



## **HOSA HANDBOOK: SECTION C**

# **GUIDE TO ORGANIZING AND MANAGING A HOSA CHAPTER**

REVISED EDITION, 2017

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# **HOSA: FUTURE HEALTH PROFESSIONALS**

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## **HANDBOOK: SECTION C**

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# ORGANIZING AND MANAGING A HOSA CHAPTER

## TABLE OF CONTENTS

	PAGE
FOREWORD.....	1
ACKNOWLEDGMENTS .....	3
<b>PART ONE: INTRODUCTION TO HOSA</b>	
WHY HOSA? INTEGRAL PART OF HEALTH SCIENCE EDUCATION CURRICULUM AND INSTRUCTION.....	5
COMMITMENT AND THE ALL-IMPORTANT LOCAL HOSA ADVISOR .....	6
COMPETITION THROUGH HOSA -- A POSITIVE VIEWPOINT .....	8
ASSESSMENT FOR HOSA EFFECTIVENESS (ACCOUNTABILITY) .....	9
<b>PART TWO: ORGANIZING A HOSA CHAPTER</b>	
ORGANIZING ACTION FOR HOSA CHAPTERS .....	11
GROUP DYNAMICS AND THE HOSA CHAPTER .....	24
SEEKING A HOSA CHAPTER OFFICE .....	32
THE HOSA CHAPTER ADVISOR -- ROLES AND RESPONSIBILITIES .....	40
<b>PART THREE: MANAGING HOSA CHAPTER ACTIVITIES</b>	
THE HOSA PROGRAM OF WORK -- THE BLUEPRINT FOR ACTION .....	44
LEADERSHIP .....	46
HOSA CHAPTER MEETINGS.....	47
CONDUCTING A HOSA COMMITTEE MEETING .....	49
PUBLIC RELATIONS FOR HOSA CHAPTERS.....	51
FINANCIAL MANAGEMENT FOR HOSA CHAPTERS.....	54

## APPENDICES

	PAGE
APPENDIX A: CHARACTERISTICS OF A GOOD HOSA MEMBER.....	57
APPENDIX B: SAMPLE BYLAWS FOR LOCAL CHAPTER.....	58
APPENDIX C: LETTER TO PARENTS OF PROSPECTIVE MEMBERS .....	60
APPENDIX D: APPLICATION FOR CHARTER.....	61
APPENDIX E: SAMPLE LETTER OF INTENT .....	62
APPENDIX F: SUGGESTED FORM FOR SECRETARY’S MINUTES.....	63
APPENDIX G: TREASURER’S REPORT .....	64
APPENDIX H: LOCAL CHAPTER ACTIVITIES SUGGESTION.....	65
APPENDIX I: PLANNING A HOSA BANQUET AS A CHAPTER ACTIVITY .....	68
APPENDIX J: PROFESSIONAL ORGANIZATIONS ON THE INTERNET.....	71
APPENDIX K: HOSA COMMITTEES FOR THE YEAR .....	73
APPENDIX L: HOSA - COMMITTEE REPORT .....	74
APPENDIX N: HOSA OFFICER BALLOT .....	75
APPENDIX O: TELLER’S REPORT .....	77
APPENDIX P: HOSA OFFICER INFORMATION .....	78
APPENDIX Q: HOSA BUDGET REPORT .....	79
APPENDIX R: NEWS RELEASE SAMPLE .....	80
APPENDIX S: FUND-RAISING IDEAS.....	81
APPENDIX T: PROGRAM OF WORK PLANNING SHEET .....	82
APPENDIX U: PROGRAM OF WORK - MONTHLY PLAN .....	83
APPENDIX V: SAMPLE AGENDA FORM .....	84
APPENDIX W: CHAPTER MANAGEMENT: TIPS FOR PROBLEM SOLVING.....	85
APPENDIX X: HOSA MEETING EVALUATION FORM.....	86

## FOREWORD

In this publication is presented SECTION C of the **HOSA HANDBOOK**, with focus on the **GUIDE TO ORGANIZING AND MANAGING A HOSA CHAPTER**. Additional Handbook sections, as noted below, deal with other important facets of the HOSA Program.

The entire **HOSA HANDBOOK** not only is a vital reference for HOSA Chapters, members, and advisors, but represents the major reason this organization has experienced outstanding growth since its inception in 1976 -- a belief in HOSA's contribution to students in Health Science Education throughout the nation and a belief that people working together can accomplish a great goal.

The aim of all chapter activities should be to support the mission of HOSA, as described in the HOSA Mission Statement:

*The mission of HOSA is to enhance the delivery of compassionate, quality health care by providing opportunities for knowledge, skill and leadership development of all health science education students, therefore, helping the students to meet the needs of the health care community.*

The complete **HANDBOOK** will provide the HOSA advisor and members with the information needed to organize and/or maintain an effective **HOSA CHAPTER**. It also will help advisors to integrate the HOSA program of work into the instructional program of Health Science Education. Activities of HOSA are an integral part of the instructional program that provides occupational skills in the health career field as well as building leadership skills.

This **HANDBOOK** should be utilized in developing leadership skills among members and the HOSA Officer Team, and in planning, organizing, and conducting HOSA Chapter activities throughout the year. With the comprehensive **HOSA HANDBOOK** as a reference, it is believed that the entire HOSA organization -- national, state, and local -- will become an even more effective organization in serving its members.

The complete **HOSA HANDBOOK** currently comprises three major sections, each published as a separate document and available at nominal cost through the HOSA Related Materials Service. This publication plan is designed to facilitate ease of use of the separate sections by state HOSA Affiliates and local HOSA Chapters for particular purposes and in combination for a total perspective. In addition, separate section publication expedites addition of sections and individual section revisions as the need arises.

Sections include the following:



**HOSA HANDBOOK**

**SECTION A: HOSA - THE ORGANIZATION.**

First Edition 1982, Revised 1998, 2003, 2004, 2008; Updated Annually

An essential part of every HOSA Chapter's resources, Section A provides basic information about HOSA as an organization serving Health Occupation Education students. Included are a description of HOSA, its purposes, organizational structure, national officer composition, governance and operation, state affiliation, emblematic and ceremonial aspects, selected National HOSA policies, historical development, and Bylaws.



**HOSA HANDBOOK**

**SECTION B: THE HOSA** Updated Annually

A necessary instructional resource for HOSA Chapter members and the local HSE teacher - HOSA Advisor, Section B provides all current information pertaining to the HOSA Competitive Events Program to enhance leadership and technical skill development in the classroom and to guide competition at the local, district/regional, state, and national levels. This publication includes general rules and regulations as well as specific sheets and selected policies and procedures pertaining to administration of, preparation for, and participation in HOSA Competitive Events.



**HOSA HANDBOOK**

**SECTION C: GUIDES TO ORGANIZING AND MANAGING A HOSA CHAPTER.**

First Edition Spring, 1985, Updated Annually

A major leadership and instructional resource for HOSA Chapter officers and members and the HSE Teacher - HOSA Advisor, Section C provides practical guidelines for organizing and operating a local HOSA Chapter and its program of activities, for integrating HOSA leadership and technical skill development in HSE classroom instruction, and for participation by HOSA members and officers in local, district/regional, state, and HOSA program activities.

## ACKNOWLEDGMENTS

There are many persons who contributed to the publication of the comprehensive **HOSA HANDBOOK**. To those who have ensured the future of this organization through their contributions to this **HOSA HANDBOOK**, please accept the sincere thanks of all members of HOSA and of all those who will use this **HOSA HANDBOOK** in the years to come.

**Special appreciation** is due the following individuals who contributed information and/or written research which generated the First Edition, published in 1982, which included Sections A and B:

Barbara James (SC), Catherine Junge (TX, KS, and USDE, now deceased), James Keeton (TX), Nancy Moore (NJ, now deceased), Ruth-Ellen Ostler (NY, now deceased), Kent Ray (MI), Lorraine Summers (IL), Linda Walston (NC). A particular debt of gratitude is due Nora Bennett Smith, a member of National HOSA's first National Headquarters Management firm, KENORA Enterprises, who coordinated and edited the final document for the First Edition.

Efforts to update and revise Sections A and B and the development of the new Section C were initiated and authorized by the Board of Directors of HOSA, Inc. under Board Chairmen James Keeton (TX), Lorraine Summers (IL), Barbara James (SC), Ruth-Ellen Ostler (NY), and Norma Walters (AL), and coordinated by the National HOSA Communications and Related Materials Committee, under Chairmen Ruth Mulford (NY) and Helen Swaincott (PA) and the Competitive Events Committee, under Barbara James (SC), Kent Ray (MI), and Ruth-Ellen Ostler (NY). Deepest appreciation is expressed to all who contributed in so many ways to the revised and new sections and to Jim Koeninger and Karen Elias-Koeninger of National HOSA's current Headquarters Management firm, The Leadership Development Institute, Inc., referred to as LDI, who provided direction and production services in expediting development and publication of the comprehensive **HOSA HANDBOOK**.

The HOSA, Inc. Board of Directors would like to express appreciation to the following HOSA members for serving on the Curriculum and Related Materials Committee Research and Development Project. The Research Project was funded pursuant to the budget and guidelines established by the HOSA, Inc. Board of Directors to select committee members to write and edit "A Guide to Organizing and Managing a HOSA Chapter" for Publication in 1985. Special recognition is extended to: Ruth Mulford (NY); Chip Harris (DE); Dr. Ruth-Ellen Ostler (NY); Dr. Norma Walters (AL); Nora Bennett Smith (DC); and Helen Swaincott (PA).

Major revisions of Section C were initiated during the 1997-1998 membership year under Board Chairman Kim Smith (NC) and completed under the supervision of Karen Koeninger, Deputy Executive Director, Corporate Education Resources Inc. (CERI), formerly the Leadership Development Institute (LDI). The Handbook is updated annually.

# **PART ONE: INTRODUCTION TO HOSA**



## WHY HOSA?

### Integral Part of Health Science Education Curriculum and Instruction

Leadership skills are an integral part of every Health Science Education curriculum. The statement “HOSA is an integral part of Health Science Education” is frequently used. Being an integral part means HOSA activities can be a method of instruction that reinforces what the student learns in the classroom and on the job. Integrated Chapter activities improve the effectiveness of every health science program and help students become more employable.

HOSA is a student organization that is 100% health care, and offers opportunities for all students who plan to pursue a health care career. Students with leadership ability and social maturity, who can handle the spirit of competitiveness, will be more community oriented and will seek involvement and participation in citizenship activities as a result of their involvement in HOSA.



HOSA activities that are integrated into the curriculum provide students with the ability to:

- set goals for life long planning
- be flexible for inevitable career change
- manage basic survival skills
- lead by using democratic processes
- build self-esteem
- raise their level of social intelligence
- take pride in accomplishment
- develop enthusiasm and maintain motivation
- accept the spirit of competitiveness as a way of life on the job and in the world about them
- communicate more effectively; and
- help others with no regard for recognition other than the satisfaction from helping those in need

HOSA extends the scope of Health Science Education into the community. When students participate in HOSA activities, there is an involvement and cooperation of sharing responsibilities and a commitment of family, school, and community in current health care issues. HOSA activities provide health science students with visibility and develop a positive relationship with health care providers and the professional staff.

***HOSA activities  
prepare tomorrow's  
healthcare professionals.***

## COMMITMENT AND THE ALL-IMPORTANT LOCAL HOSA ADVISOR

The local Advisor is vital to the success of a local HOSA Chapter. The Advisor needs to be aware of the responsibilities this entails, and become familiar with the local, regional, state, and structure of HOSA. Satisfaction is guaranteed as students grow and develop competence to perform through the integrated and enriching experiences of HOSA membership.

The Advisor is a teacher, a guide/mentor, and a resource who assists HOSA members in relating Chapter activities to their local health science education curriculum and to a future health career.

The attitude, interest, enthusiasm, and commitment exhibited by the local HOSA Chapter Advisor will be crucial as he/she conveys the values of HOSA in the educational program in secondary, adult, postsecondary and collegiate health science education programs.

The Advisor, individually and with HOSA Chapter members, must establish and maintain contacts with a variety of individuals and groups in publicizing and securing resources and support. Some contacts are:

- Local school personnel, including fellow teachers, guidance counselors, administration, and other student organizations -- for support, to share in project ideas, joint scheduling, and coordination of activities.
- The State Education Agency -- for direction relative to state and national association affiliations, planning, state and national Programs of Work, and activities.
- Community leaders -- for additional support, resources, and assistance to HOSA Chapter members and projects.



The local Advisor's tasks are many, particularly relating to serving as the **motivating force**, and may be grouped generally under the following categories:

- Securing administration support
- Organizing the local HOSA Chapter
- Assuring that HOSA concepts and activities are an integral part of the Health Science Education classroom
- Serving as a resource/facilitator for HOSA student members' planning of Program of Work and implementation of activities
- Effecting leadership development

## Rules for HOSA Advisors

1. Never forget that your role is ADVISOR. The best chapter advisors encourage and guide students to do the work of the chapter.
2. HOSA is a “student-led” organization. Make sure the chapter is student-led.
3. If you find yourself working too hard, step back and look at what you are doing. Delegate tasks to HOSA members. You will be surprised at what they can do when given a chance.
4. Point out the connections. It is your responsibility to help students connect their HOSA learning with their future health career.
5. Don't get discouraged. When members do not do what is expected, remember it isn't personal.
6. HOSA is designed to be fun. Look around. Make sure all HOSA members get involved.
7. 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 being a HOSA chapter advisor.

## COMPETITION THROUGH HOSA A Positive Viewpoint

Competition is inherent in society. HOSA members throughout their future lives will be involved in many forms of organized or incidental competition for jobs, advancement, leadership roles, and numerous other forms of recognition.

- The HOSA Competitive Events Program is designed to foster a positive attitude toward competition.
- Each event is competency based.
- Each event focuses on one's own ability to perform.
- Achievement is measured against standardized criteria.

It is important for Advisors to understand and stress the positive benefits of student participation in the Competitive Events Program. This provides an opportunity for students to strengthen knowledge, improve skills, and develop leadership ability. Self-confidence and courage are benefits of healthy competition. The ability to strengthen interpersonal relationships and to accept with grace both success and defeat are characteristics of the leaders of tomorrow.



HOSA members should be encouraged to analyze their own ability in the process of deciding where their interest and talents lie and in choosing to enter competition.

HOSA members, with the assistance of their Advisor, should plan for competition within their Chapter. Involvement of the Health Science Education advisory committee members and other professionals in the community fosters public relations, improves skills, maintains standards, and helps the Chapter members to decide who should represent them at the state and national levels.



