



New Local Advisor Handbook

2019 Edition

HOSA-Future Health Professionals
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Introduction

After being hired as a health science teacher, the first question that we all face is: “What is HOSA?”

Quickly you discover there is a lot to learn not only about teaching the subject areas but also about sponsoring a HOSA chapter and its value to the students.

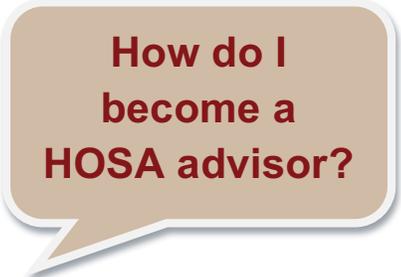
It takes time and patience to develop the balance and wisdom needed to proficiently sponsor a HOSA chapter. The good news is, you don’t need to know it ALL to be a good HOSA advisor. If you focus on what really matters – the students – you will be a very successful HOSA Advisor.

This Handbook is designed to provide tips and tools you will need to be a HOSA advisor – the first 90-day survival kit! This handbook is not intended to contain everything; it is an overview to HOSA and its activities. There is still a great deal of information on the HOSA website, HOSA Handbook, or in other HOSA publications. An index to HOSA resources is included in this Handbook to help you find the additional information you need, when you need it.

Have a great membership year and let us know how we can be helpful!



Brock Rops
2017 Chair
HOSA, Inc. Board of Directors
HOSA-Future Health Professionals



**How do I
become a
HOSA advisor?**

Guiding Principles

First things first. You don't need to know it all to be a good HOSA advisor. You do need to understand the purpose of HOSA:

The purpose of HOSA is to promote career opportunities in health and to prepare students to successfully pursue a health career.

With that in mind, here are some words of wisdom for you to consider.

1. HOSA is a student-led organization. HOSA members should do the leading and you should do the "advising."
2. The BEST HOSA activities support the purpose. No two HOSA chapters will look alike, so don't compare your chapter activities with what others are doing. Measure your success by the growth and achievements of your chapter members.
3. Don't keep it a secret. Be proud of what your HOSA members are doing and use every opportunity at your disposal to herald their achievements.
4. Make sure your chapter members are doing the work. If you are working harder than your students consider the purpose of HOSA and make the needed changes.
5. You don't need to do it ALL, but you need to do something. Start off sponsoring a HOSA chapter from day one and let your chapter members set the pace.
6. Be patient with yourself. There is a lot to learn about managing a student organization. Some of what you need to know is in this handbook. Some things you will learn from colleagues. The rest, you will figure out yourself with time.
7. Don't get discouraged. Youth do not always do what we expect them to do. When they mess up, it isn't personal.
8. HOSA is supposed to be fun! Look around. Make sure all HOSA members have a reason to feel good about HOSA. Encourage – don't pressure. Celebrate the good and use the bad to improve. But most of all, sit back and watch HOSA members achieve and succeed – the real reward for sponsoring a HOSA chapter

HOSA History

HOSA-Future Health Professionals is an international career and technical student organization endorsed by the U.S. Department of Education and the Health Science Education (HSE) Division of the Association of Career and Technical Education (ACTE). HOSA's two-fold mission is to promote career opportunities in the health industry and to enhance the delivery of quality health to all people. HOSA's goal is to encourage all health science instructors and students to join and be actively involved in the HSE-HOSA Partnership.

HOSA provides a unique program of leadership development, motivation, and recognition exclusively for secondary, postsecondary, adult and collegiate students enrolled in health occupations education programs. HOSA is 100% health care! Membership in HOSA is restricted to health occupations students.

Since its inception in 1976, HOSA has grown steadily reaching over 225,000 members through 54 state associations, countries and territories including Canada, Mexico, Italy, Germany, American Samoa, District of Columbia and Puerto Rico, representing 5,000 chapters.

HOSA is not a club to which a few students in school join. Rather, HOSA is a powerful instructional tool that works best when it is integrated into the HSE curriculum and classroom. HSE instructors are committed to the development of the total person. Those who join the HSE-HOSA Partnership recognize the importance of providing students with training far beyond the basic technical skills needed for entry into the health care field. The rapidly changing health care system needs dedicated workers who, in addition to their technical skills, are people-oriented and capable of playing a leadership or followership role as a member of a health care team.

HOSA's mission is especially critical when considering the acute shortage of qualified workers for the health care industry. It is essential that the HSE-HOSA Partnership maintain its momentum and encourage all HSE instructors to integrate HOSA into their curriculum and classrooms. This book can help achieve this worthy goal.

Types of Chapters

Before you begin, you need to know what type of HOSA chapter you will sponsor. No two HOSA chapters are exactly alike, beginning with the chapter structure. Here are a few examples of different types of HOSA chapters.

Comprehensive High School—Single Advisor

Most HOSA chapters are at traditional high schools with a Health Science program. The teacher serves as the HOSA chapter advisor. All students enrolled in the health science program are chapter members. Students not enrolled in the program who plan to pursue a health career can also join the HOSA chapter.

Magnet School or Technical Center—Multiple Advisors

At the secondary (high school) and postsecondary/collegiate levels in magnet schools, community colleges or technical centers, there are often multiple instructors in a variety of programs. An instructor may group all students as one HOSA chapter. Sometimes, students in a specific program (for example, dental assisting students) may organize under one HOSA chapter with multiple advisors. Sometimes, an entire school may form one HOSA chapter with many different advisors.

Health Industry-based Chapter

An AHEC, hospital or community-based organization can form a HOSA chapter. The key is that students in the HOSA chapter are planning to pursue a health career. Industry-based chapters provide excellent opportunities for students at private schools or schools that do not offer health science education.

