

## CL – Clinical Specialty 2020

Local Advisor “Event Manager”	
Event Location	Wednesday, March 11 (Please see schedule for time and location)
Personnel	2 Judges:
Event Supplies	Interval cards (every 15 minutes), pens/pencils, calculators for judges, notepads for judges
Event Supplies Brought by Competitor	<ul style="list-style-type: none"> <li>- Portable DVD player or laptop</li> <li>- Personal copy of career portfolio in black or blue binder</li> <li>- 2 extra copies of career portfolio</li> <li>- The 2 extra copies should be turned into HOSA Central by 6:00pm on Tuesday for screening. Competitors should keep the official portfolio for themselves.</li> </ul>
Registration	Secondary =
Dress Code	Official HOSA Uniform or Business Professional Attire
Student Orientation	<ul style="list-style-type: none"> <li>- Explain the event to the students and how it will work</li> <li>- Ask for student questions</li> <li>- Distribute appointment times to all competitors</li> </ul>
Timing Overview	<ul style="list-style-type: none"> <li>- 15 minute intervals (indicated on notecards)</li> <li>- Judges review portfolio while student sets up video = 3 minutes</li> <li>- Competitor interview &amp; skill review = 6 minutes</li> <li>- Competitor excused, judge completes rating sheet = 3 minutes</li> </ul>
Event Overview	<ul style="list-style-type: none"> <li>- For this event students must: a) create a career portfolio and b) demonstrate a recorded skill related to their chosen career</li> <li>- Competitor portfolio's will be prescreened the night before to make sure an appropriate career and skill were chosen as per the guidelines. If students do not meet these requirements, they will not move on to the interview round.</li> <li>- All competitors shall report to the event site at 8:00am.</li> <li>- Judges then distribute appointed times to each qualifying competitor that will be in 15 minute intervals (pass out notecards to competitors for 8:05, 8:20, etc.)</li> <li>- The competitor will report to the event site at their appointed time.</li> <li>- The judges will call the competitor into the event room. The judges will have 3 minutes to review the competitor's portfolio contents while the competitor prepares his/her digitally recorded demonstration of a skill related to the chosen career.</li> <li>- The competitor will then be invited to sit with the judges for a maximum of 6 minutes for a skill presentation and interview. The competitor will bring a portable DVD player or laptop and will show a maximum of 4 minutes of the recorded skill, and may talk during the skill or fast forward as desired. This process will allow the judges to rate the overall performance, and allow the competitor to explain his/her skill performance. Competitors should spend enough time on the skill to allow for fair judging, but not so much time that the skill evaluation detracts from the other components of the interview to be judged. Students must be able to be seen in the video.</li> <li>- The competitor's presentation should include: explanation of the career (job responsibilities, training, employment opportunities), How the career was selected, How the competitor's strengths and personal preferences relate to the career, and how the career fits in the health care system.</li> <li>- The judges will use the 1-2 page skill checklist developed by the competitor to determine the overall skill performance. The judges will ask the competitor questions about the portfolio contents. The purpose of the interview and skill review is to evaluate the competitor's knowledge and understanding of the skill and career.</li> <li>- After the competitor leaves, judges have three (3) minutes to complete the rating sheet.</li> </ul>

Scoring	<p>Event will be prescreened to verify that the identified career and skill is NOT duplicated in other HOSA events (see below Career &amp; Skill Selection Guidelines). If there is an issue with the career selected or skill duplication, please let Renee Harris know.</p> <ol style="list-style-type: none"> <li>1) Score Items 1-21 on the rating sheet using the criteria outlined below</li> <li>2) At the conclusion of the event, bring competitor portfolios and rating sheets to HOSA Headquarters</li> </ol>
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## CLINICAL SPECIALTY CAREER AND SKILL SELECTION GUIDELINES

HOSA members may choose **ANY HEALTH CAREER** for this event. Competitors must be sure that the career chosen is a health or medical career. For example, careers such as firefighter, flight attendant and special education teacher are not classified as health careers.

Competitors should be sure to choose a specific "Health Career" and not an area of specialty. For example, "Medical Examiner" is a health career, "Forensics" is not.