Preparation for participation in any of the HOSA Competitive Events should evolve as part of the natural, planned flow of the instructional process. Competitive Event Guidelines are instructional tasks and they should be used as any other teaching resource. They are especially useful as checklists or skills profiles to introduce, reinforce, and assess achievement of competency criteria in student performance of scheduled tasks (i.e. selected job skills, such as in the Dental Assisting Competitive Event, or for class and/or community presentations, as in the Extemporaneous Speaking Competitive Event). Perhaps it is most important to recognize that Competitive Events do not govern instruction, but are supportive tasks to enhance instruction.

# **PART TWO: ORGANIZING A HOSA CHAPTER**

# ORGANIZING ACTION FOR HOSA CHAPTERS

## Basic Foundations of HOSA

In the early stages of organizing a Chapter, the Chapter Advisor and students must become very familiar with the many aspects of HOSA. The organizing and successive HOSA assemblies of delegates, by contest and balloting, selected and adjusted the official, Tagline, Emblem, Core Values, and Creed.

## The Name of the Organization

In June 2004, the delegates at the HOSA International Leadership Conference changed the name of the organization from “Health Occupations Students of America” to **HOSA-Future Health Professionals**. HOSA is a student organization for students who plan to pursue a health care career.

The name change promotes the expansion of HOSA membership boundaries to include those students who are not in a health science program but who plan to pursue a career in the health professions.

## The HOSA Core Values

HOSA’s Core Values: “**Learn, Lead, Serve and Innovate**”

## The HOSA Tagline

***“HOSA – A Student-Led Association of Future Health Professionals”***

The tagline illustrates that the purpose of HOSA is to promote career opportunities in health care.

## The HOSA Emblem



## The HOSA Creed

**I recognize** the universal need for quality, compassionate healthcare.

**I understand** the importance of academic excellence, skills training, and leadership development in my career pathway.

**I believe** through service to my community and to the world, I will make the best use of my knowledge and talents.

**I accept** the responsibility of a health professional and seek to find my place on a team equally committed to the well-being of others.

**Therefore, I will** dedicate myself to promoting health and advancing healthcare as a student, a leader, an educator, and a member of *HOSA-Future Health Professionals*.

## Obtaining and Reviewing HOSA Information and Material

The Health Science Education (HSE) Teacher/HOSA Advisor will need to become as familiar with and knowledgeable of the HOSA component of the curriculum as with all other aspects.

The State HOSA Advisor usually is the source for materials available relating to the HOSA organization. Many state associations have organizational packets available to assist in the initial effort of establishing a HOSA Chapter. These packets may include:

- Official Guides or Handbooks
- The State and National Constitutions
- Program of activities/state calendar
- Affiliation information (to join the state and national organization)
- Chapter supply catalogues
- Awards and Recognition information
- Leadership materials

In addition, the National HOSA Office has information and material available for your dissemination:

- Chapter affiliation packets
- HOSA Directories
- Brochures
- Health Care Industry Posters
- Membership Affiliation Cards
- **HOSA Handbook**
- HOSA Supply Company Catalogues
- Publications from the National Association of Parliamentarians



HOSA offers many resources at your fingertips through HOSA's web site at [www.hosa.org](http://www.hosa.org). The HOSA web site includes:

- *HOSA E-Magazine* - current and past issues
- **HOSA Handbook**
- Links to Amazon.com for competitive event resources
- Links to HOSA's health industry partners
- Executive Council contact information
- Links to state web sites
- Policies and Procedures Manual
- A link to the "Awards Unlimited" web site
- International Leadership Conference Information
- On-line chapter affiliation
- HOSA News
- Career Center
- Advisor Services
- And more.....



## Working With Administrators

Perhaps the most critical step in the establishment of a HOSA Chapter is gaining the enthusiastic support of the school administration. Many sound efforts by well-meaning teachers/advisors have failed simply because there was little or no effort made to work with the school administration.

### Schedule a Meeting

A meeting with the administration during which discussion focuses on the purposes, philosophy, and positive benefits of HOSA for both students and school is a necessary step.

- Highlight major activities of the chapter.
- Reinforce the fact that HOSA activities are designed to be a part of the curriculum and will assist in personal and academic achievement.
- Point out that active HOSA members are better citizens and do better in school than students who are not engaged in meaningful activities at school.

Administrators may want to know the following things:

- What steps are to be taken to establish the organization?
- What facilities will be used, and how?
- How much time will be required of the teacher?
- What will be the extent of the activities?
- What will be the involvement of people outside the school?
- What other school/district resources will be required?

The Advisor must know his/her administrators and be prepared to present a proposal in an effective and tactful manner. Also, it may be advisable to include in the presentation some audio-visuals and/or literature, or involve interested students and other faculty in the meeting to give support to the cause.

Once the administrator has identified with the organization, he/she should be informed and involved, on a continuing basis. This communication with the school administrator is not a one-time occurrence, but must be an ongoing activity. Members of the administration should be involved as active participants and professional members of each HOSA Chapter. They should be invited to all Chapter, state, and national activities.



### Communicating with the State Association

In most cases, there is an individual at the state level whose responsibility is to work with the HSE Program and HOSA. To find out who the State HOSA Advisor is, the local Advisor may contact the HOSA Office, the State Department of Education, or the Advisor of another local HOSA Chapter in the area.

## Introducing HOSA to the Health Science Student

Introducing HOSA to students enrolled in a health science education class is an important step in the process of making the students aware that HOSA is an important and integral part of the HSE program.

Students need to become oriented to the organization so that it becomes meaningful and educational for them. This is accomplished as the Advisor promotes the organization in class sessions and through individual contacts. Students will form opinions about the organization based on their own study and observation, as well as through contacts with classmates. Nevertheless, it is the Advisor's responsibility to help students get things in correct focus, to recognize their proper roles in the Chapter so that they can make their unique contributions and reap the benefits from active participation in the activities of the organization.

One way to motivate students to participate in the organization is to involve them in activities that bring obvious and immediate returns. Then, as students become involved in activities with less obvious rewards, it is hoped that the actual participation will become its own reward.

As with most leadership activities, many youth are reluctant to participate, and this

reluctance is often based on peer pressure. This is sometimes the case in the classroom in which HOSA activities are treated as secondary to other activities.

The instructor must **fully integrate** the activities and principles of HOSA into the everyday classroom and laboratory experiences. In this way, students will realize its importance and meaning as part of their studies.

Operating the student organization as part of the curriculum allows the free flow of Chapter information in the everyday classroom environment. Such an approach enables the student to see the relationship between HOSA and academic achievement.

There is a wide variety of techniques, tools, and resources available to introduce HOSA in a positive, exciting way that may motivate and encourage more students to become actively involved. A positive attitude toward HOSA will become contagious and generate interest among students. Adequate time should be used during regular classes to discuss the organization with the students and examine the manuals and handbooks. Every aspect of this student organization, with emphasis on individual benefits and its relationship to the curriculum, should be discussed.

## **Techniques, Tools, Resources, and Methods Useful in Introducing HOSA**

The following are suggested techniques and methods that can be utilized to introduce HOSA to the students:

- Classroom bulletin board and/or school displays
- HOSA overhead transparencies
- Reports by students of their review of HOSA publications (newsletters, brochures, handbooks)
- Guest speakers, such as successful alumni members, State HOSA Officers or Advisors, other Student Organization leaders; Advisors from other Chapters.
- Discussion groups within the class
- Visits with an active local HOSA Chapter nearby

### **Content to Cover in Introducing HOSA**

Among the numerous HOSA programs and operational aspects to include in helping students to learn about HOSA are the following:

- What it is/how it fits into the HSE program (creed, colors, motto, history)
- Reasons for joining HOSA
- Membership classes and levels
- Purposes and goals of the organization
- Typical HOSA activities at various levels:
  - ★ Competitive Events
  - ★ Conferences
  - ★ Civic, community service activities
  - ★ Career-oriented activities
  - ★ Social activities
- Sample calendar of activities
- Awards and recognition
- Publications and services
- Support of HOSA by:
  - ★ U.S. Department of Education
  - ★ National Association of Secondary School Principals
  - ★ Health Science Education Division of CTE
  - ★ National Advisory Council on Career/Technical Education
- Steps in organizing a Chapter
- Membership and Chapter affiliation process

## Motivating Students to Organize a HOSA Chapter

The Advisor will need to identify the students that appear to “take the lead,” the most motivated, creative, and involved. Meetings may be held with them separately to discuss ways of generating enthusiasm and support for instituting the Chapter and have them interact with peers to determine possible Chapter activities, thereby involving them immediately. Members should be encouraged to seek Chapter offices and to approach school officials for approval and support. The Advisor’s effort to involve students in a specific phase of the various competitive events and awards recognition programs offered by HOSA is equally important. Each member must be actively involved in some phase or activity of the organization. Involvement is the key to helping the student accept the activity as something meaningful and worthwhile.

The Instructor/Advisor should be aware of, and have students involved in, the district, regional, state, and national functions of HOSA. These events and activities not only bring recognition and reward to the individual who participates in the activities, but also develop a sense of “team effort” as the Chapter selects its representatives to these events. Competition with other Chapters in the district, region, state, and national activities creates enthusiasm that cannot be generated in any other fashion.

The spirit of friendly competition with other Chapters tends to elevate the aspirations and goals of the organization and creates new enthusiasm for Chapter exchange. The success of these activities and events is directly related to the instructor and

his/her belief in the program, its activities, and events. It also helps to determine the ultimate benefit to the students.

The Advisor should be concerned with the students’ aspirations, concerns, and problems. In some cases, the Advisor may need to refer students with severe or special problems to those better qualified. However, the Advisor can help students at this critical and sometimes troublesome time in their lives to get the most from their health science education program, including HOSA. Once a good rapport has been developed with students, the Advisor can encourage them to discuss their career and other goals, their progress, their problems, and also help them pursue worthy goals in an intelligent manner.

It is one of the Advisor’s responsibilities to help student members plan and make commitments relating to participation in class work, occupational experience, and activities of the Chapter. Here is where students are called upon to give serious thought to how the Chapter program can help them achieve their overall goals. With guidance, they can accept increasing responsibility in the organization, perform their roles effectively and, as a result, move closer to achieving their career and life goals.

The Advisor can enlist a group of the most motivated students to initiate discussion during class regarding planning an organizational meeting, electing officers, and forming committees.

## Developing Agendas for Organizing Meetings

A general classroom discussion or the small group discussion technique can be used to have students identify the agenda(s) for the organization meeting(s) of their Chapter. Individual assignments can be made for development of presentations for known items of business, such as:

- Establishing a Chapter
- Adopting the constitution and bylaws
- Selecting a nominating committee
- Selecting officers
- Setting meeting dates and times.

The Advisor should help each of the students fulfill his/her assignments so that each feels confident to participate and enjoys the satisfaction of success.

A temporary chairman and the other temporary officers may be needed to help in carrying out their responsibilities. Some suggested agenda items for a Chapter's initial organizational meeting(s) follow.

### First Organizing Chapter Meeting

1. Elect a temporary chairman.
2. Discuss the characteristics of a good HOSA member (see Appendix A).
3. Discuss the qualifications and duties of each officer and set up guidelines for local campaigning and/or officer elections.
4. Discuss affiliation and chartering process, explaining assessments for each level -- local, state, and national (set deadlines for receipt of assessments).
5. Distribute information letter about HOSA and the affiliation requirements for students to take home and share with parents (see Appendix C).
6. Review and discuss the proposed local Chapter Constitution and Bylaws (see Appendix B).

7. Submit an application for a Chapter charter to the state and/or national HOSA office (see Appendix D).

### Second Meeting

(temporary chairman presiding)

1. Discuss the purpose of fees for Chapter member affiliation at the local, state, and national HOSA levels.
2. Develop a plan and timeline to secure necessary fees (Chapter fund-raising efforts, securing school/community agency sponsorship, individual member collections, other).
3. Elect Chapter officers:
  - a. Prepare ballots (see Appendix N)
  - b. Conduct nominations (by committee or from the floor)
  - c. Schedule speeches by candidates
  - d. Conduct voting by secret ballot
  - e. Appoint Tellers committee to count votes and report
4. Install HOSA Chapter officers and members or develop a plan for a special Installation Ceremony to be scheduled later. (Refer to HOSA Installation Ceremony; adapt as appropriate to local Chapter.)



### **Third Meeting** (New Officers presiding)

1. Complete the assessment fee plan and prepare a membership roster, including complete addresses and phone numbers for each member.
2. Determine how affiliation will be accomplished, either on paper or via the HOSA Web Site at [www.hosa.org](http://www.hosa.org).
3. Submit Chapter affiliation fee to the HOSA Office or the State HOSA Advisor. Remember to recruit alumni members and professional members from:
  - a. Interested parents
  - b. School administrators
  - c. Advisory committee members and other health-care professionals in the community
  - d. Employers of HSE students clinical experience
  - e. Past local members/HSE graduates
4. Set up Chapter committees and revised responsibilities.
5. Discuss and plan Chapter calendar of activities/Program of Work for the year, including such major activities as state and national conferences, Career and

Technical Education Week, and HOSA Week.

### **Action Following the Third Meeting**

1. Hold an executive committee meeting (elected officers). Instruct officers individually as to what is expected of them.
2. Cover basic elements of:
  - a. Parliamentary procedure
  - b. Developing an agenda
  - c. Conducting a Chapter meeting
3. Executive committee takes the responsibility for planning and developing:
  - a. A Program of Work
  - b. A Chapter budget for the year
4. The president, with the help of the executive committee, appoints committees and committee chairmen to carry out the Program of Work. Committee appointments should include all Chapter members.



# COMMUNICATING WITH PARENTS, SCHOOL, AND COMMUNITY

Good communication with all persons/groups involved and related to HOSA operations are crucial to the organization's effectiveness.

## Communicating With Parents

HOSA members may plan a "HOSA Night." A HOSA Night can provide the Advisor with the opportunity to communicate the purposes and value of the organization. This one activity can mean the beginning not only of good parent relations, but also community relations, as the parents discuss their experiences with their friends and acquaintances. A parent night often brings favorable comments on the value of youth organizations.

The approach to parents should be centered on values and benefits to their sons or daughters. A mutual concern encompasses occupational experience, class performance, conduct, use of time, use of earnings, scholarship, citizenship, Chapter participation, and overall educational progress and personal improvement. The task is to show parents how they can cooperate with the school in providing rewarding experiences for their children enrolled in health science education.

