4. The contestant’s instructor or advisor shall be on site to observe all competition activities to ensure a safe and healthy competition experience for all participants. That instructor or advisor will not be allowed to interact or interfere with the competitor unless a safety issue arises that requires interaction. Any other support or interaction between the contestant and the instructor/advisor will result in disqualification.
5. All competitors must create a one-page résumé and submit an electronic copy to the technical committee chair at least seven (7) days in advance of the competition. Failure to do so will result in a 10-point penalty. Instructions for submission of the electronic résumé copy will be provided on the SkillsUSA website at <http://updates.skillsusa.org>.

Contest Guidelines

1. Notebook

Each contestant is required to bring to the competition an official SkillsUSA three-ring, 1-inch loose-leaf binder (available from www.skillsusastore.org or 1-888-501-2183.). Photographs, news articles, illustrations and other informative material may be included to support and enhance written

evidence of the contestant’s participation in activities as described in the notebook. Pages must be limited to 25 (50 surfaces). Divider pages *do not* count toward maximum number of pages allowed.

An electronic copy of the entire notebook contents must also be submitted in an electronic presentation format (PowerPoint, Prezi, Google Slides, etc.) at least seven (7) days in advance of the competition. Instructions for submission of the all electronic documents will be provided on the SkillsUSA website at <http://updates.skillsusa.org>.

Notebook and electronic presentation must include the following, presented in the order given:

- a. Title Page — include name of contestant, name of school, grade, training program and a picture of contestant
- b. Table of Contents with page numbers
- c. Components of an Employment Portfolio
 1. **Résumé and Career Objectives**
Prepare a current résumé. The student should include a written statement, describing his or her career objective and plans to achieve that objective and competencies that have been mastered. All competitors must also submit a hard copy of the résumé to the technical committee chair at orientation. Failure to do so will result in a 10-point penalty.
 2. **References**
Letters of reference from teachers, mentors, supervisors, employers or others who can verify the student’s skill ability (limit of three references).
 3. **Awards and Recognition**
Include copies of certificates, documentation of leadership activities, news articles and supporting material to serve as proof of the student’s achievements. Reflect the highest level of achievement.
 4. **Work Sample Documentation**
Summary of work site experiences

pertaining to health occupations. Students should distinguish project documentation that is a result of school-based learning versus work-based learning. Work experience can be supported with photographs as appropriate.

5. Community Service

List of activities conducted that provided a benefit to the community. This section should demonstrate excellence and professionalism in the area of community service.

6. Membership and Affiliations

List of organizations and community groups in which the student is actively involved.

2. Presentation

Students should be prepared to make a five- to seven-minute oral presentation on their portfolio to the judges. Contestants should anticipate answering questions from the judges. Students are strongly encouraged to use current multimedia technology. This could include (but is not limited to) video, audio or computer-generated presentations in software such as PowerPoint. A computer, projector and screen will be provided by the contestant. If you plan to use this equipment, make sure to have the presentation on a flash or jump drive.

3. Judging

The electronic version submitted at least seven (7) days in advance of the competition and will be used for scoring by the judges. Contestants must report to the contest area at the designated time with all equipment necessary for their presentation. Students will be required to stay until they are dismissed by the judges.

Standards and Competencies

Note for Virtual Competitions: Contestants may not be required to perform all the standards and competencies listed in this section. However, contestants should be prepared to perform components in all areas. Prior to the competition, the technical committee may determine which standards and competencies contestants will perform for the virtual contests. The technical committee will determine if additional information is needed for contestants prior to the competition. These changes will be posted on the SkillsUSA Championships contest update website at: <http://updates.skillsusa.org>.

HOPP 1.0 — Create a portfolio notebook that effectively describes health occupation skills attained and meets the structural guidelines established by the contest technical committee

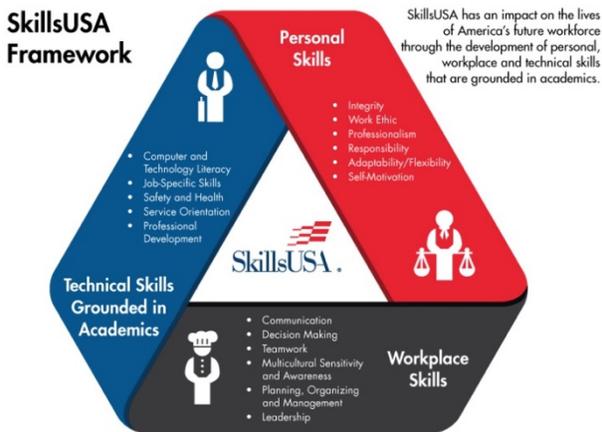
- 1.1 Write a title page that includes the contestant's name, school, grade, training program and picture
- 1.2 List each section and corresponding page numbers in a table of contents
- 1.3 Include all components as identified by the technical committee

HOPP 2.0 — Create and deliver a five- to seven-minute oral presentation on the submitted portfolio that meets the presentation guidelines established by the contest technical committee

- 2.1 Make a formal and effective introduction to the speech
- 2.2 Demonstrate an effective and pleasing delivery style
- 2.3 Communicate the primary points of the presentation in a compact and complete manner
- 2.4 Effectively use verbal illustrations and examples to explain technical information
- 2.5 Use a variety of verbal techniques including: modulation of voice, changing volume, varied inflection, modifying tempo and verbal enthusiasm
- 2.6 Demonstrate poise and self-control while presenting
- 2.7 Demonstrate good platform development and personal confidence

- 2.8 Tie organizational elements together with an effective ending
- 2.9 Complete the speech within the time limits set by contest requirements
- 2.10 Respond to questions from judges following the presentation
- 2.11 Use current multimedia technology when applicable
 - 2.11.1 Provide any necessary audiovisual presentation equipment needed for the presentation
- 2.12 Present in attire that meets national requirements for competition

HOPE 3.0 — SkillsUSA Framework



The SkillsUSA Framework is used to pinpoint the Essential Elements found in Personal Skills, Workplace Skills, and Technical Skills Grounded in Academics. Students will be expected to display or explain how they used some of these Essential Elements. Please reference the graphic above, as you may be scored on specific elements applied to your project. For more, visit: www.skillsusa.org/about/skillsusa-framework/.

Committee Identified Academic Skills

The technical committee has identified that the following academic skills are embedded in this contest.

Math Skills

None Identified

Science Skills

None Identified

Language Arts Skills

- Provide information in conversations and in group discussions
- Provide information in oral presentations
- Demonstrate use of verbal communication skills: word choice, pitch, feeling, tone and voice
- Demonstrate use of nonverbal communication skills: eye contact, posture and gestures using interviewing techniques to gain information
- Organize and synthesize information for use in written and oral presentations
- Use print, electronic databases and online resources to access information in books and articles

Connections to National Standards

State-level academic curriculum specialists identified the following connections to national academic standards.

Math Standards

- Problem solving
- Communication
- Connections
- Representation

Source: NCTM Principles and Standards for School Mathematics. For more information, visit: <http://www.nctm.org>.

Science Standards

- Understands the nature of scientific inquiry
- Understands the scientific enterprise

Source: McREL compendium of national science standards. To view and search the compendium, visit: <http://www2.mcrel.org/compendium/browse.asp>.

Language Arts Standards

- Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes
- Students employ a wide range of strategies as they write and use different writing process elements appropriately to

communicate with different audiences for a variety of purposes

- Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language and genre to create, critique and discuss print and nonprint texts
- Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience
- Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge
- Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information)

Source: IRA/NCTE Standards for the English Language Arts.
To view the standards, visit: www.ncte.org/standards.