## SKILL SELECTION GUIDELINES

The career must be a health profession with at least one clinical skill that can be learned and demonstrated as part of the HOSA competitive event process. The skill may not duplicate a skill in an existing Health Professions or Emergency Preparedness event. **The following skills are in other events and NOT ALLOWED for this event:**

Skills in Biotechnology	
• Identification of laboratory equipment	• Infection control and transmission-based precautions
• Inoculate and streak an agar plate	• Using a microscope
• Fecal Occult Blood	• Perform a gram stain
• ABO Grouping	
Skills in CERT Skills	
• Treating life-threatening conditions	• Triage
• Head-to-toe assessment	• Lifts and carries
Skills in Clinical Nursing	
• Administer medication intramuscular	• Administer medication subcutaneous
• Measuring oxygen saturation	• Applying a Nasal Cannula or Oxygen Mask
• Urethral catheterization – Straight	• Discontinue a peripheral IV
Skills in CPR/First Aid and Life Support Skills	
• Severe Bleeding and Shock	• Broken Bone/Sprain and Splinting
• Severe Burns	• Heat-Related Emergency
• Choking	• Adult BLS/CPR
• Two-rescuer Adult BLS and AED	• Two Rescuer Adult BLS
Skills in Dental Science	
• Preparing the dental treatment room	• Seating the dental patient
• Dismissing the dental patient	• Patient education: Brushing and flossing
• Pouring an Alginate Impression with Plaster – Single Pour	• Identify instruments
• Preparing for an Alginate Impression	

Skills in EMT	
• Patient Assessment: Trauma and medical	• Mechanical aids to breathing
• Spinal immobilization: Seated and lying	• Traction splinting
• Joint injury	• Long bone
• Bleeding control/shock management	• Cardiac arrest management/AED
Skills in Home Health Aide	
• Taking an adult tympanic temperature	• Taking an apical pulse
• Emptying a urinary drainage unit	• Applying clean dressing and ointment to broken skin
• Giving a back rub	• Caring for dentures
• Moving a client up in bed using a drawsheet	• Applying elasticized stockings
Skills in Medical Assisting	
• Telephone techniques	• Complete insurance form
• Alphabetical filing	• Wrap items for autoclave
• Obtain medical history	• Position/Drape patient in: Horizontal recumbent, prone, Sim's and Semi-Fowler's
• Put on sterile gloves	
Skills in Nursing Assisting and Personal Care	
• Handwashing	• Make an occupied bed
• Make an unoccupied bed	• Position patient in bed
• Transfer patient from bed to chair/wheelchair	• Measure and record vital signs
• Prepare patient for a meal and determine intake	
Skills in Physical Therapy	
• Ambulating with a transfer (gait) belt	• Ambulating with a walker
• Ambulating with a cane	• Range of motion
• Ambulating with crutches	• Ice pack application
Skills in Sports Medicine	
• Flexibility and stretching	
• Assess ROM and strength testing of shoulder	• Assess ROM and strength testing of ankle and foot
• Basic ankle strapping	• Arch taping
• Elbow taping	• Thumb taping
Skills in Veterinary Science	
• Preparation of the operative site	• Lifting and restraining a dog
• Identify 15 instruments	• Simple fecal floatation
• Identification of parasites	• Canine cardiopulmonary resuscitation
• Identification of companion animal breeds	• Apply/remove gauze restraint muzzle

The contents of the portfolio MUST be as follows:

- a. **Page 1- Title Page** includes event name, career title, competitor's name, HOSA chapter name, division, school and state/country; and is neatly presented. (A creative design or pictures may be used but will not affect the score.)
- b. **Page 2- Career Summary** Provides career information that is complete, clear, and comprehensive – to include a description of the career, job duties, and employment characteristics.
- c. **Page 3- Education, Training, Credentialing Professional Association, and Career-related Data and Statistics** Information about educational requirements and options, credentialing requirements and related professional associations. Referenced data related to occupational outlook, employment statistics, and other career-related data.
- d. **Page 4- Summary** of a career-related interview with a professional in this career that demonstrates thoughtful questioning and comprehension of answers. \* *This interview must be with a practicing health professional and may NOT include the competitor's instructor or HOSA advisor.*
- e. **Page 5- Work-based Learning Summary and Outcomes** Summary of a work-based learning experience that documents a minimum of 8 hours of job shadowing, and describes who, what, where, and when, and demonstrates insight and understanding of the work environment and career. Also includes a thoughtful list of learning outcomes (what the competitor learned) as a result of the work-based learning experience.
- f. **Page 6- Professional Verification** Letter from a career professional mentor, on professional stationary, one-page only, which includes comments on the competitor's attitude, enthusiasm, work performance, and career potential. The letter should be signed by the mentor. (May be in narrative form.)
- g. **Pages 7-8- Skill Checklist** (maximum of 2 pages)
  - i. The competitor will select a skill that is performed by professionals in the chosen career field, will develop a one to two page skill checklist for the selected skill, and will perform the skill while being digitally recorded.
  - ii. The skill checklist must include all steps that would be performed as part of the skill.