## Communicating with Leaders of Other Organizations in School

Good school public relations is an essential tool in the development of a HOSA Chapter. Some activities to include are:

1. Announcements over the public address system
2. Letters/invitations to activities
3. Flyers
4. School newspapers
5. Attendance at other monthly meetings
6. Inter-organization Council
7. Radio-television announcements.

## Communicating With the Health Care Community

Advisory committees may be formed to solicit support for activities. Compile lists of agencies, individuals, and other community groups who support (or may support) HOSA with time, money, facilities, or in other ways. Selected representatives from such resources may be invited to serve on the HOSA Advisory Committee, with rotating appointment terms.

## Developing the Constitution and Bylaws

The official **HOSA Handbook**, Section A, includes the National Constitution and Bylaws. These provide direction for development of state and local constitutions and regulations. The constitutions deal with fundamental laws and principles that serve for a long period of time. They can be changed, or additions can be made by following the regulations prescribed by the constitution. In contrast, the Bylaws are more easily changed and are designed to guide the operational procedures.

It is recommended that local Chapter members draft and adopt Bylaws. The drafting of this item should be guided by the National and State Bylaws. The Bylaws should in no way conflict with the National and State Bylaws, although each Chapter may modify the wording to more specifically meet their local needs.

Since it is quite difficult and time-consuming to involve all students in writing Bylaws, a committee of interested members should study the needs and do the writing. During their deliberations, the Advisor should work with them to maintain interest and to ensure satisfactory results. A copy of suggested local Bylaws is included in this publication (see Appendix B).

Bylaws provide a roadmap to govern the activities of the Chapter. The Bylaws will provide new members, as well as current members, with information about how the Chapter operates. The Bylaws should contain the following information:

- Purpose
- Goals and Objectives
- Membership
- Officers
- Executive Committee

- Committees
- Election Procedures
- Meetings
- Conferences
- Competitive Events
- Governing Authority
- Amendments to Bylaws
- Dissolution

The packet of materials which each Chapter Advisor receives from the State Advisor may also contain some information to assist local Chapter members in writing the Bylaws. This may include some special state department policies for student organizations, guidelines for developing the Bylaws, or even a sample constitution and Bylaws.

A sample set of Bylaws can be found in Appendix B.





## STATE AND NATIONAL AFFILIATION

### Using the HOSA Name

In order to use the name HOSA, the group must affiliate with the national organization directly or through the state association. Procedures may vary from state to state. Each local Chapter will receive a HOSA affiliation packet directly from HOSA Headquarters early in the fall.

### Affiliating the HOSA Chapter

At the beginning of each school year, HOSA mails an affiliation information to all existing and potential HOSA chapters. Each packet contains information about each state's affiliation fees and process, and information on computerized affiliation through the Internet. The affiliation deadline for first semester students is January 1 of each year.

### Adding Members

Additional members may be added throughout the year. To add additional members simply log back in to the on-line affiliation application and add your new members. You can add additional members as many times as you would like.



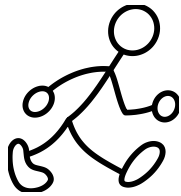
### Double-Checking Benefits

If the **Chapter** is not receiving membership information (membership cards, emails, posters, DVD, etc.), check with the State Advisor.

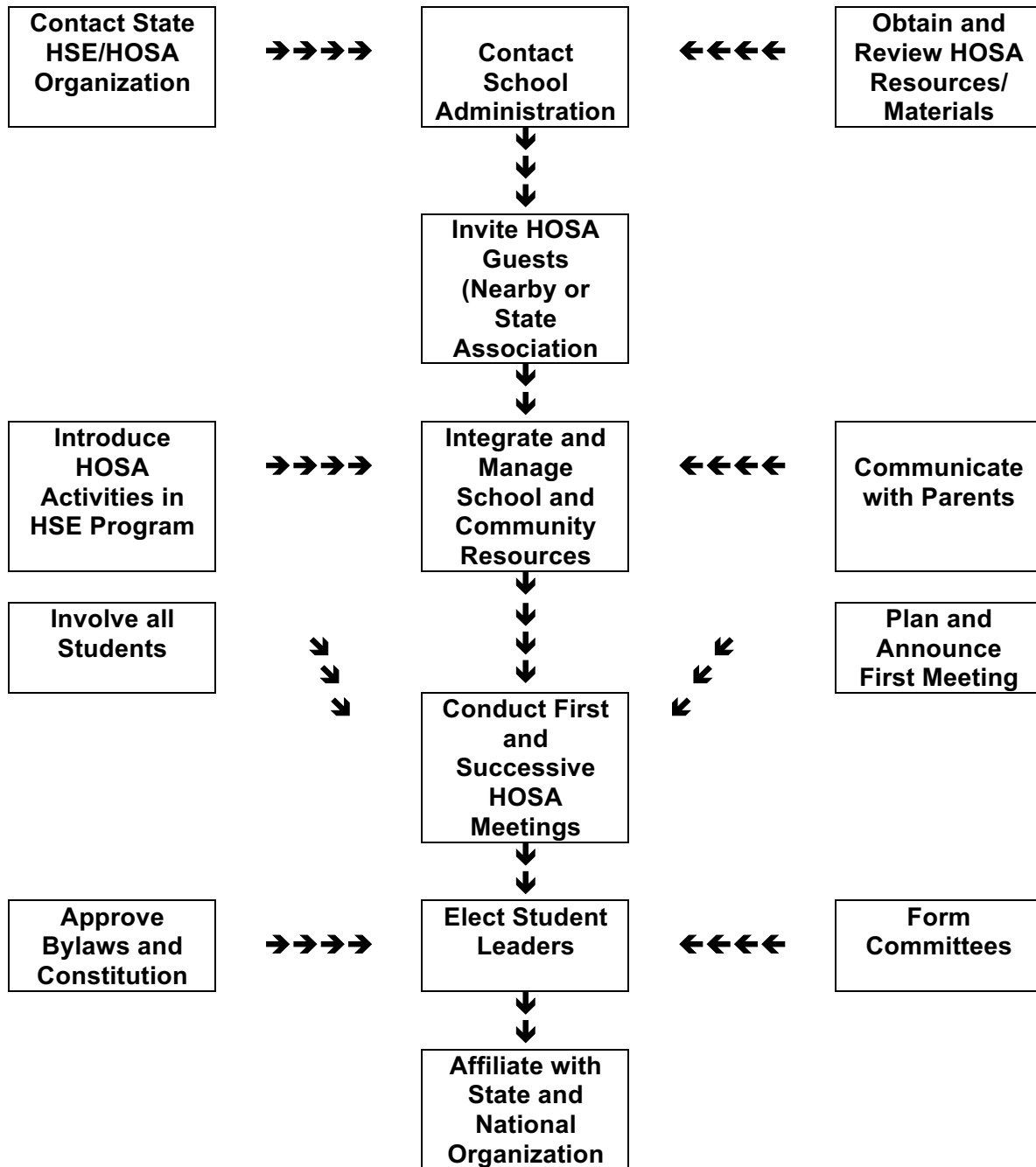
### Collecting Affiliation Fees

HOSA Chapter members will need to decide how the annual Chapter affiliation fee will be funded. A Chapter plan should be developed to acquire the necessary funds. Some ideas for members to consider include:

- Plan and implement one or more specific money making activities (e.g. Plantastic plant sale, food sale, carwashing clinic, toy sale, daily fruit snack sales, other).
- Invite a community service health-related organization to consider sponsoring all or part of the affiliation fee.
- Propose to the Board of Education the budgeting of funds to cover affiliation with HOSA in recognition of the fact that leadership and technical development through HOSA activities are integral curricular components.
- Allow members to pay their dues in monthly installments until the entire amount has been paid.



## Basic Steps to Organizing a HOSA Chapter



## GROUP DYNAMICS AND THE HOSA CHAPTER

### Group Dynamics and Leadership Skills

It is vital that each HOSA member, officer, and Advisor understand his/her responsibilities and role in the HOSA Chapter. The first step in developing good interpersonal relationships in a Chapter is that each individual knows exactly what is expected of him/her and with whom each will be working. It takes everyone working together as a **team** to accomplish the Chapter's goals. It takes a group working together, sharing responsibilities, to form that **team**.

Groups are important to people. Since the beginning of time, people have wanted to gather together. There are four basic reasons for this tendency to form groups:

1. **Security** -- Individuals feel the need for acceptance, stability, a secure position in the social order. Identification as a member of a recognized group helps fill this need.
2. **New Experience** -- Groups offer the individual chances for new contacts, new friends, and new responsibilities, as well as a medium for exchanging ideas, playing new roles and developing skills.
3. **Recognition** -- Individuals enjoy prestige, influence, and attention and often refuse to admit or do not recognize the importance of motivation.
4. **Response** -- People derive a feeling of pleasure from sharing with other people and feeling accepted. All persons occasionally need people to turn to with whom they can share satisfactions and troubles.

### Group Dynamics in the HOSA Chapter

Developing leadership, good communications skills, and interpersonal relationships are major purposes of HOSA. The activities, programs, and events of well-directed HOSA Chapters are specifically designed to assist each member to reach his/her fullest potential; a potential quite often not realized by a student prior to the leadership experience he/she finds in HOSA activities.

Many students, including HOSA members, do not see themselves in leadership roles, and many of them also have little belief in their ability to gain or develop a personality capable of leadership. The true value of an effort to develop leadership can be measured by the extent to which it creates an improved belief in "self" and in the ability of most persons to learn leadership skills.

It is a responsibility of the Advisor to see that every HOSA member is involved in some leadership activity. To achieve this involvement, the Advisor needs a personal, enthusiastic belief in the goals of the organization, and a thorough understanding of the program of activities. This enthusiasm will communicate itself to students as student participation in the organization is skillfully guided.

Responsibilities in preparing students for leadership roles in HOSA will include assisting in the election and installation of officers, conducting leadership training sessions for officers, assisting students in participating in The HOSA Competitive Events Program, and sending student representatives to district, state, regional, and HOSA activities.

## Preparing HOSA Members for Leadership Roles

One of the most important purposes of HOSA is to provide a vehicle for students to discover and engage in leadership experiences. HOSA has a built-in process for involving students in activities designed to develop their full leadership potential (e.g., the Competitive Events, Awards and Recognition Programs, sending students to leadership meetings). The Advisor should help each member understand these opportunities and the value of participation in these leadership activities, and encourage and expedite student member participation.

## Leadership Opportunities

Every member, whether he or she ever becomes an officer or committee chairman in HOSA, should be guided in developing leadership ability in various HOSA activities, such as social, recreational, fund-raising, and educational.

The following are some of the leadership opportunities available through participation in HOSA activities:

- ◆ Presenting a speech for a community organization, competition
  - ◆ Participating in judging a competitive event
  - ◆ Promoting scholarship
  - ◆ Being on radio or T.V. programs
  - ◆ Working on a group earning project
  - ◆ Being an active member of a committee
  - ◆ Being a committee chairman
- ◆ Becoming a state officer
  - ◆ Developing personal leadership skills
  - ◆ Practicing and learning patriotism
  - ◆ Practicing and learning parliamentary skills
  - ◆ Participating in leadership activities
  - ◆ Helping to develop a program of activities/Program of Work
  - ◆ Helping to prepare a Chapter budget
  - ◆ Being a state delegate
  - ◆ Earning a state award
  - ◆ Becoming a Chapter officer
  - ◆ Attending officer training sessions
  - ◆ Attending an awards banquet with guests
  - ◆ Attending an organized youth camp
  - ◆ Cooperating with others

## Characteristics of Leadership

*Supposing you have tried and failed again and again. You may have a fresh start any moment you choose, for this thing we call "failure" is not the falling down, but the staying down.*

- Mary Pickford

*Don't compromise yourself. You are all you've got.*

- Janis Joplin

*If you want to be listened to, you should put in time listening.*

- Marge Piercy

*Responsibility is the price every man must pay for freedom.*

- Edith Hamilton

## What is Leadership?

Leadership is not a mystical trait that one individual has and another has not. It is learned behavior that anyone can improve by study and application. Anyone desiring to be a better leader must have the determination to develop the abilities that make a leader.

Leaders are not born, they develop by their own efforts.

### **An effective leader:**

1. Understands the principles of democracy
2. Respects the rights and dignity of others
3. Realizes that every person can make a contribution
4. Understands himself/herself
5. Accepts responsibilities
6. Does his/her part of the work of the group
7. Gets along with people in a friendly manner
8. Is straightforward and agreeable with people
9. Is industrious
10. Praises individuals when praise is due
11. Is sensitive to basic trends and moods of the group
12. Arrives at decisions only after securing and studying pertinent information
13. Has confidence in his/her developed abilities
14. Shows trust for fellow group members
15. Is optimistic
16. Believes that group action can overcome obstacles and solve problems
17. Works within the group with zest and enjoyment
18. Is open-minded
19. Does not claim to have all the answers
20. Seeks the opinions of others
21. Supports the ideas of others if it is best for the group or situation
22. Is willing to compromise on issues
23. Has strength of conviction
24. Will take a stand and be counted
25. Is willing to take another view if the evidence indicates support for the change
26. Shows initiative in getting a group started
27. Plans carefully to initiate action
28. Proceeds in group discussions with know-how rather than with reckless abandon
29. Is public spirited
30. Desires and works for those things that benefit the group
31. Expresses facts or offers possible solutions when participating

## Chapter Advisors Support Student Leadership

HOSA Chapter Advisors play an important role in supported the development of leadership characteristics in HOSA members. The Advisor must model acceptable leadership behavior and know how to support the personal development of student leaders.

### The chapter advisor should:

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



## Why Be A Leader?

Leaders are needed in clubs, communities, counties, states, and nations. Service experience at various levels is a key to developing leadership abilities. Emphasis should be placed on value to others and to programs. Benefits to oneself personally are incidental but extremely rewarding.

Persons trained to lead have the characteristics most people desire. They evidence respect, poise, confidence, the ability to think clearly and the skill to shoulder responsibility, and gradually develop maturity. Leadership training helps us prepare to take a place in society as a useful, productive, well-adjusted citizen.

## Who Can Be A Leader?

Every member of a group is a leader when a contribution is made to an idea. Leadership passes from person to person as each contributes to achievement of group goals.

A democratic group reaches its height when leadership is diffused throughout the membership. With greater diffusion, the group becomes more democratic.

There is no limit to the number of leaders within a group. In fact, the more the better because the very act of leadership develops initiative, creativity, and responsibility that the group needs from each of the members.