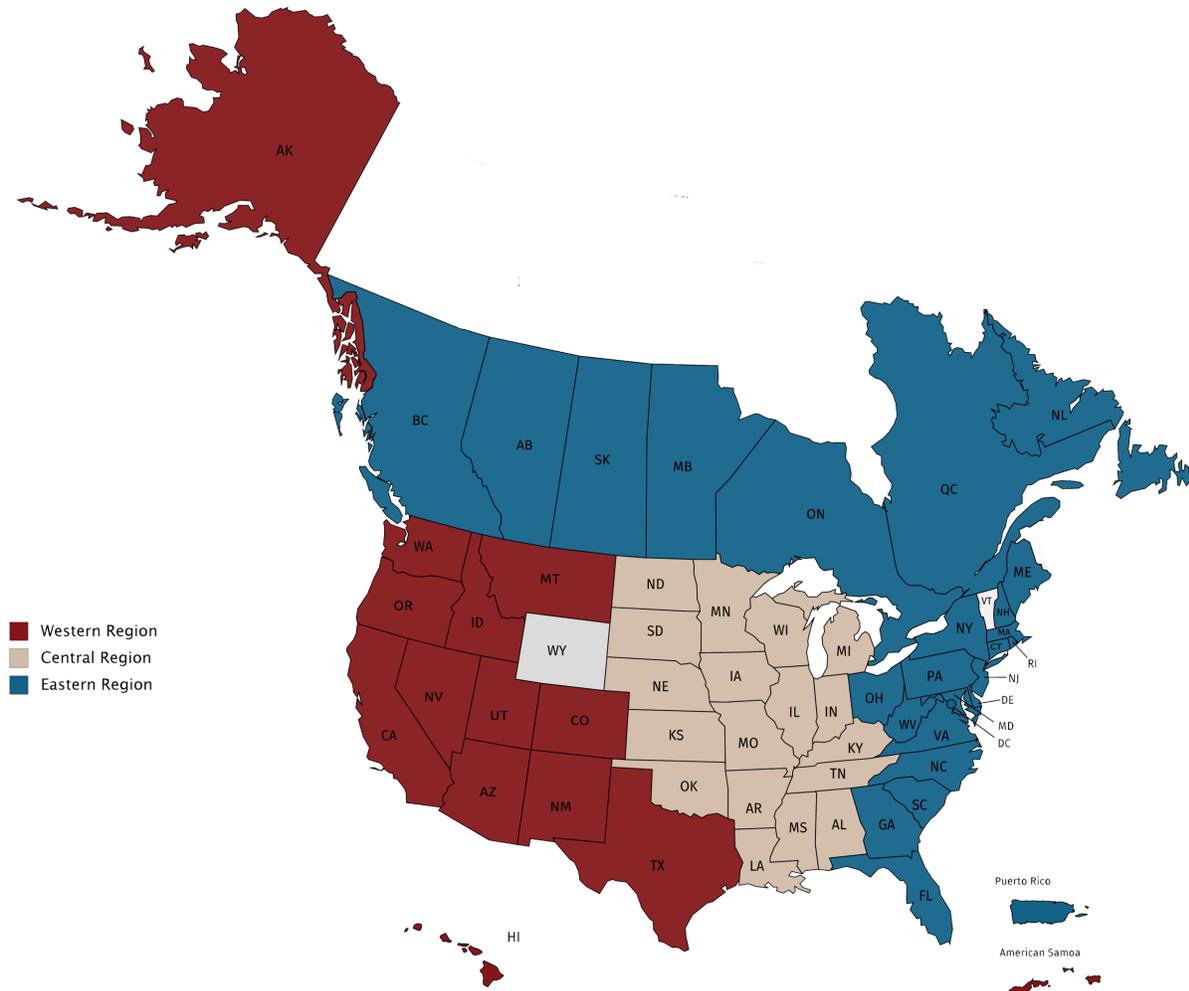
Colleges or schools without a health science program can also form a HOSA chapter. All you need is a faculty or staff member to serve as the chapter advisor and dues-paying members who plan to pursue a health career.

No matter how you organize your HOSA chapter, remember that:

- Each chapter must have a dues-paying chapter advisor.
- Only affiliated HOSA chapters can call themselves “HOSA” or use the online resources available to HOSA members.

Levels of Membership

When HOSA members join a HOSA chapter, they also join their state association and HOSA-Future Health Professionals. Some states have an additional level of membership between the local chapter and state level. Membership at all levels is required. There is no HOSA membership at only one level.



HOSA members, including advisors and professional members pay affiliation fees or dues. State and HOSA affiliation fees can be found on the HOSA website under the “Join HOSA” menu at the top of the home page. Local chapters set their own chapter dues if desired.

How HOSA Benefits Students

HOSA is a 100% health and biomedical science student organization giving students an opportunity to meet and socialize with other students who have a shared interest.

Nearly 225,000 career-minded health science students have been attracted to HOSA and its mission since 1976, experiencing HOSA's unique program of leadership development, motivation and recognition. There are over 5,000 HOSA chapters, and students who have completed high school may continue their involvement in postsecondary chapters and through alumni division activities.

HOSA members are proud to belong to one of the ten (10) career and technical student organizations recognized by the U.S. Department of Education and the only career and technical student organization endorsed by the Health Science Education Division of the Association for Career and Technical Education.

Just as laboratories in science classes allow students to put theory into practice, the HOSA lab lets members test their personal and leadership skills in real life. HOSA members have the opportunity to participate and/or compete in area, state and international leadership conferences. Motivated students polish their skills and receive a sense of self accomplishment as well as recognition.

Research studies have shown clearly that leadership experiences in high school and college predict later leadership in adult business and social activities. And leadership experiences in organizations such as HOSA relate more closely to adult success than does academic achievement. Through those leadership experiences, HOSA provides students with opportunities to become the best they can be as they pursue rewarding and challenging careers in the vital health professions.

HOSA provides opportunities for the student to make a well-informed career choice among the many health occupations, which in turn aides the students in making a more realistic career goal. Students who are exposed to the health field in high school also tend to understand the need to be flexible for inevitable career changes.

HOSA provides leadership development by developing character and promoting responsible citizenship. Students develop an understanding of current health care issues and an awareness of environmental concerns through competition and classroom academics.

HOSA members are eligible for additional scholarship opportunities.

HOSA members have an opportunity to meet outstanding leaders in the health professions and attend educational seminars specific for HOSA members.

HOSA helps students learn basic survival skills such as time management and working with a group or team.

HOSA activities are geared to help students build self-esteem.

HOSA activities give students opportunity to improve communication skills.

Steps for Starting a HOSA Chapter

Now that you've decided to sponsor a HOSA chapter, there are a few necessary steps you need to take to get started.

1

If this is a new chapter, contact your HOSA State Advisor and indicate your interest in affiliating a HOSA chapter. The state advisor can add you to his/her mailing list. Your state advisor contact information can be found on HOSA's website at hosa.org/associations. If this is a new chapter at a school or college, be sure you have the proper authorization from administration to have a HOSA chapter.

2

The membership application form should be completed with the names of those students that have indicated that they want to join the HOSA chapter. You will need their name and e-mail when you register them for HOSA online. It is highly advised that all students become members of HOSA as it is important to integrate HOSA into the classroom so all students can take advantage. It is important to give students a deadline for paying their dues and affiliate those members who paid. You can submit a supplemental application to submit those members paying after the deadline.

There are guidelines for membership in Article 3, Section 9 of the HOSA Bylaws at hosa.org/publications.

3

Call National HOSA at 1-800-321-HOSA to request your affiliation number and password. Detailed instructions for online affiliation can be found at hosa.org/join.

It's as easy as 1, 2, 3 and you have a HOSA chapter. If you came to a program that already has a HOSA chapter, your next steps will involve learning about the HOSA chapter from last year's members. Most existing chapters have chapter officers, which is an excellent place to start. They should share with you the history of the HOSA chapter and their expectations for the coming year.

If you are starting a new HOSA chapter, you should review the information on the following pages.

Organizing a *NEW* HOSA Chapter

If you are starting a new HOSA chapter, you have a wonderful opportunity to create an exceptional student organization.