- iii. **The skill must be one that the competitor can learn to actually perform/demonstrate.** The skill demonstration may use a model but must be performed and not verbalized. The competitor must be seen in the video performing the skill.
  - iv. The specific text reference used in the development of the skill must be cited. (Title, author, copyright, page numbers, etc.)
  - v. The reference must be a verifiable text and not an individual person.
  - vi. The skill may NOT duplicate a skill in an existing event. (The skill for Clinical Specialty must be an original skill. A similar skill may NOT be a part of another event. See Skill Selection Guidelines on page 8-9.)
  - vii. Competitors should use good judgment and discretion when choosing the skill. Skills that could be interpreted as insensitive, invasive, or of a highly personal nature should be avoided.
  - viii. Remember that the purpose of this event is to develop career awareness. The chosen skill should serve that purpose. For example, a nursing assistant may need to operate a fax machine, but "faxing a document" would not be a good skill to choose for the career of nursing assistant because it does not promote understanding of the chosen career.
  - ix. Steps of the skill must be broken down into logical sub-parts. Skills should have a minimum of 10 steps.
  - x. Two (2) additional copies of the skill checklist must be submitted as part of the portfolio at the scheduled event orientation.
  - xi. *The skill checklist must be word-processed*
- h. **Page 8 or 9- Reference Page.** A reference page must be prepared for any materials used to create the portfolio, during this lesson that were not created by the team. One page only. *Points will be awarded for compiling a clean, legible reference page, but the formatting of the reference page is not judged.*

Since the American Psychological Association (APA) is the most commonly used resource in the Health Sciences, this information is modified from the APA style to help HOSA members familiarize themselves with it. More information on APA formatting may be found at the [Purdue Online Writing Lab \(OWL\)](#).

Your ONE PAGE 'References' title should be centered and sources alphabetized by the author's last name, first initial from the left margin. References should be single spaced and hanging indents should be used for sources requiring multiple lines. Alphabetize anonymous authors according to the web site or first main word in the title.

**\*Example:** Web Site (Professional)  
 CDC.gov. (2017, Feb 15). Health services for teens. *Adolescent and School Health*. Retrieved from <https://www.cdc.gov/healthyyouth/healthservices/index.htm>.

Competitors in this event are encouraged to use a variety of resources in the development of the portfolio and skill checklist.

## The Skill Video

10. For the skill video, the competitor digitally records the skill.
  - a. The skill may last longer, however, **a recommended maximum of 4 minutes of the skill should be viewed by the judges.**
  - b. The judge(s) will use the skill checklist developed by the competitor to determine the overall skill performance.
  - c. The competitor can edit the skill down to 4 minutes or less if desired.
  - d. The skill presentation must be of a quality in sound and appearance that allows the judge to evaluate the competitor as he/she performs the skill.
  - e. The competitor must be seen in the video performing/simulating the actual skill.
  - f. There is no limit to the length of the skill, however, the amount of time for the judges to view the skill is limited. The competitor may show approximately four (4) minutes of the skill performance that he/she believes will best illustrate his/her competence to perform the skill. The competitor may use the fast forward or reverse functions when showing the skill.
  - g. NOTE: Points will not be subtracted if the skill performance exceeds four (4) minutes, however, competitors will be stopped at the end of six (6) minutes so competitors are encouraged to this presentation time wisely.