## What Does A Leader Do?

A true leader sees the direction in which the group is moving and gets there more quickly than the group as a whole. His/her ideas and actions then may influence the thoughts and behaviors of the group.

A true leader helps the group achieve what is believed to be important. The leader's thoughts and feelings are consistent with his/her speech and actions. Ideas and suggestions are offered and decisions made with modifications or expansions from other members in the group.

## Learning To Lead

The best way to learn leadership is to experience it. This does not mean to dominate. It means a desire to serve, to achieve goals, to leave things better than they were at the start. Study of leadership is important.

Four basic steps to become a good leader include:

- 1) Study the qualities of recognized, good leaders.
- 2) Study oneself, identifying own weak and strong points
- 3) Develop oneself as a good follower and learn to obey as well as command.
- 4) Learn about groups in general and what "makes them tick." Follow a definite plan of training and improvement in leadership.

Remember leadership is a function, something to do, not merely a group of personality traits.

Teaching is a part of leadership. It may be easier to do a job than to teach another do to it. But the leader helps others develop their skills to carry out tasks. Remember that the best leaders are not "bossy." There's a difference. The best leaders show others how to make the best choices to achieve common goals.

**It is time for a new generation of leadership to cope with new problems and new opportunities. For there is a new world to be won.**

*John F. Kennedy*

## Using Good Communication Skills

It is commonly recognized that the one leadership trait that serves as a foundation for other personal growth and accomplishment is the ability to communicate effectively. Fulfilling the functions of leadership involves communication. Thus, one of the vital components of a leadership development program for officers and members of HOSA is the improvement of communication skills, which include: speaking, interpersonal relationships, writing, and listening.



The Advisor should utilize the many instructional references available on the subject of communicating effectively. Materials provided by the state and national associations also include information on improving the communication skills of members.

Student HOSA members, like many other persons, have too frequently not developed their speaking, writing, and interpersonal skills through courses offered in school. Often, they assume that as a matter of course they can speak and write their own language well enough to get along, especially if they are planning a career which does not appear to directly involve such skills.

The Advisor needs to make students aware of the importance of these skills to their advancement in their chosen fields and in

their performance as leaders, both in student organizations and in later life. Students should be guided in planning and pursuing improvement programs to develop their ability to communicate clearly and persuasively.

The HSE classroom and the HOSA Chapter are “laboratories” in which students can pursue supervised practice in effective communication. Students should be given time to express themselves and be tactfully assisted in improving their grammar and expression. Students should be encouraged to be respectful, courteous, and helpful in their dealings with classmates. Every student should be free to participate without ridicule or embarrassment.

As students become involved in the activities of their Chapter, the training that is being given in improved communication becomes more meaningful. They recognize that their performance as officers, and members of committees, as participants at meetings of their Chapter and in other organizations is enhanced by increased abilities to express themselves well in group settings. One of the many opportunities for Advisors to help students to become more effective in communication, as it relates to officer performance, is to provide practice in correct parliamentary procedure. (Guide III of this Handbook Section suggests ways to utilize parliamentary procedure to help students develop their speaking skills.)

A most serious hindrance to student development in public speaking is the lack of self-confidence. Advisors can be of immeasurable assistance if they give members opportunities for successful speaking experiences. This builds confidence and the incentive to work toward increased competence. Involving students in speaking experiences appropriate to their capabilities is a responsibility of any teacher. The HOSA Advisor can make use of a whole range of activities, such as banquets, parents’ night, employers’ recognition night, school assembly



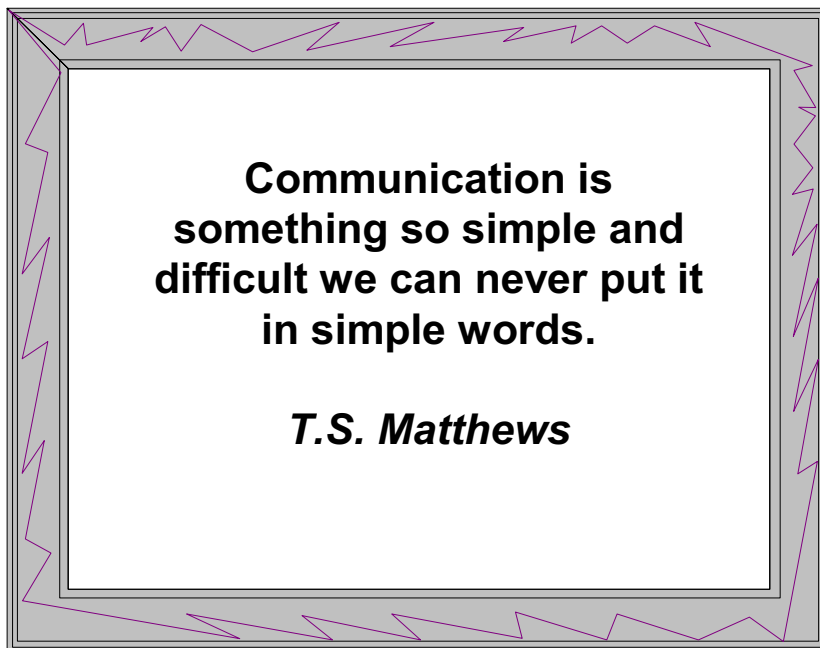
programs, and other occasions, to provide opportunities for students to participate in speaking roles.

Once students are willing to accept reasonable speaking assignments, the Advisor should help them to outline their presentations, and should point out sources of information to help students prepare their speeches in writing.

The amount of help that students will require, of course, depends on their individual ability. All students should be instructed to read and reread their drafts and to subject them to critical analysis by others.

Some students will need the written speech before them. Later, they may be able to speak from an outline or from brief notes. In either case, if the talk has been carefully prepared, and students have been guided in techniques for giving presentations, the talk will probably be well received. This success will increase the students' self-confidence in their ability to speak before groups.

As mentioned earlier, the ability to communicate provides a working base on which to build and develop other personal strengths. A well-designed program of leadership activities will thus incorporate training in this vital skill.



## IMPORTANCE OF BEING A MEMBER

### Roles and Responsibilities

Being an effective member involves more than simply having one's name on a HOSA Chapter membership roster. With the rights and privileges of membership come responsibilities. Those responsibilities are to oneself, others, and the organization. To carry these responsibilities, each member needs to communicate effectively and to be able to work with others.

### Being A Good Member

On several previous pages, the roles of the leaders in HOSA Chapters have been considered. However, leaders cannot lead unless they have someone to follow them. All too often, Advisors stress only leadership skills. In the work world, at the entry-level positions for which the students are preparing, they will work under supervision. They will take orders and follow directions as part of a health-care team. Thus, it is important that they learn the importance of teamwork.

Followership in itself is an art, the art of contributing in a group, to the achievement of common goals under the guidance of someone in a lead role. Followership skills can be developed. The Advisor needs to stress the importance of each member in the overall operation of the HOSA Chapter. Each member has a role to perform. Every time a member voices an opinion or takes part in a vote, he/she is exercising his/her role and developing skills needed to be a good follower, as well as a good employee.

If the teacher/Advisor had to select one ingredient for success, whether it be in education, career, or personal life in general, it would be attitude. A good attitude toward whatever task is at hand will always make a lasting impression on the students and on employers and fellow workers.

### Responsibilities of a HOSA Member

Thus, in being a member of a HOSA Chapter, each student has numerous responsibilities, including to:

- Become familiar with and knowledgeable about HOSA;
- Attend and actively participate in all Chapter meetings and activities;
- Volunteer services and talents to the benefit of the HOSA Chapter;
- Accept responsibility, leading (e.g., a committee chair) and/or following (e.g., as a committee member) as may be necessary in various Chapter activities;
- Represent HOSA in a positive manner, projecting a good image to the school and community;
- Communicate effectively with other team members;
- Take full advantage of the opportunities offered by all levels of HOSA;
- Promote HOSA to the school and community.

## SEEKING A HOSA CHAPTER OFFICE

### HOSA Officer Candidates

Active members of HOSA Chapters may be elected to serve as President, Vice-President, Secretary, Treasurer, Historian, and, in some cases, Reporter. The officer candidate must be an active member of a Chapter to seek an office. The officer candidate may be asked to take and successfully pass a Parliamentary Procedure Qualifying Examination.



### State HOSA Officer Candidates

Local Chapter officers and Chapter delegates to the State Leadership Conference may seek a state office as President, Vice President(s), Secretary, Treasurer, Historian, Parliamentarian, Reporter, and/or selected other state-level offices. Nominating and application forms can be obtained from the State HOSA Advisor.

### HOSA Officer Candidates

Affiliated HOSA members may seek a Office at either the secondary or postsecondary/collegiate levels as President, President-Elect, Region Vice-President, and HOSA, Inc. Board Member for their level. If an active HOSA member is interested, the Chapter Advisor must contact the State Advisor for the current Officer Candidate forms.

In accordance with the HOSA Bylaws, an officer candidate must be an **active** member (enrolled in a health science education program during that year). Specific duties of the executive council are included in the National HOSA Constitution and Bylaws in Section A of the **HOSA Handbook**.

## HOSA Chapter Officers—Duties and Responsibilities

A HOSA Chapter officer is in a position of leadership. It is his/her responsibility to promote and encourage the growth of the local Chapter.

Chapter officers will be meeting many business and professional people and peer groups during the year. They must not forget they are representing HOSA. Appearance and behavior will influence opinions held by others of them as officers, as well as the Chapter as a whole, the Advisor, and the school. The officers must handle themselves in a professional manner, be courteous at all times, be careful what is said and how it is said, demonstrate leadership by knowing the topic, being a good listener, and avoiding arguments.

As an officer, the greatest challenge will be to exhibit qualities of leadership that will cause HOSA to grow through the members with whom there is personal contact. By setting goals for self-improvement, members are encouraged to improve themselves. The officer's responsibility is one of developing and maintaining enthusiasm for HOSA at all times during the year. Enthusiasm is contagious and this will lead to a more successful year.

Any organization designed to be of lasting value to its members must have competent and aggressive leadership. Duly elected officers provide the leadership for the local HOSA Chapter. Every officer should be selected on his or her ability to meet the requirements and perform all the duties of the office to which elected.

### Suggested Duties and Responsibilities of the President

The person accepting the office of President assumes the responsibility of doing everything possible to make his or her HOSA group a stronger, better organization than it was before he/she was installed as President.

The President will need the latest edition of the **Official HOSA Handbook** and a copy of **Robert's Rules of Order, Newly Revised**, the accepted book on parliamentary procedure for HOSA. From these two books, the President should learn his/her part in all meetings and the basic rules of parliamentary procedure. This information will enable the President to preside at meetings and function in all other expected capacities efficiently.

An effective President will be familiar with the HOSA Constitution, have a working knowledge of the State, Regional, and HOSA Program of Work, understand the organization and operations of HOSA, and know the names of state, regional, and HOSA Executive Council.

The President **MUST** realize that he/she cannot assume the responsibility of doing everything. The President's task is to "direct" and "guide." The ability to delegate responsibility without being "bossy" must be cultivated and practiced.

At times, during the year, the President will need to appoint committees. As a rule, appointments to committees should be done during a meeting. The President should spread the responsibilities of serving on committees by giving such jobs to several HOSA members, and by not using the same members over and over. A mixture of experienced members and younger members should be sought for each committee. Committee work provides opportunities for leadership training. The President is an ex-officio member of all committees, and may help in the efficient and effective operation of any committee, if it becomes necessary.

The President will need to work closely with the Advisor(s) in planning meetings. Meetings with officers and chairmen of all standing committees are valuable aids in planning for meetings. The President presides over all such meetings, directs the discussion, sees that all plans for meetings are made and then announces specific topics for meeting discussion several days prior to the meeting.

The President is often called upon to represent his/her organization at civic clubs, national and state education and professional associations, and other community organizations.

Speaking at meetings is a common assignment. A knowledge of HOSA history and facts about local Chapters, the state association, and national associations will be very helpful in making such presentations.

When presiding, the President should not take part in discussion other than to see that the question before the Chapter is clearly understood before action is taken. The President should not take sides. Should he/she wish to discuss the question, the Vice-President should be asked to preside until the President has expressed his/her opinion.

The President works for the good of the entire organization. **The primary duties of the President are to:**

- Lead the organization;
- Preside at business meetings; and
- Appoint committees.

**In leading the organization, a President will:**

- Show intense interest in the HOSA program and be optimistic about its success;
- Seek to inspire interest and optimism in others;
- Make the group aware of individual abilities and willingness to work;
- Show tolerance of the sincere convictions of others;
- Be sympathetic toward the problems of others;
- Be willing to accept responsibility, and to share responsibility with others;
- Give proper recognition to others for work well done;
- Be able to lead a discussion democratically;
- Be willing to come to conclusions based solely on the facts pertaining to the particular case;
- Be pleasant and cheerful;
- Keep the school administration informed of HOSA activities.

**When presiding at meetings, the President will:**

- Know and follow the rules of parliamentary procedure;
- Have minutes of previous meetings approved;
- Follow a definite order of business;
- Recognize a speaker when he/she is standing and after the Chair has been properly addressed;
- Confine discussions and motions to business that is before the house;
- Make sure that motions and amendments are clearly understood;
- Require seconds to motions and amendments before proceeding;
- Call on individuals when they can make valuable contributions;
- Make every matter of business a democratic expression of the group;
- See that the Secretary is making proper record of the proceedings;
- Ask for the Advisor's opinion, if necessary;
- Call for order when necessary;
- Refrain from doing most of the talking; the President directs the discussion.

**In conducting meetings, the President will:**

- See that the meeting room is ready, and that all materials are in place;
- Know part on program and assist others to know their parts;
- Speak distinctly and with proper enunciation;
- Conduct all meetings with dignity.

**When appointing committees, the President will:**

- Seek advice from others on the executive committee and the Advisor before making appointments;
- Consult the individual before making an appointment;
- Give consideration to the individual's abilities and willingness to accept responsibility;
- Keep in mind the nature of the work to be done by the committee;
- Use new members on committees with experienced members;
- Distribute responsibilities and opportunities to achieve among all members;
- Be sure the members of the committee understand what is to be done and the deadlines to be met.

## **Suggested Duties and Responsibilities of the Vice-President**

In properly organized Chapters, the Vice-President is no longer the “forgotten one” of the Chapter. Instead this individual is one of the busiest officers in the Chapter.