The good news is...you can lead the chapter in a direction that clearly supports the purpose of HOSA.

FIRST – GET APPROVAL. Make sure you follow the rules of your institution and get the support of your administrators. This may include asking a professional colleague to serve as a co-sponsor of your HOSA chapter.

SECOND – DEVELOP INTEREST. Tell your students about the purpose of HOSA, and refer them to the HOSA website for more information. Give them an assignment to surf the HOSA website and then suggest ideas for their HOSA chapter. Begin explaining the importance of being a member of an organization such as HOSA. Most students today are very computer literate and will find this an easy assignment.

THIRD – HAVE A START-UP PLAN. One option would be to have interested students choose a planning committee to put together the pieces such as:

- Constitution and bylaws
- Plan for electing officers

FOURTH – EMPOWER THE STUDENTS TO LEAD. Students need encouragement, guidance, and responsibility. If you let them know what they need to do, they will get it done. Your job is to give them a helping hand to get them started and guide them along the way.

FIFTH – AFFILIATE. Collect dues and complete your online chapter affiliation. Your students are not HOSA members unless they pay their dues and are properly affiliated.

FINALLY – GIVE THEM THE RULE BOOK. The best resource for organizing a HOSA chapter is the HOSA Handbook Section C, which can be found on the HOSA website at [hosa.org/publications](https://www.hosa.org/publications). This is an excellent resource for everything HOSA members need to know to lead a HOSA chapter.

Chapter Advisor Job Description

This list includes a number of tasks and responsibilities often performed by HOSA chapter advisors.

1. Help the students to establish a Program of Work, which is a list of activities, projects and events for the year.
2. Acquaint students and parents with HOSA and identify the individual rewards gained through its instructional activities.
3. Assist officers in carrying out their responsibilities, supervise committee activities, provide time for business and program meetings in which students assume responsibility, and expedite the practice of good parliamentary procedure at all times.
4. Oversee the ceremonial functions, such as installation of local Chapter officers.
5. Initiate competitive events, emphasizing good sportsmanship, while assisting students to evaluate their own progress.
6. Encourage students to attend functions open to them and supervise them during attendance.
7. Encourage fund-raising activities and supervise the financial aspect.
8. Monitor, revise, and constructively critique all reports (Secretary, Treasurer, committees, etc.).
9. Encourage capable members to seek local, state, and national offices.
10. Assist students in preparing for leadership activities and competitive events and coordinate other forms of student recognition.
11. Encourage Chapter participation in district, state, regional, and national conferences.
12. Identify contacts with members of the professional community relative to the student organization.
13. Suggest resources--people, places, and materials to finance and implement the Program of Work.
14. Inform the school administration, faculty, students, parents, career and technical educational advisory council, and the community, as well as state and national offices, of the Chapter's achievements.

HOSA Program of Work

WHAT? The Program of Work is a plan of activities an organization wants to accomplish during the year. Most chapters will have a planning meeting at the beginning of the school year to plan out their chapter events for the year.

WHY? The Program of work should relate to the mission and goals of HOSA and meet the educational objectives of the Health Science clusters. A well-balanced Program of Work involves members in a variety of experiences designed to meet their needs, as well as the needs of the organization, local chapters, and the community.

HOW? As the program of work is initiated by members, it is important to have buy-in from the start of your members. Remember things may be added and removed as the year goes on, but a program of work gives your group an outline of the things they would like to accomplish.

A Program of Work might look something like this:

<p style="text-align: center;">September</p> <ul style="list-style-type: none"> • Officer installation • Develop Plan of Work to determine what activities the chapter will be involved (especially Recognition Events) • 	<p style="text-align: center;">October</p> <ul style="list-style-type: none"> • Attend regional (or State) HOSA Fall Leadership Workshop • Float in homecoming parade • Guest speaker at chapter meeting 	<p style="text-align: center;">November</p> <ul style="list-style-type: none"> • Sponsor a family at Thanksgiving • Donate food to health department food drive
<p style="text-align: center;">December/January</p> <ul style="list-style-type: none"> • Toys for Tots collection • Visit nursing home • Bloodmobile • Fundraising for HOSA National Service Project 	<p style="text-align: center;">February</p> <ul style="list-style-type: none"> • Regional Conference – competitive events • Guest speaker at chapter meeting 	<p style="text-align: center;">March</p> <ul style="list-style-type: none"> • BBQ dinner fundraiser for State Conference • School clean-up day with other CTSO members • Local CE practice event with local healthcare professionals
<p style="text-align: center;">April</p> <ul style="list-style-type: none"> • HOSA State Conference 	<p style="text-align: center;">May</p> <ul style="list-style-type: none"> • School board recognition of state winners • Appreciation activity for health industry partners • Election of new Officers 	<p style="text-align: center;">June</p> <ul style="list-style-type: none"> • Attend the National Leadership Conference

The HOSA Handbook, Section C, goes into more detail about developing a Program of Work. Important keys to keep in mind are:

HOSA.org Scavenger Hunt

Go to the HOSA website-<http://www.hosa.org>

1. What is the name and phone number of your State advisor?
2. Which of the lesson plans do you think you could possibly use?
3. Where is the International Leadership Conference scheduled to be held this year?
4. Click on E-Magazine (good information)
5. What city is your state conference going to be next spring?
6. Look at one (1) competitive event under each of the event categories.
7. Which ones strike you as something you would like to try?
8. Look at the What Competitive Event is Right for You?
9. Are there any additional competitive events you would like to try?
10. Search HOSA Bowl and note there are various resources for you to study. List two (2) things that you learned about HOSA that you did not already know:
11. What is the Theme for this year?
12. What is the NService Project and where can you get more information on the project?
13. What benefits do you think HOSA can provide you?

HOSA Officers

DUTIES OF CHAPTER OFFICERS

President:

- Conduct meetings according to chapter bylaws and standing rules
- Take the leadership role when working with officers and members
- Develop Program of Work and coordinate activities with chapter advisor
- Keep chapter meetings and activities on task
- Appoint committees and serve as an ex-officio member

Vice President:

- Assist the president in all leadership functions
- Preside over chapter activities in the absence of the president
- Assume the duties of president should the office be vacated
- Coordinate all committee work

Secretary:

- Prepare the minutes of meetings, chapter correspondence and reports
- Help develop meeting agendas with the president
- Record the roll at all chapter meetings
- Work with the treasurer in maintaining membership data
- Read minutes and communications at chapter meetings

Treasurer:

- Maintain efficient management and documentation of chapter funds
- Help collect state and national HOSA dues
- Keep financial records neat and accurate
- Assist in preparing the chapter budget

Historian:

- Maintain a history of local HOSA chapter activities throughout the year, they may want to save this in a notebook or make a slide show
- Compile the local chapter's Outstanding HOSA Chapter book
- Present the Outstanding HOSA Chapter book at Competition

Reporter:

- Maintain written records of chapter successes and achievements
- Submit articles to local newspapers, state and national HOSA
- Coordinate the publication of chapter newsletters
- Submit chapter newsletter in the National HOSA Chapter Newsletter event

Some chapters also elect a:**Parliamentarian:**

- Watches over meeting and enforces the use of correct parliamentary procedure

Sergeant at Arms:

- Helps to maintain order (not that anything in a HOSA meeting is likely to get out of order)

Classroom Representative (replaces the reporter; one per classroom):

- Helps to keep members informed

Officer Installation

You will want to get officers elected and installed as soon as possible. Your officers should take work load off of you (remember HOSA is a student-led organization, you are there to advise and help out, not to do all the work). Installation should occur at one of your HOSA meetings. You can find the official installation ceremony at the HOSA website or use one that is not so official, but more of the lighter such as the one below used by a clever instructor from Texas:

A BREAKFAST INSTALLATION: BREAKFAST OF CHAMPIONS

PRESIDENT: To the captain of this crew, I install you at this very special breakfast with a box of Captain Crunch cereal. Like Captain Crunch leads the children in their most important meal of the day, I leave you with this reminder: A daily dose of leadership will build captain-like qualities, patience and energy. Eat up Captain, and promote a health-active chapter.

VICE PRESIDENT: You, Vice-President will be giving a lot of sugar and smacks away this year if you intend for these members to help you by serving on committees. I install you with a box of Sugar Smacks. Be cuddly and firm like this Sugar Bear and you can't have any trouble finding members to help you.

SECRETARY: Of course, you secretary, will need to improve on your Alphabets. There is a lot of letter writing and other correspondence that will need to be done in your chapter. The minutes must be taken accurately and the reporter may come to you for proof reading: Have some Alphabets to help you in your office.

TREASURER: These new chapters have never been financially secure for the first couple of years. They scrimp and save and I suggest that you, treasurer, pull a few Trix out of that head of yours to find ways to finance your chapter. You may also need these Trix to help you balance your book.

REPORTER: Your job, Reporter, takes a lot of charm and persuasiveness when trying to get your chapter news to make headlines in the Caledonian and Courier. You're lucky if you can report chapter activities, much less, have something in the news media. You need some Lucky Charms and leprechaun magic to make your appearance from different activities to the different news offices.

HISTORIAN: Get those pictures and articles in the scrapbook. Your job will provide a lot of Kix to chapter members now as they are making history and of course there will be Kix in the years to come as new members thumb the pages of the yearbook.

PARLIAMENTARIAN: You know parliamentary procedure can become very technical. The parliamentarian will need to find a few loopholes in order to carry out correct parliamentary law. These members need all the help they can get. Have some Fruit Loops for those exasperating times.

SERGEANT-AT-ARMS: Sergeant-At-Arms, as the manager of this team, I give you some Team Flakes to keep your meeting in order for the benefit of chapter members and especially your Chapter Advisor.

Team Building and Leadership

A big part of HOSA is helping students to realize and reach their leadership ability and what a good team member looks like.

Characteristics of Effective Teams

1. a clear goal
2. a focus on achieving results
3. a plan for reaching the goal
4. commitment to the goal
5. competent members
6. decision by consensus
7. diversity among team members
8. effective communication skills
9. high standards of excellence
10. informal climate
11. openness to new ideas
12. periodic self-assessment
13. recognition for team accomplishments
14. shared leadership
15. sufficient resources

Team Meetings

- Set the agenda by defining goals and desired outcomes
- Keep the meeting on task
- Brainstorm ideas
- Resolve differences by consensus
- Assign follow-up tasks and items
- Evaluate the session and end on time

Brainstorming to Generate Ideas

- Define the problem/task
- Document ideas
- Set ground rules
 - Treat all participants with respect
 - All ideas have value
 - No debate or discussion of ideas

Reaching Consensus

Consensus is a decision in which *everyone* participates and *everyone* can live with and support.

- Develop criteria for the decision
- Find areas of common agreement
- Develop a consensus proposal
- Ask for a show of consensus

Conflict is Okay if Managed

- Conflict is essential to critical thinking because members must feel the freedom to differ
- Manage constructively
 - Use ground rules
 - Acknowledge difference as they occur
 - Look for common ground and identify alternatives
 - Resolve quickly by consensus

Team-Building Process

The **Forming – Storming – Norming – Performing** model of group development was first proposed by Bruce Tuckman in 1965, who maintained that these phases are all necessary and inevitable in order for the team to grow, to face up to challenges, to tackle problems, to find solutions, to plan work, and to deliver results. This model has become the basis for group development and team dynamics.

- **Forming.** Members of the chapter meet and learn about the opportunity and challenges, and then agree on goals and begin to tackle the tasks.
- **Storming.** Every group will then enter the *storming* stage in which different ideas compete for consideration. The members address issues such as what problems they are really supposed to solve, how they will function independently and together and what leadership model they will accept. Team members open up to each other and confront each other's ideas and perspectives.
- **Norming.** Team members adjust their behavior to each other as they develop work habits that make teamwork seem more natural and fluid. Team members often work through this stage by agreeing on rules, values, professional behavior, shared methods, working tools and even taboos. During this phase, team members begin to trust each other. Motivation increases as the team gets more acquainted with the project.
- **Performing.** High-performing teams are able to function as a unit as they find ways to get the job done smoothly and effectively without inappropriate conflict or the need for external supervision. By this time, they are motivated and knowledgeable. The team members are now competent, autonomous and able to handle the decision-making process without supervision. Dissent is expected and allowed as long as it is channeled through means acceptable to the team.
- **Adjourning.** Members celebrate accomplishments and the team breaks up.

Leadership and Team Building Activities

An incredible and free site that has hundreds of team-building and ice breaker activities can be found online. Team building activities are designed to help groups develop effective communication and problem-solving skills. Spending some time building your chapter with activities will promote a closer and more functional group, not to mention students have fun while doing them.

As a new advisor, it is important to spend some time getting to know your students. These activities can be used in the classroom or after school at HOSA meetings.

Why use icebreakers?

- create a positive group atmosphere
- help people to relax
- break down social barriers
- energize and motivate
- help people to think outside the box
- help people to get to know one another

Two Truths and a Lie

Equipment

Paper, pens

Time

15-20 minutes

Brief Description

People write down two truths about themselves and a lie. Then introduce the three "facts" to the rest of the group who tries to guess which one is a lie.

A different kind of get-to-know-you activity which engages and challenges each group member in a fun way

Particularly useful as an icebreaker, e.g. can be used as an opener for a workshop/conference.

For large groups (e.g., 30+), it is best to split into smaller group sizes.

Hand out cards or paper and pens (or if participants bring their own, that's fine)

Explain that in this activity each person will write two truths and a lie about him/her and then we will try to guess each other's lie. The goal is to: a) convince others that your lie is truth (and that one of your truths is the lie) and b) to correctly guess other people's lies.

