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 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 dress shoes with black socks or nude hose.

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: Contestants must wear their contest clothing to the contest orientation meeting. Also bring #2 pencil, resume, safety assurance form and conference program.

ELIGIBILITY

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

EQUIPMENT AND MATERIALS

1. Supplied by the technical committee:
    a. Screen
2. Supplied by the competitors:
    a. Laptop
    b. Projector, cords
    c. USB flash drive, with presentation file saved as backup.
    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 at orientation

PROHIBITED DEVICES

Cell phones 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 SkillsUSA Championships director. If confirmed that the competitor used the device in a manner which compromised the integrity of the competition, the competitor's scores may be canceled.

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 required sections in specific order. Competitors are required to take the NYS 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. **Notebook**
   Each competitor is required to submit an official SkillsUSA three-ring, 1-inch loose-leaf binder. 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 notebook. Pages must be limited to 25 (50 surfaces). Divider pages *do not* count toward the maximum number of pages allowed. Dividers are not numbered. The page number should be on the bottom right corner of each page. Notebook 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 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, 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 resulting from school-based learning versus work-based learning. 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. Do not include original certificates and awards. Make color copies.

> *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 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 and projector will not be provided. A screen will be. Make sure to have the presentation on a USB flash drive.

3. **Judging**
Notebooks will be submitted at orientation. The notebooks will be returned to the competitor at the end of the live presentation. The judges will be permitted to have the notebooks 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 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 competition.

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

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

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)