# CLINICAL SPECIALITY – Judge's Rating Sheet

Section # \_\_\_\_\_ Division: \_\_\_\_\_ SS \_\_\_\_\_ PS/Collegiate  
 Competitor # \_\_\_\_\_ Judge's Signature \_\_\_\_\_

A. Items Evaluated	Excellent	Good	Average	Fair	Poor	JUDGE SCORE
<p><b>No partial points are given in Section A.</b></p> <p>All seven items <b>MUST</b> be completed to receive 40 points.</p> <p>If any portion is missing, Section A is scored a 0</p> <p>For more information on the all/none points, please visit: <a href="http://www.hosa.org/judge">http://www.hosa.org/judge</a></p>	<p><b>Points for following Guidelines:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The skill does NOT duplicate any skill in an existing Health Professions or Emergency Preparedness event</li> <li><input type="checkbox"/> .pdf of portfolio and link to skill video uploaded to Tallo by the <i>published deadline</i></li> <li><input type="checkbox"/> The portfolio pages are numbered, does not exceed 9 single-sided pages, word processed, and submitted in English</li> <li><input type="checkbox"/> _____, HOSA Portfolio used, and two copies submitted</li> <li><input type="checkbox"/> Sheet protectors and page dividers are NOT used</li> <li><input type="checkbox"/> The Title Page includes event name, career title, competitor's name, chapter name, division, school, and state/country</li> <li><input type="checkbox"/> Nothing except portfolio and skill video shown to judges</li> </ul> <p style="text-align: center;">All or nothing:</p> <p style="text-align: center;"><b>40 points</b></p> <p style="text-align: center;">or</p> <p style="text-align: center;"><b>0 points</b></p>					
B. Portfolio	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 2 points	JUDGE SCORE
<p><b>1. Career Summary Content</b> (page 2)</p>	<p>The Career Summary provides career information that is:</p> <ol style="list-style-type: none"> <li>1. complete, clear and comprehensive</li> <li>2. includes a description of the career</li> <li>3. description of job duties, and</li> <li>4. employment characteristics</li> </ol>	<p>The Career Summary provides 3 of the 4 criteria in the portfolio</p>	<p>The Career Summary includes 2 of the 4 criteria in the portfolio</p>	<p>The Career Summary includes 1 of the 4 criteria in the portfolio</p>	<p>The competitor does not include a career summary in the portfolio.</p>	
<p><b>2. Education, Training, Professional Association and Career Data Content</b> (page 3)</p>	<p>This data content provides information about:</p> <ol style="list-style-type: none"> <li>1. educational requirements and options</li> <li>2. credentialing requirements</li> <li>3. related employment statistics</li> <li>4. other career-related data.</li> </ol>	<p>The data content provides 3 out of 4 listed criteria in the portfolio</p>	<p>The data content provides 2 of 4 listed criteria in the portfolio</p>	<p>The data content provides 1 of four listed criteria in the portfolio</p>	<p>The candidate does not include educational, training, professional association or career data content in the portfolio.</p>	



Portfolio	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 2 points	JUDGE SCORE
<b>3. Interview with Professional Content</b> (page 4)  <i>*Interview must be with a practicing health professional and may NOT include the competitor's instructor or HOSA advisor.</i>	This section provides a detailed summary of summary of: 1. a career-related interview with a professional in a specific health career field 2. demonstrates thoughtful questioning and comprehension of the answers. 3. incorporates specific information that can only be learned through conversation or interaction with a professional	The candidate provides responses to all of the criteria in column 1, but does not provide enough detail to gain full understanding of the interview.	The competitor provides 3 of the 4 criteria describing the interview with the professional.	The competitor provides 2 of the 4 criteria describing the interview with the professional	The competitor did not include details highlighting an interview with a professional in the portfolio OR it was obvious the local HOSA Advisor was used	
<b>4. Work-based Learning Summary and Outcomes Content</b> (page 5)	This summary of a work-based learning experience included the following evidence: 1. documents proving a minimum of 8 hours of job shadowing 2. description of who, what, where and when the experience took place 3. demonstrates insight and understanding of the work environment and career 4. a thoughtful list of learning outcomes (what the competitor learned) as a result of the experience.	The work-based learning summary includes 3 of the 4 criteria in the portfolio	The work-based learning summary includes 2 of the 4 criteria in the portfolio	The work-based learning summary includes 1 of the 4 criteria in the portfolio	The candidate does not include a work-based learning summary	
Portfolio	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 1 point	JUDGE SCORE
<b>5. Professional Verification Content</b> (page 6)	The letter from the mentor includes: 1. Mentor's credentials and area of practice 2. Submitted on professional stationery 3. Maximum 1-page in length 4. Includes comments on the competitor's attitude, enthusiasm, work performance, and career potential. 5. signed by the mentor. (May be in narrative form)	The mentor's letter must include 4 of the 5 criteria listed in the portfolio	The mentor's letter includes 3 of the 5 criteria listed in the portfolio	The mentor's letter includes 2 of the 5 criteria listed in the portfolio	The competitor does not include a Personal Verification letter of recommendation in the portfolio.	