Allow approx. ~5+ minutes for writing 2 truths & a lie - this isn't easy for a lot of people - there will be some scribbling out, etc. The slower people will probably need to be urged along to "put anything you can think of" down. Allocate 5-8 minutes, but you will probably need to urge people along.

Announce that we will now walk around and chat with one another, like a cocktail party, and ask about each other's truths and lies. The goal is to quiz each person about each statement to determine which is true and which is lie, while persuading other people into believing your own lie is a truth. At the end, we will cast our votes and find out the truth.

Emphasize that people should not reveal their lie, even if it seems others might have guessed.

Allow min. 10-15 minutes of conversation time.

Gather together in a circle. Start with one person who reads their three statements aloud (to remind everyone). Then read the statements again, stopping to allow a vote for each one. e.g., "I am Turkish. Who thinks that is a lie? [Vote] I am vegetarian. Who thinks that is a lie? [Vote] I have a metal pin in my right leg. Who thinks that is a lie? [Vote]. OK, my lie was "I am vegetarian."" The facilitator will need to help each person out, especially initially until the basic format is understood. The facilitator may add drama and reinforcement, etc. for correct guesses, tricky statements, etc.

The exercise can be run competitively, e.g., count up how many correct guesses of other people's lies and take away the number of people who correctly guesses your own lie. Highest score wins (honesty counts!).

Shape It / Form It

Equipment:

- Blindfolds for most all of the participants.
- A long rope or a really long extension cord that is connected.

Purpose: Group to practice their verbal skills and teamwork

Goal: For student to form a shape with the rope by communicating verbally while blindfolded.

Rules:

1. Instruct students to spread themselves out
2. Each student should be holding onto a section of the rope
3. Students should then lay down the rope and put on their blindfolds
4. Student then needs to pick up the rope in front of them
5. Instruct the group to form a shape such as a triangle, square, star, horseshoe, rectangle, etc.
6. When the group thinks that they have formed the shape correctly have the students lay the rope on the floor, step back and remove the blindfold and observe the results.
7. Discuss how the team worked together, who took charge...did everybody agree with the plan?

Shape It and Form It

The purpose of this activity is for members of the group to practice their verbal communication skills and teamwork. To do this activity you will need blind folds for all of the members. You will also need a long rope or you could use a really long extension cord that is connected in a circle. Instruct the students to put the blindfolds on. Then instruct students to pick up the rope and hold it in their hands. Then tell the group the shape that they are trying to form, for example, a triangle, a square, a star, rectangle, a horseshoe, etc. When the group thinks they have formed the shape correctly, have student remove blindfolds and look at the results for themselves. Discuss how the team worked together, who took charge...did the others agree with the plan? To change the game, you may want to have a couple of the students participate without wearing blindfolds so they can see what is going on but they are muted and cannot tell anyone else what is going on.

Trust Walk

Equipment

Blindfolds for the team members.

Obstacle course of some kind which can be chairs, trees, poles, etc.

Purpose:

For students to gain experience in the use of their verbal skills

For students to gain experience in being a leader of a group

For students to gain trust in leaders

Goal:

For the leader to take students blindfolded on a walk through an obstacle course of some kind using only their verbal communication skills.

Rules:

1. Students need to form a straight line.
2. Students need to place blindfolds over eyes.
3. Select one student to act as leader (you can pick anyone, but you may want to pick one of the really quiet students).
4. The student who acts as leader will remove his/her blindfold.
5. Students in line should hold onto the shoulder of the student in front of them.
6. Then have the leader follow you through an obstacle course with the leader verbally calling out directions for the student to follow...students further down the line should also be giving those same directions to the people behind them for safety purposes.
7. At the end of the walk discuss what the leader did well and what the leader could possibly improve on with their verbal skills to have made it easier for the group.
8. Discuss with the group how it felt to be blinded and having to trust this person as the leader.
9. At any time during the walk you may mute another member if they seem to be taking over.

Trust Walk

This activity can be done either outdoors or indoors. To do this activity, you need blindfolds for most of the members of the group. The purpose of this activity is for students to gain experience in the use of their verbal skills. Instruct students to form a single line and to put blindfolds on. Feel free to change who is the leader and to rearrange the line. Then allow the person who is at the beginning of the line to follow you on walking through an obstacle course. Students in the line should have their hands on the person's shoulders in front of them for the remainder of the walk and may call out instruction that were given to them to those behind them. This can be a real boost in the leader self-esteem to see the others trusting them as a leader. At the end of the walk, discuss what the leader did well and what they could possibly improve on to have made it easier for their group. If time allows, change leaders. At any time during the walk, you may mute another member if they seem to be taking over.

Competitive Events

Up until this point, our focus has been primarily on the local HOSA chapter. Every person who plans to pursue a health career and joins HOSA should experience the benefits of HOSA membership at the local level. Those benefits include:

- Service learning opportunities (community service)
- Networking with area healthcare professionals
- Leadership
- Responsibility
- Positive affiliation (as the member of a peer group)

Some chapters focus most of their energies at the local level and provide a very meaningful experience for chapter members.

Some chapters participate in regional (area), state and national conferences and competitions in order to further their knowledge and understanding of the health professions. For those chapters, HOSA offers the HOSA Competitive Events Program.

The venues for the competitive events program include a series of leadership conferences. A very active HOSA chapter will have student members involved in various levels of competitive events. Students who qualify (win) can compete at their state leadership conference. Each state association is allowed to enter the top three winners in all events, except the Recognition Events, for the HOSA International Leadership Conference (ILC) that is held every June in a different city across the United States. (See [HOSA Handbook](#), Section B, Rules and Guidelines for eligibility for Recognition Events.)

HOSA Competitive Events – An Overview

- There are currently 59 different HOSA competitive events. Most events have secondary (high school) and postsecondary/collegiate divisions.
- All of the events are designed to prepare students to successfully pursue a health career.
- All of the events are an extension of what is taught in the health science classroom.
- The instructions for all competitive events are found in the event guidelines which are in the HOSA Handbook, Section B, or hosa.org/guidelines.

HOSA Competitive Events – In the Classroom

A classroom teacher and HOSA advisor can use the events as instructional tools in the classroom. For example, a teacher might ask students who are learning about legal and ethical responsibilities to write an essay on the value of ethics in the health professions, and grade the essay using the Extemporaneous Writing rating sheet. (Educators call them rubrics.)

Or, a teacher whose student wants to be a veterinarian can give the student the Veterinary Science guidelines and have the student volunteer at an animal clinic, learning the skills and preparing for competition. At the same time, the student figures out if he/she really wants to be a veterinarian, and prepares to succeed in pursuing a veterinary career.

Examples of how teachers use HOSA in the classroom are numerous and can be found at hosa.org/advisorresources. The point is, HOSA competitive events program is first and foremost about health science learning and preparing for a health career.