The Vice-President should know the Creed, Motto, and the Purposes of HOSA and should have the ability to handle meetings and know parliamentary procedure. Moreover, this individual should be familiar with the committee organization of the Chapter.

One of the important jobs of the Vice-President is to get the Chapter’s Program of Work and activities set up early in the year. This should be done with the cooperation of all officers and committee chairmen. The Secretary should have a copy of the completed program in the Secretary’s book. The Vice-President should see that a copy of the Program of Work/activities is mailed to the HOSA Specialist in time to meet the requirements for a Chapter rating, if such is part of the state’s program. This officer will need to be familiar with setting up the program of activities and should assist with the conduct of meetings, committees, and assist the Secretary in preparing the program for each Chapter meeting. This should be done well in advance of the meeting and posted on the bulletin board.

**Briefly, the main duties and responsibilities of the Vice-President are to:**

- Assist the President;
- Have charge of setting up and carrying out the Chapter Program of Work/activities;
- Preside in the absence of the President;
- Assume responsibility for room arrangements at all meetings;
- Be responsible for a report on accomplishments to the Chapter at the end of the year.

## **Suggested Duties and Responsibilities of the Secretary**

A good Secretary contributes much toward the efficiency of a Chapter. Some Chapters have one or more recording and corresponding Secretaries, while others have only one Secretary who performs all the duties belonging to that office.

**Whether the Chapter has one Secretary or more than one, suggested duties are:**

- Prepare and read the minutes of the Chapter's business meetings and the meetings of the officers;
- Prepare the written agenda of each meeting for the President, listing the order of business;
- Answer all correspondence promptly and file the letter and the reply for future reference;
- Mail, circulate, and/or post notices;
- Keep a membership list and record of attendance at meetings;
- Serve as chairman of the membership committee;
- Call meetings to order in the absence of the President and Vice-President/President-Elect and entertain a motion for a temporary chairman;
- Count and record rising vote when taken;
- Keep the permanent records of the Chapter;
- Read communications at meetings;
- Collect and record reports of all committees and all written resolutions.
- Prepare for each meeting the following:
  - Secretary's book and minutes of previous meetings;
  - Lists of national, district, and local Chapter officers;
  - Copies of national, district, and state Programs of Work and calendar of activities;
  - Copies of Constitutions and Bylaws; national, state, and local;
  - Copy of the official **HOSA Handbook**.



## **Suggested Duties and Responsibilities of the Treasurer**

A good Treasurer contributes much toward the efficiency of the Chapter and should be accurate, prompt, and resourceful.

### **Suggested duties are to:**

- Receive and act as custodian of Chapter funds;
- Collect fees and money as agreed and send to State and/or HOSA Headquarters as per State procedures;
- Pay Chapter funds as authorized;
- Keep the financial records of the Chapter;
- Cooperate with the chairman of the finance committee;
- Assist in preparing an annual budget of estimated receipts and expenditures;
- Devise appropriate ways and means of financing Chapter activities;
- Cooperate with the Secretary in keeping an accurate membership roll;
- Prepare monthly financial statements and reports of special projects;
- Encourage systematic savings--individual and Chapter.

## **Suggested Duties and Responsibilities of the Parliamentarian**

### **The duties of the Parliamentarian include the following, to:**

- Be prepared to advise the presiding officer and other Chapter members on points of parliamentary procedure;
- Have reference material pertaining to acceptable parliamentary procedure available;
- Be very alert and call attention to significant irregularities with thought about the fair and equal rights of all members;
- Assist Chapter members in understanding the fundamental purposes of parliamentary procedure;
- Follow **Robert's Rules of Order, Newly Revised**, as the final authority for procedures;
- Be dedicated to seeing that no business is conducted within the Chapter without the application of parliamentary procedure.

## **Suggested Duties and Responsibilities of the Historian**

**The duties of the Historian include the following, to:**

- Seek, gather, and classify all Chapter news;
- Keep a cumulative file of clippings, pictures, charts, copies of special programs, etc., and assist in building a Chapter “Public Relations” manual;
- Assist in contacting and acquainting the editors of school and local newspapers with the aims, purposes, and activities of HOSA;
- Assist in planning, collecting, and arranging materials for Chapter exhibits to be used for publicity in various Chapter events;
- See that plaques, trophies, etc. following display are properly stored for safe keeping;
- Write a narrative of “Chapter Year,” share with the local Chapter, and add to the cumulative history notebook/folder at the end of the Chapter year.

## **Suggested Duties and Responsibilities of the Reporter**

(If no Reporter, these become the responsibility of the Historian or chairman of the publicity committee)

**The duties of the Reporter include the following, to:**

- Prepare articles for publication in school, state, and national newspapers or newsletters;
- Contact and acquaint the editors of school and local newspapers with the aims and purposes of HOSA;
- Work with the Secretary in preparing and arranging materials for classroom and school bulletin boards;
- Prepare news and feature articles and send to the State Historian;
- Assist in planning, collecting, preparing, and arranging materials for Chapter exhibits to be used for publicity;
- Assist Historian in collection of printed articles to be saved and included in Activity Book and Chapter files.

# THE HOSA CHAPTER ADVISOR

## Roles and Responsibilities

Effective HOSA Advisors draw upon a rich store of personal attributes, attitudes, skills, and knowledge. They understand, pursue, and enjoy the role they play in helping students develop career skills while promoting civic personal responsibility. They are committed to mastering competency as health professionals and developing the personal philosophy that it takes to motivate students to learn through organizational activities. The advisor's attitude in large part determines the success of the Chapter.

The first step in becoming an effective Advisor is to give serious consideration to the goals, structure, and programs of HOSA and their significance in curriculum and instruction. The Advisor develops a personal philosophy that is expressed through attitude and design of instructional activities, which capitalize on the various opportunities through HOSA to motivate and affect student learning.

The effective Advisor is first a good teacher and model, exhibiting personal leadership skills, expertise in communications and public relations, competence in time and stress management, knowledge of the principles of parliamentary procedures, ability to listen and respect students' points of view and to offer constructive criticism tactfully, and awareness of when and when not to offer direction.

## The Role of a HOSA Advisor

Every Health Science Education teacher accepted a leadership role when he/she chose to teach. An effective health science education teacher not only imparts knowledge, he/she guides, directs, sets an example, and leads.

An effective HSE teacher and HOSA Advisor will use the student organization to teach, integrating the Chapter program into the instructional program to achieve total student development.

## Creating an Environment for Success

It is impossible to overemphasize the teacher/Advisor's influence on students. The prime quality of a teacher/Advisor has to be a positive approach for generating enthusiasm in the student.

The Advisor must be extremely sensitive to the attitude conveyed to the student. While demonstrating sincere interest in each individual, the Advisor should clearly show that he/she is honest and fair in dealing with others.

## Teaching Students How to Run the Chapter

Advising is primarily a process--a way of focusing on all students. A common thread running through lists of desirable Advisor traits seems to be compassion for others. All Advisors can develop the ability to focus on the student in a way that will result in student realization that the organization is truly theirs.

Advisors can play a major role in helping students develop leadership skills by guiding instead of prescribing, suggesting rather than directing, and encouraging, not demanding. In order to be effective, an Advisor needs listening skills, respect for youth and adults and their ideas and a track record of following through with promises. Advisors have to avoid the trap of thinking that they know what is best for the student or the organization.

## Decision Making and the Chapter Advisor

A Chapter Advisor's most important contribution is guiding students through the process of decision-making. One way to assist student leaders is to conduct a leadership training session, perhaps as part of an executive council meeting or in special sessions outside of class. In its simplest form, decision-making included identifying a problem, considering alternative courses of action, and selecting one of them.

There is widespread agreement that the Advisor is the key to success in a Chapter. If the Advisor's motivation is to enrich a student's opportunities for growth through leadership and decision-making experiences, to help students help others and to involve students in the curriculum, a successful member-centered Chapter is in the making. Students want to work with Advisors who are sincerely interested in them and who facilitate Chapter activities. Advisors have done their jobs well when their visibility in Chapter activities gradually diminishes as student officers and members become more visible.

### Planning HOSA Chapter Activities as an Integral Part of the Health Science Education Curriculum

The statement "HOSA is an integral part of the Health Science Education" is frequently used. What does integral mean? How is HOSA integrated into the classroom? Why is this important?

Being an integral part means that HOSA is a tool of instruction that may generate and/or reinforce, through learning activities, what the student learns in the classroom and/or on the job. Integrating HOSA activities into the curriculum will provide rewarding experiences that will inspire interest and enthusiasm on the part of the students, improve the effectiveness of every Health Science Education program, and

help students become more employable. HOSA, classroom instruction, and/or

supervised occupational experiences are components in the total Health Science Education program and should be directly related to teach other.



Listed below are some specific ways of integrating HOSA into the curriculum.

1. Include a unit of HOSA in the curriculum at the beginning of each year. An orientation to the principles and meaning of HOSA will assist the students to determine the advantages of affiliating with HOSA and how to become sincere and active members.
2. The unit may include such topics as: (a) background and history of the organization; (b) how to constitute a Chapter; and (c) Chapter activities available to members.
3. Provide units of instruction in leadership skills, giving opportunity for students to utilize skills in speaking, parliamentary procedures, committee activities, and elections.
4. Supervise activities that enable students to understand the relevance of their health science instruction and their student organization.
5. Teach members to plan, execute, and evaluate each activity.
6. Encourage **all** members to take an active part in Chapter activities.
7. Discuss leadership development and help each member assess his or her own leadership skills and set goals for self-improvement, including human relations skills.

### **Advisors must also:**

- Utilize the HOSA Competitive Events Program Guidelines and rating forms in pre- and post assessment of student competency in their development of leadership and technical skills.
- Help students to develop an honest, healthy attitude toward competition.
- Assist students to become aware of community health activities and promote HOSA service and social activities in and out of class.
- Encourage HOSA Chapter educational programs, social and recreational activities.

### **Suggestions for the Effective Advisor as a Chapter “Manager”**

The Advisor of the HOSA Chapter, in addition to the instructional role, serves in the capacity of a Chapter “manager.” Among the managerial responsibilities are to:

- Lead, advise, and guide, do NOT dictate.
- Assume that Chapter activities are going to succeed, know that Chapter activities are strong teaching tools and SHOW ENTHUSIASM.
- Establish basic ground rules that help students to lead themselves, hold meetings regularly, and conduct meetings in a business-like manner.
- Provide students with space and files to organize their activities.
- Become familiar with state and national publications and other resource materials in order to refer members to pertinent information.

- Help officers understand their responsibilities, guide them in assuming them, and assist them in developing a meaningful Program of Work/activities.
- Know and observe the policies relating to youth organizations and activities in the local school/center.
- Initiate the establishment of a HOSA Chapter.
- Become knowledgeable about HOSA, its goals, purposes, structure, bylaws, typical activities, and other aspects.
- Know the procedure(s) for affiliation with State and HOSA.
- Process Chapter affiliation fee(s) and forms promptly at the beginning of the school year, by identified due dates.
- Assist students in developing a program of meaningful activities.
- Coordinate information and keep administration and the community aware of HOSA activities.
- Serve as liaison between Chapter and administration.
- Assist in plans for electing Chapter officers and instruct new officers in their duties and responsibilities.
- Make certain that meetings are conducted on a regular basis.
- Counsel individual members and committees on problems and activities.
- Encourage participation in local, state, and national conferences. Help students prepare for leadership activities and participation at all levels of competition.

# **PART THREE: MANAGING HOSA CHAPTER ACTIVITIES**

## THE HOSA PROGRAM OF WORK “The Blueprint For Action”

One of the first tasks that must be accomplished in HOSA Chapter management is to plan a Program of Work (POW).

A POW, sometimes referred to as a Program of Activities, is a written outline of the activities a HOSA Chapter plans to accomplish during the year. There are many valuable activities that may be included, which provide services to students and others through involvement in leadership development, community awareness, skill training, and social/cultural events. A well-balanced and carefully planned POW involves a variety of experiences designed to include involvement of members in the selection, scheduling and financial management of their activities. A local Chapter's POW also should reflect the program activities of the district, state, and national HOSA associations.

The POW indicates the general scope of a plan; serves as a blueprint or roadmap to give direction for a plan of action; enables activities to be conducted systematically rather than in a laissez-faire manner; presents the main objectives to be accomplished, and outlines the activities or process, cost, time resources, completion date, product, and evaluation.

The POW provides a basis for Chapter budget development and a written plan for the instructor, as well as for supervisors, directors, administrators, and students. The chart in the Appendices presents one form Chapters may use in developing the local Program of Work. (See Appendix T.)

### Suggested HOSA Chapter Activities

HOSA Chapters can best serve their schools and communities by providing a variety of activities throughout the year which will enhance the members' knowledge, skills, and attitudes. Activities in the following areas may be considered in developing a program of work.

#### Career-Related Activities

Most Chapters provide professional informational meetings to enhance their members' knowledge of various fields. Guest speakers, panel discussions and films are frequently scheduled for meetings, and many Chapters take field trips to hospitals, clinics or other health-care facilities to study specific procedures, activities or problems relating to their health science instruction.

Competitive activities and project participation also are considered professionally oriented activities. Local Chapters are usually the scene of competitive event preparation: Local, State and International Conferences provide the proving grounds for students to test their knowledge, skills and ability with those of others. Recognizing individual achievement is only one objective of HOSA competitive events and projects. Their basic purposes are to improve the knowledge and skills of students. Through practice and application, students profit from their experiences.

## Alumni Involvement

Alumni follow-up is yet another type of professionally-oriented activity. Many Chapters sponsor annual socials in honor of former students. Alumni Chapters can establish scholarships in local colleges that can be awarded to deserving graduates.

## Community Activities

Civic projects can develop a wholesome reputation for a HOSA Chapter. Many Chapters sponsor or co-sponsor activities with health organizations such as blood drives, health screening programs and others. Activities of this nature offer a valuable service to the community and develop respect for the local Chapter. The primary project that HOSA has developed in this area is the Community Awareness Project, focusing on health-related issues.

Other civic activities inform the public about HOSA and develop good public relations. Chapters often enter floats in parades and, sponsored by the Chamber of Commerce and other local community or professional organizations, a HOSA Chapter may provide a worthwhile service to their local medical community by conducting projects relevant to community health awareness or improvement.

Most schools offer a multitude of opportunities for a Chapter to be of service. Some Chapters assist in school wide activities, such as cleanup drives and citizenship campaigns. Others decorate the school, local buildings, or parks on special occasions such as Christmas, Halloween, Easter, and Thanksgiving. Speakers or films of general interest can be presented to the student body in open meetings of the Chapter.

