

HEALTH OCCUPATIONS PROFESSIONAL PORTFOLIO



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, refer to General Regulations, Page 9.

CLOTHING REQUIREMENT

For men: Official blazer, jacket or sweater; black dress slacks; white dress shirt; plain black tie with no pattern or SkillsUSA black tie; black socks and black shoes.

For women: Official blazer or jacket; black dress skirt (knee-length) or slacks with businesslike white, collarless blouse or white blouse with small, plain collar that may not extend onto the lapels of the blazer; black sheer or skin-tone seamless hose and black dress shoes.

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 800-401-1560 or 703-956-3723.

Note: Contestants must wear their official contest clothing to the contest orientation meeting.

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.

Contest Guidelines

1. Notebook

Each contestant is required to submit an official SkillsUSA three-ring, 1-inch loose-leaf binder (available from www.skillsusastore.org or 800-401-1560). 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).

Notebook must include the following, presented in the order given:

- Title Page — include name of contestant, name of school, grade, training program and a picture of contestant
- Table of Contents with page numbers
- 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. (See Level 3.1 of the Professional Development Program for assistance in developing your résumé.) 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. If you plan to use this equipment, make sure to have the presentation on a flash or jump drive.

3. Judging

Notebooks will be submitted on Tuesday of the National Leadership and Skills Conference during orientation. The notebooks will be returned to the contestant at the end of the live presentation. The judges will be permitted to have the notebooks during the presentation. 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

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

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. To view high school standards, visit: standards.nctm.org/document/chapter7/index.htm. Select "Standards" from menu.

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: www.mcrel.org/standards-benchmarks.

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.