HOSA Competitive Events – A Motivational Tool

The opportunity to compete against other students from rival schools and states can be motivating for many students. In order to be successful in competitive events, most students must spend hours upon hours outside of the classroom – studying, practicing and learning. And that translates into future academic and career success!

HOSA Competitive Events – Levels of Competition

Some states have regional (area) conferences. You will need to check with your state advisor to determine the process in your state. All states have state leadership conferences in the spring. State winners qualify for the HOSA National Leadership Conference in June.

HOSA Competitive Events – Getting Started

For many HOSA members, the National HOSA Competitive Events program is the marquee event. In order for students to be successful in competitive events, THEY need to read the directions, follow the rules, and do their best.

As the chapter advisor, you are responsible for knowing the requirements and deadlines for conference registration and for making the appropriate travel arrangements. Your HOSA members are responsible for their success in an event, and for knowing and following the rules.

All HOSA event guidelines (the rules) are available online at hosa.org/guidelines. There are no secrets or tricks for success in competitive events, other than:

1. Follow the guidelines.
2. Practice, practice, practice.

As a new advisor, we encourage you to read and become very familiar with the HOSA Handbook, Section B. This Handbook contains the rules for competition and you must know the rules so you will be able to effectively advise your students and for you to discover the wonderful learning resources you have for use in the classroom. Remember: Students who cannot travel to state and national competition can still benefit from HOSA assignments.

Integrating HOSA into the Classroom

Integrating is much easier than you think; in fact, as you read the list you will quickly find that you are most likely doing several things already. The possibilities are endless, as health science teachers continue to invent and share new ideas with each other. The list below contains a few of the ideas that instructors were willing to share. As you grow in the classroom and in your understanding of how HOSA strengthens that experience, we encourage you to share your ideas with us to be passed on to other instructors.

Suggested Ways to Integrate HOSA into the Classroom

- Using the **Extemporaneous Writing** guidelines, students are to write on “The Value of Knowing Body Directions, Planes, and Cavities.”
- Have students participate in a simulation of the **Medical Spelling** event using the Terminology lists provided for this unit of instruction.
- Have each student write five fill-in-the-blank questions related to the structure of the muscles. Then, using **HOSA Bowl** guidelines, play HOSA Bowl. Note: If you do not have a buzzer system, you may substitute a bell.
- Using the guidelines for “**Biomedical Debate**” debate the topic “Heart Transplants – No Restriction
- Following the HOSA **Extemporaneous Health Poster** guidelines, have students create a health poster on one of the lymphatic disorders. The poster should contain factual information about the disorder presented. Have students share their posters, and teach the rest of the class about the disorder
- Using the HOSA guidelines for **Researched Persuasive Speaking**, have students write a persuasive speech on the topic, “To Tube My Child’s Ears or Not to Tube My Child’s Ears.” Students will probably need to research the controversy surrounding this topic prior to writing.
- Divide students into groups of 3-4 and have them complete the exercise “Medical Decisions” using the **Creative Problem-Solving** guidelines and rating sheet.
- Have the students choose a partner and draw a name of a profession. (Prepare cards prior to class). The students should do a career health display per HOSA **Health Career Display** guidelines. The students can exchange professions but all must be done. The projects are then shared with the class and they could be shared with the school on a career day.

- At a HOSA meeting have members develop a questionnaire that would help to identify people who might be prone to diabetes mellitus. Have a HOSA member seek to get the questionnaire published in the school newspaper. Along with the questionnaire, publish a list of lifestyle changes that might help prevent or delay the onset of diabetes.
- Using the HOSA guidelines for **Extemporaneous Writing**, have students write on the topic “Why credential health care professions?”
- Using the **Biomedical Debate** guidelines and topic, have the students prepare and debate the current topic. Another topic you can use is “Confidentiality – Everyone’s Right?”

Medical Decisions

You have been assigned to a Medical Decisions Board for a university hospital. Today, your decision involves a very common dilemma; one kidney and four patients in complete renal failure, all in need of a kidney transplant.

Date _____ Read information about kidney transplants, either in your textbook, in other class print materials, in your school's media center, or on the Internet. (Your teacher may assign this part as homework.)

Date _____ Work with your group using the problem solving process to determine who gets the kidney.

Date _____ Present your decision and rationale to a group of judges or your class.

- Note: Your teacher will inform you of the due dates for each part of the process.

All of the following patients are compatible recipients for the kidney to be transplanted. The kidney donor was a 17-year-old male who was killed in a car crash. The parents have requested that the kidney be transplanted in a teenager.

Name, Age and Occupation	Renal Status	Other Medical factors	Financial Status	Social Factors
Mary Greaves 54 Housewife	Dialysis: 15 years Transplant waiting list: 7 years	Arthritis – Mod. Post-menopausal hormone replacement Hypertension – Mod. Overall health – Fair	\$46,000/yr Medicaid	<ul style="list-style-type: none"> ▪ Has 6 grown kids, all supportive ▪ Husband is reformed alcoholic with stable income and in good health, age 60
Michelle Mantle 35 Former tennis pro	Dialysis: 1 year Transplant waiting list: 6 months	Multiple sclerosis – 2 years – Mod. Overall health – Fair	Net worth – 20 million dollars No insurance	<ul style="list-style-type: none"> ▪ High profile patient would bring much media attention to the medical center ▪ Potential exists for financial gain for the medical center, publicity for organ donations
Gary Puckett 19 College student	Dialysis: 2 years Transplant waiting list: 9 months	Overall health – Good Regularly uses cocaine, other illegal substances have been present in blood specimens	Parents: \$120,000/yr Blue Cross/Blue Shield	<ul style="list-style-type: none"> ▪ Parents are supportive ▪ Patient resists medical regimen as prescribed by physicians
Gerald Ford 43 Auto mechanic	Dialysis: 7 years Transplant waiting list: 2 years	Overall health – Excellent	\$25,000/yr Managed care – will cover 50% of costs	<ul style="list-style-type: none"> ▪ Has 16 year old son in school who lives in the home ▪ Wife died of Leukemia in 1995

Instructional Techniques

Several techniques are used by chapter advisors to integrate HOSA into the classroom. The following techniques are offered to stimulate interest in using HOSA as an instructional tool for preparing a competent workforce for the health care system.