## Benevolent Activities

Benevolent activities involve the helping of others with no regard for recognition other than the satisfaction derived from helping those in need. Some suggestions might include sponsoring a child or senior citizen support program and helping provide for him or her through the year, sponsoring a Christmas party for needy children or an orphanage, and preparing Thanksgiving and Christmas boxes for the needy. Civic organizations can be contacted for additional ideas for benevolent activities in local communities. Chapters can operate continuous projects by assisting local welfare agencies. Certainly, the possibilities to serve the needy and the ill are unlimited.

HOSA members are recognized for service learning through the HOSA Service Project event and the Barbara James Service Award. (See Section B of the **HOSA Handbook** for specific recognition guidelines.)

## Social/Leadership Activities

Chapters should provide recreation for their members. Socials can be used to acquaint others with HOSA. Chapters which invite visitors, such as faculty members, doctors, nurses or other professionals as well as prospective students and parents to their socials usually receive increased public interest as their reward.

Leadership activities provide many opportunities for both personal and professional growth and development. Each HOSA Chapter must have leaders who have the ability to:

- Inspire or influence the actions of others
- Make decisions
- Initiate activities through careful planning
- Respect the rights and dignity of others



# LEADERSHIP

The journey to effective leadership requires the following:

- L** Learn -- possess a desire for knowledge about HOSA
- E** Enthusiasm -- prepare for HOSA activities
- A** Attitude -- possess positive feeling toward the student organization
- D** Direction -- lead, guide, and direct members
- E** Effectiveness -- plan and utilize HOSA as a tool of instruction
- R** Responsibility -- plan activities as an integral part of the .... curriculum
- S** Self-confidence -- believe in self a competent individual
- H** Honesty -- build credibility as a teacher/advisor
- I** Initiative -- provide motivational activities
- P** Professionalism -- uphold the high standards of health care

There are many and varied activities that are appropriate for local HOSA Chapters. These activities may include, but are not limited to, a suggested list found in Appendix H. Also, there are numerous professional organizations, societies and foundations that plan health-related events throughout the year. A chronological calendar of events with names and addresses of possible contacts is found in Appendix J.

An example of the planning process applied to a particular HOSA activity, a HOSA Banquet, can be found in Appendix I.

## HOSA CHAPTER MEETINGS

Good meetings are the result of several factors. At a minimum, the President and Secretary should plan the meeting. As part of the preliminary activities, the planners develop the agenda. Each agenda, unless the Chapter bylaws dictate differently, should follow the same basic outline.

### Parliamentary Procedure

Unless otherwise dictated by the Chapter bylaws, all meetings should follow proper

parliamentary procedure. The National HOSA Bylaws (Article VI, Section 2) states, "Parliamentary procedure for all meetings of HOSA shall be governed by **Robert's Rules of Order, Newly Revised.**" There are, however, many publications that will introduce a more simple form of parliamentary procedure into the Chapter. A sample agenda according to parliamentary law includes the following:

### Sample Agenda

<i><b>Procedure:</b></i>	<i><b>Explanation:</b></i>
<b>Call to order</b>	≡ The official opening of a business meeting. It is done by the President.
<b>Pledge of Allegiance</b>	≡ The respect of the American flag.
<b>Roll Call/Quorum</b>	≡ Roll call and establishment of a quorum is necessary for any business meeting. The roll call may be taken by actually calling each member's name, having assigned seats, passing around a sign-in sheet or having someone take attendance at the door. A quorum, which is needed to conduct business, is established through the roll call.
<b>Minutes of Previous Meeting</b>	≡ Must be approved either as read or as corrected. Once approved, the minutes become a part of the official record of the Chapter. (See sample format for recording Secretary's minutes, Appendix F.)
<b>Treasurer's Report</b>	≡ Should be as brief and uncomplicated as possible. Once given, the report should be accepted subject to audit. (See sample, Appendix G.)
<b>Officer's Report</b>	≡ Should be as brief as possible. It may be given in writing or verbally. If an officer gives recommendations, their form should resemble a committee's recommendations. After the report is given, the President restates the recommendation and asks for a second. It then becomes a main motion.

## COMMITTEE REPORTS

- Standing** ≡ Include those committees which serve all and have official tasks that are mentioned in the constitution or bylaws. In the case of the standing committee report, no motion is necessary because only facts are presented.
- Special** ≡ Includes committees which are appointed for a limited time and a specific purpose. Their existence is terminated with the final report to the Chapter. In the case of a special committee report, a motion for its adoption is necessary because it makes a recommendation.
- Unfinished Business** ≡ Include any question(s) that was pending at the last meeting when it was adjourned or any unfinished business at the last meeting that did not reach the floor.
- New Business** ≡ Any business item new to the Chapter.
- Program** ≡ An optional agenda item that is usually in order at this point on the agenda.
- Announcements** ≡ Any announcement pertinent to the organization is in order at this time.
- Adjournment/Recess** ≡ The ending of the meeting. The next time the Chapter convenes, it must start at the beginning of the agenda.

## CONDUCTING A HOSA COMMITTEE MEETING

Committees must have a suitable place to meet, if the best results are expected. A table and chairs, located in a room where there is a minimum of interference, is the best arrangement.

The three kinds of participants of any committee are, the committee chairman, the committee secretary, and committee members. The three have different responsibilities in carrying out the work of the committee. These are as follows:

### Duties of the Chairman

The Chairman should have an agenda ready. This is simply a planned list of things to be discussed or accomplished. This helps the committee to proceed with the business at hand.

The chairman receives the task assignments from the Chapter President. It is then the chairman's duty to communicate this task to the committee. The chairman may wish to assign each committee member specific responsibilities. However, the chairman should supervise and HELP the committee members with their individual assignments as much as possible. Usually the chairman is responsible for the following:

- Calls the meeting to order
- Outlines the task or problem to be handled by the committee
- Asks for suggestions from the committee members
- Summarizes and leads discussion of suggestions made in the group
- Directs the group in reaching a decision
- Adjourns committee meeting
- Reviews notes of meeting with committee secretary
- Prepares or assists secretary in preparing in duplicate the report of the meeting. Sees that the secretary files a copy and turns in one copy to the secretary for the Chapter files

- Prepares and is ready to give a committee report at the next Chapter meeting. (See sample format in Appendix L.)

### Duties of the Secretary

- Records all decisions reached by the committee
- Prepares minutes of the meeting immediately after meeting is held and makes them available to all committee members
- Files a copy of the minutes for future reference
- Provides a copy of the minutes to the Chapter Secretary
- Assists in preparation of the committee report which must be ready to be given at the next Chapter meeting.

### Duties of the Members

- Know committee obligations and attends all scheduled meetings
- Make positive contributions to the committee process
- Complete all accepted assignments on time
- Know the goals and plans of the committee and supports those ideals at chapter meetings.

## Purpose of Committees

A committee is appointed or elected to consider, investigate, make recommendations to take or not to take action and present a report of its findings back to the other members of the Chapter. If the committee is to do more than report its findings or to make recommendations, it must be given specific directions concerning the extend of its authority.

Committees are used to help accomplish the work of the Chapter. The effectiveness of the committees determines how productive the Chapter will be. The most important reason committees are needed is that it is difficult to have the whole Chapter working on a single project at once. Several committees made up of the Chapter members can do a better job of organizing a project or an activity or research facts and reaching decisions. Additionally, a committee can usually work faster and is thus more efficient.

## Types of Committees

Committees are of two types, standing and special/ad hoc. The standing committee is formed to remain in existence permanently and to fulfill a continuing function.

The special committee is formed as the need arises for a specific task.

Upon completion of its designated task, the committee automatically ceases to exist.

Examples of the two types of committees may be as follows: (see form for identifying HOSA committees for a particular year, in Appendix K.)

### Standing Committees

1. Public Relations
2. Finance
3. Community Service
4. Social/Recreation
5. Hospitality
6. Education
7. Executive (made up of Chapter officers and Advisor)
8. Membership
9. Nomination/Election (see sample forms in Appendix)
10. Program

### Special Committees

1. Decorations
2. Entertainment
3. Invitations
4. Food
5. Arrangements
6. Parade Float Design

# PUBLIC RELATIONS FOR HOSA CHAPTERS

Public relations is the task of informing, creating awareness and understanding, and promoting a favorable attitude toward the HOSA organization. Each Chapter, therefore, will need assistance from outside sources in presenting a positive image of its program. This means that each member must “sell” the school and community on the value and importance of HOSA.

Each HOSA Chapter should consider good public relations as part of its program. These specific steps may be considered:

1. Appoint a public relations committee at the beginning of the school year to publicize the Chapter's activities. Each Chapter may elect a reporter/historian and be a member of this committee.
2. The Chapter reporter/historian should be given the responsibility of seeing that news stories, photos, radio and TV news announcements are prepared and taken to local media.
3. The public relations committee should also utilize the district, state and national calendars to plan the activities.
4. Members must understand that their personal behavior has a great effect on their Chapter. An individual's misconduct or sloppy appearance may give the public a mistaken idea about all HOSA members.

## News Releases

News may be defined as a daily chronicle of what has happened, what is happening and what may happen. The news must be current and of important interest to many people.

News work requires complete, accurate, and timely information. The facts submitted for publication should be checked carefully and all names should be spelled correctly.

When a news release is written, the information should be brief, to the point, and be limited to a maximum of two pages. The information should be typed, double-spaced, and should answer the questions: What, Who, When, Where, Why, and How. (See sample news release in Appendix R.)

## News Release Guidelines

What should be included in a news release?	
<b>What</b>	Business meeting, social activity, speaker, competitive events, or other activity.
<b>Who</b>	Names of organizations and people involved, such as committee chairmen, elected officers, speakers, winners, etc.
<b>When</b>	Exact date and time of meeting or activity.
<b>Why</b>	Purpose of activity or meeting if not clear in description.
<b>How</b>	Details of how the activity was carried out.

The lead (the first sentence or two) should answer these questions. The lead is designed to give the reader information quickly and in such a manner that he/she will want to read the rest of the story.

After the lead, the details are written in declining order of importance. This permits the story to be cut from the bottom, if need be, without having to rewrite the article or leave out important facts. Be sure to stick to the facts! Be brief, accurate, and neat! Use short words, sentences, and paragraphs!

## Mechanics of Preparing News Releases

- ◆ News releases should always be typed on one side of paper only and double-spaced, on 8 1/2" by 11" plain white, medium-weight paper (not onionskin).
- ◆ Allow ample margins (1 1/2") for the editor to make notes. Leave about 2 1/2" for the first page blank at the top for the editor's use.
- ◆ Identify your organization and/or school in the upper left-hand corner of the first page. Give the date the release is sent, the name of the person to contact for further information, and the address and the phone number.

## Media List

The best way to get publicity for HOSA is to develop a media list by using the telephone directory to locate names and addresses. Many newspapers use the reporter's name or byline on special interest stories. The committee should be alert to stories about the kinds of activities HOSA does and make notes of the writer's name for the media visit. If the Chapter expects to write numerous news stories, the committee should visit various news people to establish contacts with editors and writers.

- ◆ Write a release date at the top of the page to indicate when the story can be published. If it can be published anytime, write "For Immediate Release."
- ◆ If the news release consists of more than one page, end each page at the end of a paragraph. At the end of the release type "end" or "###."



## Photographs

- ◆ Provide photographs with a news release if possible.
- ◆ Use a 35mm camera and black and white film.
- ◆ Try to portray some action in the photo.
- ◆ Take at least two (2) pictures of each event.
- ◆ Provide the photographer ample space and time to give instructions on what pictures he/she would like to take.
- ◆ Attach a description to each photo that is sent to a newspaper. Briefly, it should describe in one or two sentences what the picture shows and the names, titles, and affiliations of the subjects.
- ◆ Identify individuals in photographs from photographer's left to right.
- ◆ Attach the description to the photo to prevent errors in identification. A small piece of tape may be used.
- ◆ Do not write on the back of the photo as this may detract from engraving quality and may make it unusable.
- ◆ Write the name, address, and HOSA identification if the photo is a head shot of an individual.
- ◆ To mail, enclose the picture between cardboard in order to prevent damage.

## Radio and Television

HOSA members should not overlook radio and television stations in providing news about the organization. Radio and TV are as important to the publicity cause as are newspapers, magazines, and other publications.

Radio and television stations air many “public service” programs and announcements. Activities conducted by HOSA members may have a broad appeal and merit a share of this time.



Information regarding a HOSA Conference, competitive events, fund raising activities, educational programs, service projects and information regarding Health Science Education programs are newsworthy and important to the school and community. The information may be publicized effectively through interview shows, panel or group discussions as well as spot announcements.

The news media should be extended an invitation to attend any activities in which you participate. It is very important to know the station program director when possible or to have a contact with the station who can give some assistance in developing usable materials.

Good publicity coverage is never complete unless local Radio and TV stations are utilized. Remember, there are many individuals who get much of their news from one or the other. Many will hear the message HOSA wants to deliver where they would never take the time to read about it. Radio and TV stations may also cover a wider area of the community than the local newspaper.



## FINANCIAL MANAGEMENT FOR HOSA CHAPTERS

Financing and managing a HOSA Chapter requires careful consideration and planning of Chapter goals and of activities to meet those goals. A finance committee/budget committee (including the Chapter treasurer and some local officers) should be charged with the task of estimating the cost of each event or activity to see if the Chapter's "activity package" is within its financial capacity. Additionally, this committee should examine the anticipated sources of income and establish a budget system -- allocating specific funds for each activity.

### Budget/Financial Plan Development

Armed with specific figures, the committee can determine if the Chapter goals and activities are within financial reason or if they require additional financing. In either case, the finance committee should present its findings to the membership. If the activities are within the financial means of the Chapter, approval by the membership can be expected. Should the cost of proposed activities exceed the expected income of the organization, then adjustments will need to be made. (See Appendix Q.)

A student's participation in this type of activity assists him/her to begin to realize the importance of sound planning and financing. Every organization, institution, and governmental unit faces the same problem of balancing its budget. If a student can assume financial responsibility in a Chapter activity, he/she will be better prepared to understand the financial responsibilities of adulthood and citizenship.

### Fund-raising for Goal Achievement

Several activities should be considered and evaluated in terms of profit expectations, difficulty or ease of the activity, and the educational worth of the project. Many times, organizations take on extensive activities that require a time load that does not justify the profit expectation. The following guidelines are designed to ensure that the fund-raising activity is an educational as well as profitable experience for the Chapter.