Portfolio	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 2 points	JUDGE SCORE
<b>6. Skill Checklist</b> (page 7-8) Skill checklist may be up to two pages	<p>The competitor completes all the criteria:</p> <ol style="list-style-type: none"> <li>1. Is digitally recorded performing the actual skill</li> <li>2. Include all the steps that would be performed as part of the skill.</li> <li>3. The skill must be one that the competitor can perform/demonstrate.</li> <li>4. Include Reference Page</li> <li>5. Must be from a verifiable text.</li> <li>6. May not duplicate a skill in an existing event.</li> <li>7. Skill is not too invasive, sensitive, or personal or not specific to chosen field</li> <li>8. Develop a career awareness.</li> <li>9. Break down skills into logical subparts.</li> </ol>	The competitor completes 7 or more of the skill criteria	The competitor completes 5 or more criteria on the skill checklist	The competitor completes 4 or fewer criteria on the skill checklist	The competitor does not include the skill checklist	
Portfolio	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 1 point	JUDGE SCORE
<b>7. Reference Page</b> (page 8 or 9) included	The reference page is included in the portfolio.	NA	NA	NA	No reference page is included in the portfolio.	
<b>8. Neatness of Portfolio Overall</b>	No errors in formatting, grammar or appearance were detected in the portfolio.	The portfolio had 1-2 errors-	3-4 errors in formatting or grammar were detected in the portfolio.	5-6 errors in formatting or grammar were detected in the portfolio.	The portfolio had more than 6 errors in formatting or grammar and it was difficult to follow.	
C. Presentation	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 2 points	JUDGE SCORE
<b>1. Understanding of the career</b> (job responsibilities, training, employment opportunities)	The competitor thoroughly and accurately understands the requirements that go into the job, is able to explain how to prepare for training and how to access opportunities for employment.	The competitor understands the job requirements and how to prepare for the job but fails to address how to access opportunities for employment.	The competitor demonstrates an average understanding of the career highlighted in the presentation and struggles to make a connection to job responsibilities, training or future employment opportunities.	The competitor demonstrates a basic understanding of the roles of the career. Very little detail is provided.	The competitor does not provide evidence of understanding the job responsibilities, training required or future employment opportunities within their presentation.	