1. **Review professional oaths.** When presenting the history of medicine, discuss the significance of the following oaths: Hippocratic Oath, Declaration of Geneva, Nightingale Pledge and the HOSA Creed.
2. Encourage students to learn the HOSA Creed. Provide incentives to those students who recite the creed correctly when called upon.
3. **Elect chapter officers.** Students should be given opportunities to make decisions and to see the consequences of those decisions. Members need to elect a leadership team to guide their class and chapter. While some members serve in leadership roles, all members are able to witness first-hand the challenges that face elected leaders and their followers. The HOSA chapter experience can be likened to the "health care team" that must work together to achieve a common goal - quality health care. When the chapter advisor uses the officer team to facilitate classroom functions, it will be much easier for students to see the curricular nature of the HOE-HOSA Partnership. The officer team should be as concerned and involved with classroom activities as it is HOSA chapter activities.
4. Class and/or chapter officers can be used in a variety of ways:
 - a. Call the class to order and announce the objectives to be accomplished that day (President or Vice President).
 - b. Take roll call, prepare absentee slips and keep records (Secretary).
 - c. Maintain all financial records including receipt of monies, disbursements, issuance of checks, payment of accounts payable, etc. (Treasurer).
 - d. Monitor class protocol and member behavior and, when necessary, teach members the fundamentals of parliamentary procedure (Parliamentarian).
 - e. Prepare bulletin boards and posters to create a positive learning environment (Historian).
 - f. Prepare articles and news releases for school and local newspapers (Reporter).
5. **Establish committees.** To give most, if not all, students the opportunity to practice leadership skills, the chapter can establish standing and ad-hoc committees to achieve the program of work. Appoint students as chairpersons of committees who were not elected chapter officers. The committee structure will encourage greater student involvement since more members (not just officers) will feel a greater **sense of ownership** in the chapter.
6. **Use parliamentary procedure.** The proper use of parliamentary procedure enables a group to arrive at a decision in an orderly manner. All members are provided the opportunity to state their opinion on an issue. Parliamentary procedure promotes a team spirit, demonstrates cooperation, builds group harmony, and provides a structure for discussion and decision making in a group. Parliamentary procedure recognizes the will of the majority in regulating the actions of all versus the will of the few regulating the total.

7. **Prepare a chapter newsletter.** Chapter newsletters achieve several teaching objectives, including: development of basic communication skills; dissemination of news to the total membership and support groups; reinforcement of major topics presented in the classroom; development of ownership and pride in the organization; and an official record of the success in integrating the HSE-HOSA Partnership into the classroom and curriculum. All members should be asked to contribute articles to the newsletter throughout the year.
8. **Emphasize professional dress and grooming.** Personal and career success is enhanced by good grooming and professional dress. By rewarding good habits while in school, members will achieve greater success when competing for entry-level positions and career advancements. A dress-up day is a positive image builder for the HOSA chapter and will raise the visibility of the HOE program and health care careers among all students.
9. **Sponsor field trips.** Chapter members should identify and select the health care facilities they wish to visit during the membership year. After decisions are made, chapter members should be appointed (by the President) to contact and coordinate the field trips.
10. **Attend civic, professional, or trade meetings.** By representing HOSA at such meetings, other groups will realize the professionalism and desire of HOSA members to prepare themselves for future leadership responsibilities. In getting involved in civic, professional, and trade meetings while in school, members will be less reluctant to do so as health care workers. Observations at these meetings can be discussed at chapter meetings to share the experiences with those students unable to attend.
11. **Interview health care leaders.** Assign students the responsibility to interview selected health care leaders and to share their findings with all students. The interviewers can develop a questionnaire to guide the interview.
12. **Sponsor a blood pressure screening clinic.** In this activity, members are able to develop, practice, and refine a variety of skills, including: organizational and planning skills; supervisor skills; technical skills; people skills; and evaluation skills. Members are responsible for organizing the project; securing a place to conduct the clinic; developing a promotional plan; preparing an advertisement or article for the newspaper; preparing promotional posters; scheduling members to work the clinic; conducting professional blood pressure screenings; etc.
13. **Prepare a talk for a community group.** What better way to develop, practice, and refine communication skills than to prepare a talk and present it to a group. The fear of speaking in public is usually ranked the #1 fear by most people. Those who achieve success in the health care industry will be those who develop strong communication skills to complement their outstanding technical skills. "Prepared Speaking" is a competitive event available to HOSA members who want to refine their communication skills.
14. **Participate in mock job interviews.** Entry into any industry requires good interviewing skills. By participating in mock interviews (as either the interviewer or job applicant), members will be more successful in actual job interviews. The most talented job interviewers should enter the HOSA event called "Job Seeking Skills."

15. **Participate in HOSA Bowl competition.** The "HOSA Bowl" competitive event is an excellent tool for reviewing classroom learning. The team nature of the event encourages students to work together to achieve success. The HOSA Bowl builds enthusiasm among the "teams" and demonstrates the positive effects of competition. The most successful HOSA Bowl players should represent the chapter in district/state competition.
16. **Conduct a community awareness project.** The community awareness project, a comprehensive HOSA team leadership competitive event, provides members with the opportunity to take a more intensive look at a critical health care issue. While classroom training builds a strong knowledge base, this project encourages linkage with the health care industry by organizing a Health Awareness Council to guide the project. By forming multiple project teams, all students can work on a project. If issues are selected and coordinated, the projects can encompass a variety of issues that fit the curriculum. The project presentations can first be given in class to refine them. The oral presentations (with audio-visual documentation) can be given at special events, i.e. a program for a civic trade group, an open house, or school function. The rating sheets in the [HOSA Handbook](#) can be used to evaluate all projects and identify the project that will represent the chapter in district/state competition.
17. **Participate in a homecoming parade.** This is an excellent activity to develop and reinforce the importance of working together in a cooperative manner. The steps in building a float for the homecoming parade include: identifying the theme for the parade; brainstorming the kinds of floats that could be built to emphasize the theme; selecting the most appropriate design for the float; securing the resources needed to build the float; determining what talents are needed; recruiting members to help design, build, and decorate the float; scheduling members to work; and, completing the project within the time parameters.
18. **Giving a party for handicapped children.** Activities of this type will enhance the sensitivity of the students toward special populations. In addition to the good feelings in serving these children, your students will be able to plan, organize, coordinate, and evaluate the activity. This activity emphasizes the importance of the health care team working together to serve the needs of others.
19. **Assisting in a blood donor drive.** This is an activity that uses technical training in the classroom and provides worthwhile service to the community. The organizational and technical skills of the students - collectively and individually - can be evaluated through such activities.
20. **Collecting funds for HOSA's National Service Project.** The National Service Project is an ideal project for HOSA. The organization that HOSA sponsors is selected by the delegate assembly at the National Leadership Conference. The organization changes every 2-3 years.
21. **Other HSE-HOSA Partnership projects include:**
 - a. Collect food and distribute food baskets to the needy;
 - b. Participate in city-side clean-up campaign;
 - c. Provide decorations in a pediatric unit at a local hospital;
 - d. Sponsor CPR classes for young people and parents;
 - e. Assist in chemical abuse programs;
 - f. Help with Special Olympics;
 - g. Answer telephones on a local telethon;
 - h. Be a pen pal with a mentally handicapped person;
 - i. Adopt an elderly person or couple and be attentive to their needs; and
 - j. Assist with activities at a nursing home.

