



HEALTH OCCUPATIONS PROFESSIONAL PORTFOLIO



SkillsUSA Championships Technical Standards

PURPOSE

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

CLOTHING REQUIREMENTS

Class A: SkillsUSA Official Attire

- Official SkillsUSA red blazer or official SkillsUSA red jacket
- Button-up, collared, white dress shirt (accompanied by a plain, solid black tie or SkillsUSA black tie), white shirt (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 or black dress skirt (knee-length at minimum)
- Black closed-toe dress shoes

Note: The official SkillsUSA windbreaker, sweater and black Carhartt jacket are no longer available for purchase in the SkillsUSA Store. However, these clothing items are grandfathered in as previous official SkillsUSA clothing and can be worn in SkillsUSA competitions as directed in this document.

Note: Wearing socks or hose is no longer required. If worn, socks must be black dress socks and hose must be either black or skin-tone and seamless/nonpattern.

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.

Note: Competitors must wear their official competition clothing to the competition orientation meeting.

ELIGIBILITY

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

EQUIPMENT AND MATERIALS

1. Supplied by the technical committee:
 - a. A device with an HDMI port (such as a projector/screen, television, or other similar device)
2. Supplied by the competitors:
 - a. Professional portfolio to be submitted in official SkillsUSA three-ring binder
 - i. A digital copy (pdf) must turned in by a deadline provided in the state competition updates online.
 - b. If using an electronic presentation media, bring a computer with HDMI cable and/or adapter necessary to connect to the HDMI port.
 - c. USB flash drive, with presentation file saved as backup for use with the audio visual equipment provided.
 - d. All competitors must create a one-page resume. See “Resume Requirement” below for guidelines.

RESUME REQUIREMENT

Competitors must create a one-page resume to submit online. SkillsUSA South Carolina competitors should submit their resume by the deadline published on the competition updates page of our website. Failure to submit a resume will result in a 10-point penalty.

Your resume must be saved as a PDF file type using file name format of “Last Name_First Name.” For example, “Amanda Smith” would save her resume as Smith_Amanda. If you need assistance with saving your file as a PDF, visit the Adobe website for more information.

Note: Check the Competition Guidelines and/or the updates page on the state website.

PROHIBITED DEVICES

Cellphones, electronic watches and/or other electronic devices not approved by a competition’s national technical committee are **NOT** allowed in the competition area. Please follow the guidelines in each technical standard for approved exceptions. Technical committee members may also approve exceptions onsite during the SkillsUSA Championships if deemed appropriate.

Penalties for Prohibited Devices

If a competitor’s electronic device makes noise or if the competitor is seen using it at any time during the competition, an official report will be documented for review by the Director of the SkillsUSA Championships. If confirmed that the competitor used the device in a manner which compromised the integrity of the competition, the competitor’s scores may be removed.

SCOPE OF THE COMPETITION

KNOWLEDGE PERFORMANCE

The knowledge performance portion of this competition is the creation of a professional portfolio with title page, table of contents, and six (6) required sections in specific order. There is no written knowledge exam for this competition. Competitors are required to take the SkillsUSA Professional Development Test.

SKILL PERFORMANCE

The competition includes a live presentation by the competitor designed to evaluate the ability of an individual to present themselves to an employer using effective communication skills.

COMPETITION GUIDELINES

1. Binder

Each competitor is required to submit an official SkillsUSA three-ring, 1-inch loose-leaf binder (available from www.skillsusastore.org). Photographs, news articles, illustrations, and other informative material may be included to support and enhance written evidence of the competitor's participation in activities as described in the binder. Pages must be limited to 25 (50 surfaces). Divider pages *do not* count toward the maximum number of pages allowed. Dividers are not numbered. Page numbers should be on the bottom right corner of each page. Binder must include the following, presented in the order given:

- a. Title Page — include name of competitor, name of school, grade, training program, and a picture of competitor
- b. Table of Contents with page numbers
- c. Components of an Employment Portfolio

1). **Resume and Career Objectives**

Prepare a current resume. The student should include in the resume 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 resume 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, and/or others who can verify the student's skill ability (limit of three references).

3). **Awards and Recognition**

Include color 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 experience. Work experience can be supported with photographs as appropriate.

5). **Community Service**

List activities conducted that provided a benefit to the community. This section should demonstrate excellence and professionalism in the area of community service. Do not include original certificates and awards. Make color copies.

6). **Membership and Affiliations**

List organizations and community groups in which the student is actively involved. *Note:* Do not include original certificates and awards. Make color copies.

2. **Presentation**

Students should be prepared to make a five- to seven-minute oral presentation on their portfolio to the judges. Competitors should anticipate answering questions from each of the judges. Students are strongly encouraged to use current multimedia technology. This could include (but is not limited to) video, audio, or presentations in software such as PowerPoint. A device with an HDMI port will be provided.

3. **Judging**

Binders will be submitted during orientation. The binders will be returned to the competitor at the end of the live presentation. The judges will have the binders during the presentation. Competitors must report to the competition 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 competition technical committee

- 1.1. Write a title page that includes the competitor'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 competition 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 competition 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.

HOPP 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, as you may be scored on specific elements applied to your project. For more, visit: www.skillsusa.org/who-we-are/skillsusa-framework/.



COMMITTEE IDENTIFIED ACADEMIC SKILLS

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

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: 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: www2.mcrel.org/compendium/.

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.