<b>Presentation</b>	<b>Excellent 10 points</b>	<b>Good 8 points</b>	<b>Average 6 points</b>	<b>Fair 4 points</b>	<b>Poor 2 points</b>	<b>JUDGE SCORE</b>
<b>2. Ability to relate personal strengths and preferences to the career</b>	The competitor was able to relate personal strengths and preferences to the selected career by identifying several (4 or more) strong connections to the characteristics of the job requirements and their own attributes and abilities.	The competitor was able to make 3 or more somewhat strong connections between their own personal strengths and the preferences to the career of choice.	The competitor made 2 fairly weak connections to personal attributes and the preferences to the career of choice.	The competitor identified 1 weak connection between their own personal strengths and the aptitudes required of the career of choice.	The competitor was not able to make any connections between their own aptitudes and abilities and the career of choice.	
<b>3. Ability to articulate how the career fits into the healthcare system</b>	The competitor demonstrated a strong understanding of how the chosen career fits into the healthcare system.	The competitor understands how the chosen career fits into the healthcare system but struggled to articulate this well.	The competitor vaguely addressed how the career fits into the healthcare system.	The competitor does not appear to understand how the career fits into the healthcare system.	The competitor did not provide any connection between the career and the healthcare system.	
<b>C. Presentation</b>	<b>Excellent 5 points</b>	<b>Good 4 points</b>	<b>Average 3 points</b>	<b>Fair 2 points</b>	<b>Poor 1 points</b>	<b>JUDGE SCORE</b>
<b>1. Voice</b> Pitch, tempo, volume, quality	The speaker's voice was loud enough to hear. The speaker varied rate & volume to enhance the speech. Appropriate pausing was employed.	The speaker spoke loudly and clearly enough to be understood. The speaker varied rate OR volume to enhance the speech. Pauses were attempted.	The speaker could be heard most of the time. The speaker attempted to use some variety in vocal quality, but not always successfully.	The Speaker's voice is low. Judges have difficulty hearing the presentation.	Judge had difficulty hearing and/or understanding much of the speech due to low volume. Little variety in rate or volume.	
<b>2. Stage Presence</b> Poise, posture, eye contact, and enthusiasm	Movements & gestures were purposeful and enhanced the delivery of the speech and did not distract. Body language reflects comfort interacting with audience. Facial expressions and body language consistently generated a strong interest and enthusiasm for the topic.	The speaker maintained adequate posture and non-distracting movement during the speech. Some gestures were used. Facial expressions and body language sometimes generated an interest and enthusiasm for the topic.	Stiff or unnatural use of nonverbal behaviors. Body language reflects some discomfort interacting with audience. Limited use of gestures to reinforce verbal message. Facial expressions and body language are used to try to generate enthusiasm but seem somewhat forced.	The speaker's posture, body language, and facial expressions indicated a lack of enthusiasm for the topic. Movements were distracting.	No attempt was made to use body movement or gestures to enhance the message. No interest or enthusiasm for the topic came through in presentation.	
<b>3. Diction*, Pronunciation** and Grammar</b>	Delivery emphasizes and enhances message. Clear enunciation and pronunciation. No vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone heightened interest and complemented the verbal message.	Delivery helps to enhance message. Clear enunciation and pronunciation. Minimal vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone complemented the verbal message.	Delivery adequate. Enunciation and pronunciation suitable. Noticeable verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Tone seemed inconsistent at times.	Delivery quality minimal. Regular verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Delivery problems cause disruption to message.	Many distracting errors in pronunciation and/or articulation. Monotone or inappropriate variation of vocal characteristics. Inconsistent with verbal message.	

D. Skill Performance Video	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 2 points	JUDGE SCORE
	<p>The submission includes a digitally recorded video that:</p> <ol style="list-style-type: none"> <li>1. lasts around 4 minutes of skill demonstration (No points will be deducted for exceeding 4 minutes)</li> <li>2. the video contains high-quality audio</li> <li>3. the video is of quality appearance</li> <li>4. The competitor must be seen in the video performing the actual skill</li> </ol>	<p>The submission includes 3 of the 4 criteria required by the skill performance video.</p>	<p>The submission 2 of the 3 criteria required by the skill performance video.</p>	<p>The presenter includes 1 of the 4 criteria required by the skill performance video.</p>	<p>The presenter submits a low-quality video that doesn't meet the requirements.</p> <p>The competitor is not seen in the video and it is unclear if it actually the competitor demonstrating the skill.</p>	
<p><b>Judges will use the competitor-prepared skill checklist</b> when evaluating the skill performance to gain an overall opinion of the skill level of the competitor in the demonstration of the skill.</p>	<p>Through the video skill demonstration, the judge can clearly tell the competitor has a mastery of the chosen skill.</p>	<p>Through the video skill demonstration, the judge can tell the competitor has a strong command of the chosen skill.</p>	<p>Through the video skill demonstration, the judge can see the competitor has an understanding of the chosen skill.</p>	<p>Through the video skill demonstration, the judge can see the competitor lacks understanding of the chosen skill.</p>	<p>Through the video skill demonstration, the judge can tell the competitor is not competent showing the chosen skill.</p>	
<b>Total Points (170):</b>						

\* Definition of Diction – Choice of words especially with regard to correctness, clearness, and effectiveness.

\*\* Definition of Pronunciation – Act or manner of uttering officially