During the process of listing and selecting fund-raising activities, the Advisor must give careful attention to school policies and legal restrictions that apply to the activities. Many fund-raising efforts, while seemingly within the capacity of the Chapter, may conflict with school or legal regulations. For example, the purchase and sale of some food materials may require a license from a state or community agency. In many states, raffles or drawings are considered games of chance, and are, therefore, prohibited. Sponsoring a dance that involves binding the school in a contract with an entertainment agency may be contrary to school policy.



## **Financial Management - A “Real World” Skill**

In solving his/her financial problem, student members and the Advisor sometimes fail to see the worth of the activity beyond the raising of funds. Most activities that require student involvement will, in fact also provide student growth, but the Chapter goals of the organization need to be kept in mind. The Advisor should always view the fund-raising activity as a method of providing students with real growth opportunities.

For example, students who are asked to market a product to raise money are placed in situations that force them to communicate with others. They will need to develop the “sales profile” necessary for success as well as effective social and human interaction skills which are requirements of adulthood. The development of these skills by students should take precedence in the mind of the Advisor over the fund-raising potential of the activity.

### **Member Affiliation Fees**

Membership fees are sometimes used as a source of local funding, but should be kept at a reasonable level. SOME Chapters hold special fund-raising events to finance local, state, and HOSA Chapter affiliation fees. In any case, additional funding will probably be necessary to finance the program of activities. As mentioned earlier, all fund-raising activities should be educational, profitable, legal, and consistent with school policy. (See list of activities for fund-raising in Appendix S.)

Each local HOSA Chapter is responsible for the financial management of its activities, and the full weight of the responsibility rests with the local program Advisor. All funds must be accurately recorded. There may be a standard record keeping system or school authorities may have suggestions for recording all financial transactions of the Chapter. Some states have specific legal requirements regarding the use of any monies relative to school activities and events.

The Chapter treasurer will have extensive responsibility in this area (keeping records of Chapter receipts and disbursements, preparing financial statements and reports, etc.). His/her duties are outlined in the official **HOSA Handbook**. The Advisor must make certain that the Treasurer understands his/her responsibilities and carries them out competently. Since this person should be accurate, dependable, and capable of attending to details, the Advisor should guide members in electing the type of individual who can fulfill this office capably, and provide whatever leadership training is necessary to assist him/her in developing the necessary skills. The Advisor should consult the school administrator regarding the acceptable format for the handling of funds.

### **Alternative Fund-raising**

Some chapters look beyond traditional methods of fund-raising to find new ways of meeting their financial obligations. For example, some chapters have formed parent support groups also know as “Booster Clubs” to help with securing financial resources.

# APPENDICES

## APPENDIX A

# CHARACTERISTICS OF A GOOD HOSA MEMBER

## A Good Member

- Shows respect for other members; is on time and brings what is needed to a meeting.
- Feels an obligation to welcome newcomers before a meeting convenes and understands that participation is essential.
- Tries to encourage other members to express their ideas for the benefit of all.
- Participates according to the “Golden Rule,” listens appreciatively to other members’ ideas and contributions.
- Participates consistently and positively in the group’s activities.
- Knows the purpose of the meeting and helps keep the ideas “on the beam” to get things done for the good of all.
- Earns the right to give constructive criticism freely by accepting it graciously.
- Checks on responsibilities assigned and seeks guidance and authority to carry them out.

**APPENDIX B**

**HOSA**

**SAMPLE BYLAWS FOR LOCAL CHAPTER**

**ARTICLE I - NAME**

The name of this organization shall be HOSA-Future Health Professionals---  
\_\_\_\_\_ Chapter.

**ARTICLE II - PURPOSE**

The purposes of this organization are:

1. To unite in a common bond without regard to race, creed, or national origin students enrolled in Health Science Education class or classes.
2. To develop leadership that is competent and self-reliant.
3. To improve scholarship and develop skills that will enable young men and women to participate effectively in health science education.
4. To create more interest and understanding in the intelligent choice of health careers.
5. To engage in individual and group projects of a \_\_\_\_\_ nature.
6. To recognize outstanding leadership in \_\_\_\_\_.
7. To create school loyalty and help preserve the principles of democracy.
8. To develop leadership in \_\_\_\_\_.

(Purpose statements are illustrative only -- additions/deletions may be made.)

**ARTICLE III - ORGANIZATION**

Section 1. This Chapter is open to all students in the health science program at \_\_\_\_\_ School and to all students who plan to pursue a health care career.

Section 2. Membership is unified on the state and national level. Membership is ..... established by the payment of a local assessment fee and/or \_\_\_\_\_.

## **ARTICLE IV - MEMBERSHIP**

Any student enrolled in the health science program is entitled to become an active member of the organization.

## **ARTICLE V - OFFICERS**

Section 1. Officers of the \_\_\_\_\_ Chapter shall consist of the following: President, Vice-President, Secretary, Treasurer, Reporter, and Historian. They shall constitute the Chapter's Executive Committee. Other officers may be designated as desirable.

Section 2. The program coordinator(s)/instructor(s) associated with the health science program shall be Advisor(s) to the Chapter.

Section 3. Officers of the Chapter shall be nominated and elected by a majority vote at the beginning of the school year.

Section 4. In any other circumstances, the election of officers shall follow parliamentary procedure.

## **ARTICLE VI - MEETINGS**

Section 1. One business meeting shall be held on the (day) of every month during the fiscal year.

Section 2. Additional meetings shall be called when necessary.

Section 3. The Executive Committee meetings will be held at time specified by the President and the local Advisor.

## **ARTICLE VII - COMMITTEES**

## **ARTICLE VIII - CONFERENCES**

## **ARTICLE IX - COMPETITIVE EVENTS**

## **ARTICLE X - GOVERNING AUTHORITY**

## **ARTICLE XI - AMENDMENTS**

## **ARTICLE XII - DISSOLUTIONS**

## APPENDIX C

# LETTER TO PARENTS OF PROSPECTIVE MEMBERS

Dear (Parent's name):

By enrolling in a Health Science Class at \_\_\_\_\_ School, your son/daughter has done more than just enroll in another class. He/she has actually embarked on a new way of life because of the many extraordinary advantages available through this program.

In connection with the Health Science Education program, your son/daughter will be invited to join **HOSA**. Membership in HOSA is available to students enrolled in the Health Science Education area chosen by your son/daughter. It is designed to give the student that something "extra" which will help him/her to take his/her place more effectively in work and society.

HOSA is the place for students to expand upon the learning opportunities offered in the classroom. HOSA is not a club – it is an organization that promotes career opportunities in health care and supports young people who plan to pursue a health career

In our HOSA Chapter, we stress leadership through the election of student officers. We stress participation through social activities, leadership development sessions, business meetings and friendly competition by means of skill and academic contests on the local, district, state, and national level.

The costs to the student for affiliation at the state and national level are being kept to a minimum. Dues include: local dues \$ \_\_\_\_\_, state dues \$ \_\_\_\_\_ and national dues \$ \_\_\_\_\_, for a total of \$ \_\_\_\_\_. Opportunities are available to work with your son/daughter to either raise their dues money, or pay it on a monthly schedule. Dues money is used to pay postage, for duplicating chapter materials, and for other HOSA needs.

HOSA provides an opportunity for your son/daughter to shine. I look forward to sharing his/her successes with you this year.

Sincerely,

Local Chapter Advisor

APPENDIX D

**APPLICATION FOR CHARTER  
AUTHORIZING LOCAL HOSA CHAPTER**

Date \_\_\_\_\_

Address \_\_\_\_\_

Mr./Mrs./Dr. \_\_\_\_\_  
State HOSA Specialist/Director  
HOSA State Association  
P.O. Box 1234  
City, State 24681

Dear \_\_\_\_\_:

We, the undersigned, affirm that the HOSA members of (school) have organized for the purpose of applying for membership in the \_\_\_\_\_ HOSA. We have adopted a constitution, elected the necessary officers, and have identified membership according to the constitution.

In the name of the HOSA and for the students who plan to pursue a health care career, we hereby make application for a charter in the \_\_\_\_\_ HOSA Chapter.

\_\_\_\_\_  
President

\_\_\_\_\_  
Secretary

\_\_\_\_\_  
Local Advisor

\_\_\_\_\_  
School Administrator



APPENDIX E

**SAMPLE LETTER OF INTENT**

Area Career Technical Education Center  
600 Bluegrass Drive  
Cardinal, KY 40000  
Phone: 606-400-4000

Mr./Mrs./Dr. \_\_\_\_\_  
HOSA State Advisor  
2122 Capital Plaza Tower  
Frankfort, KY 40601

Dear \_\_\_\_\_:

The (school) HOSA Chapter was organized on September 30, 1979 with a total of 37 members. Our school has two Chapters -- one for the morning classes and one for those attending afternoon classes.

We request official membership as a Chapter of the (state) HOSA.

Signed,

\_\_\_\_\_  
Chapter Advisor

\_\_\_\_\_  
President

Attachments: Program of Work  
Bylaws  
List of names and addresses of Chapter Officers and Advisors  
List of members  
Check for \_\_\_\_\_ Affiliation Fee

APPENDIX F

**SUGGESTED FORM FOR HOSA SECRETARY'S  
MINUTES**

Type of meeting:

Regular       Special       Executive

Time: \_\_\_\_\_

Place: \_\_\_\_\_

Members present: (list)

Reading of minutes:

Approved as written       Approved as amended

Treasurer's Report:

Income \_\_\_\_\_  
Expenses \_\_\_\_\_  
Balance \_\_\_\_\_

Business conducted: *(list all motions, maker of the motion, and results of the vote)*

Adjournment time: \_\_\_\_\_

Next Meeting:  
\_\_\_\_\_

APPENDIX G

**HOSA TREASURER'S REPORT**

LOCAL CHAPTER

DATE

BALANCE ON HAND \_\_\_\_\_

Date of last report

Receipts:

Dues \_\_\_\_\_

Fund-raising (list)

\_\_\_\_\_  
\_\_\_\_\_

Other income (list)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Total Receipts + \_\_\_\_\_

Disbursements:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Total Disbursements - \_\_\_\_\_

BALANCE ON HAND \_\_\_\_\_  
Today's date

## APPENDIX H

### LOCAL CHAPTER ACTIVITY SUGGESTIONS

There are many varied and activities that are appropriate for local HOSA Chapters. These activities may include the following suggestions:

- Plan regular Chapter meetings with programs that include topics related to health careers and health maintenance and care.
- Visit health care facilities and agencies.
- Invite guest speakers to Chapter meetings.
- Prepare educational exhibits.
- Conduct health research surveys.
- Survey health manpower needs.
- Conduct follow-up of HOSA members regarding health related employment.
- Produce audiovisual of health care aspects of your community.
- Recognize “outstanding health team members” in the community.
- Produce a fashion show of health team members.
- Establish a catalogue of health career opportunities.
- Diagram career ladders available in health careers.
- Establish a Health Careers resource library.
- Prepare a health services directory for your community.
- Study health insurance coverage and policies.
- Evaluate health care costs and determine ways to educate the community on helping to decrease health care costs.
- Interview Emergency Room personnel and develop a plan of action regarding emergency care in the home and school.
- Assist in Health Care “Maintenance and Prevention” months.
- Conduct a health careers fair.
- Invite community college and technical schools to visit Chapters.
- Plan special “appreciation day” for health team members. Example: “Physical Therapist Day,” “Dental Assistant Day,” etc.

- Sponsor Special Community Awards:
  - Community health leaders
    - Civic organization leaders/activities
    - Health agencies
    - Medical auxiliary
    - Health team members
    - Volunteer community health workers
- Form Booster Club for parents, advisory committee, administration and employees from school/health facility.
- Construct Fair Exhibits (local/state).
- Conduct Ecology Drive.
- Assist in Voluntary Health Fund Drives.
- Give holiday parties to community health agency groups (Example: flood disaster).
- Conduct HOSA orientation program for civic groups.
- Assist in voting drives.
- Participate in School Bond Drives.
- Solicit community resources such as toys, clothing, food for needy families or groups.
- Support local law enforcement campaigns.
- Sponsor health carnival (include vital signs check booth, dental flossing booth, “Go fishing for health tips” booth, first aid booth, etc.).
- Sponsor Blood Pressure Day.
- Sponsor Blood Mobile, Diabetic Urine Test Clinic, etc.
- Submit news articles in local, state, and national newsletters and community publications.
- Secure “press” coverage for activities.
- Produce Radio/Television programs.
- Sponsor Employer/Employee Banquet.
- Sponsor Parent/Student Banquet.
- Plan a summer camp for needy children.
- Adopt a needy person a month or year and send get well cards, visit, run errands, etc.
- Assist local Health Science Education Advisory Committee.
- Submit news articles to school newspaper.
- Construct HOE/HOSA bulletin boards.

- Utilize school display windows.
- Publish Chapter news bulletin/newsletter.
- Produce assembly program.
- Sponsor safety campaign.
- Sponsor a beautification project.
- Sponsor a “Be Kind to Your Teacher/Chapter Advisor” Day.
- Sponsor first aid booth at athletic functions.
- Sponsor a “Personal Hygiene” Day.
- Produce handouts on the side effects of alcohol and drug abuse.
- Provide information for students to know where to obtain counseling for specific needs.
- Sponsor “Good Nutrition” Week.
- Contact State Legislators and relay your gratitude for their legislative support to Career and Technical Education, Health Care, Health Science Education, and HOSA.
- Remember faculty and school members during hospitalizations, when they have lost loved ones, etc.
- Sponsor School “Good Citizen” Award.
- Organize an Alumni group.
- Invite Chapter from another district to visit your Chapter.
- Assist in campaigns of State Officer candidates from your district/Chapter.
- Sponsor special awards:
  - For Chapter participation
  - Chapter Advisor recognition
  - Door prizes for members
- Conduct and participate in Officer Training Sessions.
- Sponsor a sports tournament.
- Sponsor special holiday socials (Example: Christmas Party).
- Recognize HOSA graduates with special “Honors Day.”
- Plan a picnic, bowling outing, swimming party, etc.
- Conduct leadership characteristics, styles, and management techniques workshops.
- Offer suggestions and input to district and state levels for improvement of HOSA.
- Conduct special Chapter meetings to emphasize HOSA as an integral part of the HSE program.

## APPENDIX I

# PLANNING A HOSA BANQUET AS A CHAPTER ACTIVITY

Whether this is a covered dish dinner or an eloquent feast, there are certain plans that have to be made. Here are some items to consider in planning a HOSA banquet.