Day In and Day Out

First 90 Days of Getting Started: Suggested Outline of Activities for HOSA Advisors

Before School Starts or ASAP

- Contact your HOSA state advisor to find out if there was an existing HOSA chapter or if this will be a new chapter. If you are going to a school where there are multiple HSE instructors, they should be able to guide you. You may even have HOSA officers that were elected last spring for this coming year, or students that were members last year that can help you with the planning.
- Talk with administration about starting a HOSA chapter. Check on the rules and guidelines that are specific for your school. Is there a specific time during the school day that can be set aside for chapter meetings? Stress how HOSA can be both integrated into the classroom as well as extended to after school with both social and civic activities and that competition can be used to strengthen your student skills. Discuss what funding and assistance you can expect from the school and from your Career and Technology Director.
- Explain the benefits you are looking for with starting a HOSA chapter.
- Look at your calendar and decide when you want to have your 1st meeting

First Month of School

- Start with day 1 by including a *handout* with date/time for the 1st student/parent meeting.
- Use one of the *HOSA icebreakers* to get to know your students, remind students of the upcoming meeting.
- Spend some time *introducing HOSA (purpose of)* to the students and tell them about the professional organizations you have been a member of during your career.
- Look up State and National dues at <http://www.hosa.org> . You may want to add some to that amount to start your chapter before having your first meeting, as one of the common questions will be “*how much does it cost?*”
- *Use a fun team-building exercise* with the students - emphasize how health care workers are part of a team and that part of what HOSA teaches is teamwork. *Don't forget to take lots of pictures.*
- Do the “*HOSA Advisor Scavenger Hunt*”.
- Give students an assignment to *surf the HOSA website* and then bring their ideas to the first HOSA meeting.
- *Decide* how your group will pay dues - will it be through fundraising or will the student pay?
- Assign student to do the “*HOSA Student Scavenger Hunt*”.
- Have your *first HOSA meeting*, start off with an ice breaker so students can get to know each other/ include parents. Discuss the purpose of HOSA, outline what you would like to see, and then open the floor for students and parents to give their input. Announce the date of the second meeting. *Don't forget to take pictures.*
- *Check with your State Advisor* for date, time, place, and cost of the HOSA Fall Leadership Conference.
- Check with school secretary about *signing up for a fundraiser* and rules about fundraising.

- Begin looking up different types of fundraisers.
- Gather materials to pass out at the next HOSA meeting to inform students about *the job description for being a HOSA officer*.
- *Hold your second HOSA meeting*-Start off with a teambuilding exercise and then discuss the leadership roles in HOSA. Distribute HOSA officer information sheet. Set a deadline for students to sign up if they are interested in being an officer. (You might also consider requiring a parent signature and two teacher referrals). Let students know about Fall Leadership Conference. Announce next HOSA meeting. *Don't forget to take pictures*.
- Begin taking applications for HOSA chapter officers.
- Make phone calls to *schedule a guest speaker* for an upcoming HOSA meeting. See the suggested list of guest speakers as a springboard.
- Check with other chapter advisors about activities surrounding *Homecoming*.
- Meet with HOSA members to plan a *Program of Work* for the year. (Look at Program of Work examples and guidelines to help the members). Announce date for elections.

Second Month of School

- Begin taking money for *HOSA dues* if your students are going to be self-pay. If you are using fundraising to pay get on the school calendar to have a fundraiser. Set cut-off date for membership drive. Have students complete information sheet needed for online registration.
- Students running for office may begin *campaigning* by speaking one-on-one and putting posters up.
- Look at getting *bus/travel arrangements* for Fall Leadership Conference.
- Hold elections.
- Announce winners of the elections.
- Decide which *installation process* you want to use for the new officers. (You may want to use a fun installation from the new Advisor Handbook or the traditional installation.) Then go shopping for candles, etc. You may want to use some of the chapter funds to have snacks or ask students to bring items.
- HOSA meeting-First *install new officers*. (Don't forget to have a student take pictures for your end-of-year slide show and/or chapter notebook. Turn meeting over to students (encourage students to begin using Parliamentary Procedure). Students may want to form committees to begin looking at civic and social activities and bring back a report to the group at the next meeting. *Don't forget to take lots of pictures*.
- Remind members to get their HOSA dues in before the deadline.
- Distribute or post meeting minutes that the new secretary to let members know what happened and to remind them what occurred.
- Meet with committee members to work on brainstorming ideas and narrowing down good activities to bring before the group. *Don't forget to take lots of pictures*.
- Post and remind members to get their HOSA dues in and the date of the next meeting.
- *HOSA meeting* – make sure committee reports on the selected activities, assist group with parliamentary procedure, and announce upcoming guest speaker.
- *Get approval* for social or civic activity that group voted on at the meeting.

- Begin *purposefully integrating HOSA competitive events into your lesson plans*. Let your members know that they can take a written test for medical terminology or that if they prefer to write, speak or create, HOSA has 55 competitions from which to choose. (See the section under integrating HOSA for ideas on how you can painlessly accomplish this.)
- Attend Fall Leadership Conference. *Don't forget to take lots of pictures.*
- Allow time for officers to report to students about what they did at the Fall Leadership Conference.
- Have chapter officers begin to record *data for membership* on the HOSA website.
- Remind students of the deadline for joining HOSA
- Attend HOSA meeting. Remind committees to have reports ready before the meeting. *Don't forget to take lots of pictures.*
- Continue to remind students to go to the HOSA website to look at the different types of competitions.
- Continue to integrate HOSA into the curriculum.
- Possibly start a fundraiser.

Third Month of School

- Have officers put in final data for joining HOSA and print out copies.
- Request check to send to National HOSA.
- Begin signing up students for HOSA competitions.
- Set up dates when you can help students who need additional help with competitions.
- Continue to have HOSA meetings to keep students in the loop. Review your Program of Work for upcoming events.
- Example: Assist with the canned food drive or other civic project.
- Example: Assist social committee in organizing a HOSA social.
- Close competition sign-up and set up travel arrangements for competition.
- Review your Program of Work for upcoming events.

HOSA Recruiting Tips

- Recruiting in the Community
 - Blood Drives
 - Utilize alumni from program
 - Newspaper Releases
 - Participate in Health Fairs
 - Get to know people in the local health care industry
- Recruiting in the School District
 - School Board – HOSA members can adopt a school board member
 - Elementary Schools – HOSA members teach elementary students
 - Middle Schools – offer Introduction at Middle School level – have HOSA members conduct a junior HOSA conference at Middle School
- Recruiting in School
 - Students are your best recruiters - wear scrubs around school and HOSA T-shirts
 - Have brochures made for your program - talk to computer teacher to have assigned as a project for selected HOSA members
 - HOSA events such as dances or health fairs invite non-HSE students and faculty
 - School Newspaper
 - Scholarships
 - Partner with a teacher from another department – example: the Biology teacher. Utilize them as chaperones on trips.
- Recruiting with Parents
 - Parents of HOSA members on Advisory Committees
 - Parents can help with fundraising or start a booster club
 - Parents can help as chaperons at socials and trips