**Program Rationale:** To express the appreciation of HOSA members for the community participating in the school program.

This activity will offer all those concerned with HOSA an opportunity to meet each other and to learn more about what HOSA has done.

**Program Objectives:** To provide a learning situation for students to:

- Develop the ability to work together;
- Allow students to honor those who have provided educational opportunities.
- Promote public relations and promotion of HOSA;
- Promote social growth and have a fun activity;
- Organize, plan, and execute a banquet.

### Activities

The committee should determine the appropriate activities.

### Budget

- Source of income: dues, fund-raising projects, guest paying for special guest
- Assess cost of endeavor

### Select theme and color scheme

### Facilities

- The committee should determine location
- Visit facility in order to determine:
  - Rooms available
  - Parking facilities
  - Public announcement system  
(should be used in rehearsals before banquet)
  - Podium and risers (most speakers prefer)
  - Seating chart
  - Types of seating available
  - Types of meals provided (no alcohol allowed at school functions)

## **Printing**

Programs, invitations, place cards, program covers, certificates of appreciation and merit should be completed as follows:

- Complete early to take advantage of lower costs
- Take advantage of “professional” printing or see Graphics Arts teacher in your school
- Begin approximately TWO MONTHS before banquet
- Send out invitations ONE MONTH before banquet
- Invitations may be delivered via student to save on postage costs and by school mail to school personnel
- May also print RSVP cards and/or must have some form of RSVP to respond ONE WEEK prior to banquet.

## **Flowers and Displays**

The committee should:

- Plan flowers, etc., in advance and include in budget
- Try to get flowers and other decorations donated or make them
- Select materials and price to construct, if possible
- Create display characterizing theme, if possible
- Use as many student-created displays and decorations as possible

## **Expenses for Food**

The person responsible for planning the meals should:

- Visit facility and discuss menu
- Choose a menu to stay within the budget
- Ask students to assist with selecting the menu, meal, gratuity, and any other costs
- Present at least three different meal quotes to membership for selection
- File record of transaction with treasurer

## **Program**

The program should be:

- A printed program -- send to printers EARLY -- should be attractive
- Guest oriented -- student planned
- Brief and to the point (should not exceed two hours maximum)



### **Items to be included in a suggested program are:**

- Call to Order
- Invocation
- Pledge of Allegiance
- Welcome
- Dinner
- Introduction of guests
- Recognition of professionals from community health care agencies
- Response from community or advisory committee member (may come after welcome)
- Entertainment and/or guest speaker
- Special recognition; outstanding student, outstanding supervisor (boss) and others
- Closing remarks

### **Rehearsed in Class**

- All speeches written and practiced at least five times or as necessary
- MC auditions held and class selections
- Choose optional leaders in case of illness, etc.

### **Guests**

The planning committee may consider:

- One employer, supervisor for each student
- Non-employer guests (optional)
  - Spouse of supervisor
  - School administrators
  - County administrators
  - Advisory committee

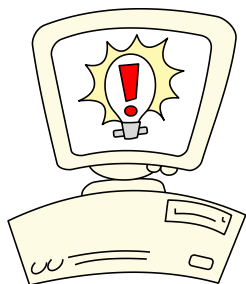
### **Social Awareness**

The Chapter Advisor should:

- Table manners/etiquette
- Entertainment at home and dining out
- Discuss proper dress
- Discuss procedure for appropriate introductions
- Introduce everyone at the head table
- Appoint a host/hostess at each table

## APPENDIX J

### PROFESSIONAL ORGANIZATIONS ON THE INTERNET



There are numerous professional organizations, foundations, and societies that plan health-related events throughout the year that the HOSA Chapter may become involved.

Visit these professional association web sites, and learn how your chapter can partner with other health-related professional organizations.

■ The American Society of <b>Electroneurodiagnostic Technology</b>	<a href="http://www.aset.org">www.aset.org</a>
■ American Society for <b>Clinical Laboratory Science</b>	<a href="http://www.ascls.org">www.ascls.org</a>
■ National Association of <b>Emergency Medical Technicians</b>	<a href="http://www.naemt.org">www.naemt.org</a>
■ The American Registry of Diagnostic <b>Medical Sonographers</b>	<a href="http://www.ardms.org">www.ardms.org</a>
■ American <b>Occupational Therapy</b> Association	<a href="http://www.aota.org">www.aota.org</a>
■ American <b>Physical Therapy</b> Association	<a href="http://www.apta.org">www.apta.org</a>
■ American Society of <b>Radiologic Technologists</b>	<a href="http://www.asrt.org">www.asrt.org</a>
■ American Association for <b>Respiratory Care</b>	<a href="http://www.aarc.org">www.aarc.org</a>
■ Association for <b>Surgical Technologists</b>	<a href="http://www.ast.org">www.ast.org</a>
■ The American <b>Chiropractic</b> Association	<a href="http://www.cais.net/aca">www.cais.net/aca</a>
■ American <b>Dental</b> Association	<a href="http://www.ada.org">www.ada.org</a>
■ American <b>Dental Hygienists</b> Association	<a href="http://www.adha.org">www.adha.org</a>
■ Association of <b>Medical Colleges</b>	<a href="http://www.aamc.org">www.aamc.org</a>
■ American <b>Medical Association</b>	<a href="http://www.ama-assn.org">www.ama-assn.org</a>
■ American <b>Psychiatric Association</b>	<a href="http://www.psych.org">www.psych.org</a>
■ American Academy of <b>Physician Assistants</b>	<a href="http://www.aapa.org">www.aapa.org</a>
■ American Society of <b>Alternative Therapies</b>	<a href="http://www.asat.org">www.asat.org</a>
■ American <b>Osteopathic</b> Association	<a href="http://www.nmha.org">www.nmha.org</a>
■ American Academy of <b>Nursing</b>	<a href="http://aan/index.htm">aan/index.htm</a>
■ American <b>Nurses</b> Association	<a href="http://www.ana.org">www.ana.org</a>
■ American College of <b>Nurse Midwives</b>	<a href="http://www.midwife.org">www.midwife.org</a>
■ American Association of <b>Nurse Anesthetists</b>	<a href="http://www.aana.org">www.aana.org</a>
■ American Academy of <b>Nurse Practitioners</b>	<a href="http://www.aanp.org">www.aanp.org</a>
■ American Academy of <b>Optometry</b>	<a href="http://www.aaopt.org">www.aaopt.org</a>
■ American Academy of <b>Opticianry</b>	<a href="http://www.nao.org">www.nao.org</a>
■ The American Association of Colleges of <b>Pharmacy</b>	<a href="http://www.aacp.org">www.aacp.org</a>
■ American College of Clinical Pharmacy	<a href="http://www.accp.com">www.accp.com</a>
■ American <b>Pharmaceutical</b> Association	<a href="http://www.alphanet.org">www.alphanet.org</a>
■ American <b>Psychological</b> Association	<a href="http://www.apa.org">www.apa.org</a>

- Association for the Advancement of **Medical Instrumentation** [www.aami.org](http://www.aami.org)
- American **Dietetic** Association [www.eatright.org](http://www.eatright.org)
- Chartered Institute of **Environmental Health** [www.cieh.org.uk/cieh](http://www.cieh.org.uk/cieh)
- American Academy of **Health and Fitness** Professionals [www.aaftp.com](http://www.aaftp.com)
- National **Athletic Trainers'** Association [www.nata.org](http://www.nata.org)
- American College of **Healthcare Executives** [www.ache.org](http://www.ache.org)
- American Association for **Medical Transcription** [www.aamt.org/aamt](http://www.aamt.org/aamt)
- American **Veterinary** Medical Association [www.avma.org](http://www.avma.org)
- Medical Reserve Corps [www.medicalreservecorps.gov](http://www.medicalreservecorps.gov)
- Public Health Service [www.usphs.gov](http://www.usphs.gov)
- Juvenile Diabetes Research Foundation [www.jdrf.org](http://www.jdrf.org)
- Army ROTC [www.goarmy.com](http://www.goarmy.com)

APPENDIX K

**HOSA COMMITTEES FOR THE YEAR \_\_\_\_\_**

Committee \_\_\_\_\_ Committee \_\_\_\_\_  
Chairman \_\_\_\_\_ Chairman \_\_\_\_\_  
Members \_\_\_\_\_ Members \_\_\_\_\_

Committee \_\_\_\_\_ Committee \_\_\_\_\_  
Chairman \_\_\_\_\_ Chairman \_\_\_\_\_  
Members \_\_\_\_\_ Members \_\_\_\_\_

Committee \_\_\_\_\_ Committee \_\_\_\_\_  
Chairman \_\_\_\_\_ Chairman \_\_\_\_\_  
Members \_\_\_\_\_ Members \_\_\_\_\_

APPENDIX L

**HOSA - COMMITTEE REPORT**

The vice-president of the Chapter or organization should arrange for a sufficient number of committee report blanks for all committees for the entire year.

Date \_\_\_\_\_

Reports from \_\_\_\_\_ Committee.

Committee Members: Present: \_\_\_\_\_

Absent: \_\_\_\_\_

Purpose of Meeting: \_\_\_\_\_

Action to be Taken: \_\_\_\_\_

\_\_\_\_\_  
Chairman

\_\_\_\_\_  
Secretary

Comments:

APPENDIX N

**Ballot**

\_\_\_\_\_ Chapter      \_\_\_\_\_ Officers      Date: \_\_\_\_\_

INSTRUCTIONS: Vote for only one (1) Officer Candidate for each office. Please check the appropriate space.

President	Vote	Name of Officer Candidate
	_____	_____
	_____	_____
	_____	_____

Vice- President	Vote	Name of Officer Candidate
	_____	_____
	_____	_____
	_____	_____

Secretary	Vote	Name of Officer Candidate
	_____	_____
	_____	_____
	_____	_____

Treasurer	Vote	Name of Officer Candidate
	_____	_____
	_____	_____
	_____	_____

Historian	Vote	Name of Officer Candidate
	_____	_____
	_____	_____
	_____	_____

Reporter	Vote	Name of Officer Candidate
	_____	_____
	_____	_____
	_____	_____

Parliamentarian	Vote	Name of Officer Candidate
	_____	_____
	_____	_____
	_____	_____

Election Committee Chairman: \_\_\_\_\_

APPENDIX O

**TELLER'S REPORT**

\_\_\_\_\_ ASSOCIATION, HOSA Date: \_\_\_\_\_

Chapter: \_\_\_\_\_ Number of Votes

**For President**

No. Of Votes Cast \_\_\_\_\_  
Necessary to Elect \_\_\_\_\_ (Majority)  
\_\_\_\_\_ received \_\_\_\_\_  
\_\_\_\_\_ received \_\_\_\_\_  
\_\_\_\_\_ received \_\_\_\_\_  
Illegal Votes: \_\_\_\_\_

**For Vice President**

No. Of Votes Cast \_\_\_\_\_  
Necessary to Elect \_\_\_\_\_ (Majority)  
\_\_\_\_\_ received \_\_\_\_\_  
\_\_\_\_\_ received \_\_\_\_\_  
\_\_\_\_\_ received \_\_\_\_\_  
Illegal Votes: \_\_\_\_\_

**For Secretary**

No. Of Votes Cast \_\_\_\_\_  
Necessary to Elect \_\_\_\_\_ (Majority)  
\_\_\_\_\_ received \_\_\_\_\_  
\_\_\_\_\_ received \_\_\_\_\_  
\_\_\_\_\_ received \_\_\_\_\_  
Illegal Votes: \_\_\_\_\_

**For Treasurer**

No. Of Votes Cast \_\_\_\_\_  
Necessary to Elect \_\_\_\_\_ (Majority)  
\_\_\_\_\_ received \_\_\_\_\_  
\_\_\_\_\_ received \_\_\_\_\_  
\_\_\_\_\_ received \_\_\_\_\_  
Illegal Votes: \_\_\_\_\_

**For Historian**

No. Of Votes Cast \_\_\_\_\_  
Necessary to Elect \_\_\_\_\_ (Majority)  
\_\_\_\_\_ received \_\_\_\_\_  
\_\_\_\_\_ received \_\_\_\_\_  
\_\_\_\_\_ received \_\_\_\_\_  
Illegal Votes: \_\_\_\_\_

**For Parliamentarian**

No. Of Votes Cast \_\_\_\_\_  
Necessary to Elect \_\_\_\_\_ (Majority)  
\_\_\_\_\_ received \_\_\_\_\_  
\_\_\_\_\_ received \_\_\_\_\_  
\_\_\_\_\_ received \_\_\_\_\_  
Illegal Votes: \_\_\_\_\_

**For Reporter**

No. Of Votes Cast \_\_\_\_\_  
Necessary to Elect \_\_\_\_\_ (Majority)  
\_\_\_\_\_ received \_\_\_\_\_  
\_\_\_\_\_ received \_\_\_\_\_  
\_\_\_\_\_ received \_\_\_\_\_  
Illegal Votes: \_\_\_\_\_

Teller \_\_\_\_\_

Teller \_\_\_\_\_

Teller \_\_\_\_\_

Teller \_\_\_\_\_

Teller \_\_\_\_\_

Teller \_\_\_\_\_

Teller \_\_\_\_\_

Chairman, Teller's Committee: \_\_\_\_\_



APPENDIX P

**Chapter Officers**

President \_\_\_\_\_

Home Address \_\_\_\_\_

Phone \_\_\_\_\_

School \_\_\_\_\_

Phone \_\_\_\_\_

Advisor \_\_\_\_\_

Vice- President \_\_\_\_\_

Home Address \_\_\_\_\_

Phone \_\_\_\_\_

School \_\_\_\_\_

Phone \_\_\_\_\_

Advisor \_\_\_\_\_

Secretary \_\_\_\_\_

Home Address \_\_\_\_\_

Phone \_\_\_\_\_

School \_\_\_\_\_

Phone \_\_\_\_\_

Advisor \_\_\_\_\_

Treasurer \_\_\_\_\_

Home Address \_\_\_\_\_

Phone \_\_\_\_\_

School \_\_\_\_\_

Phone \_\_\_\_\_

Advisor \_\_\_\_\_

Reporter \_\_\_\_\_

Home Address \_\_\_\_\_

Phone \_\_\_\_\_

School \_\_\_\_\_

Phone \_\_\_\_\_

Advisor \_\_\_\_\_

Historian \_\_\_\_\_

Home Address \_\_\_\_\_

Phone \_\_\_\_\_

School \_\_\_\_\_

Phone \_\_\_\_\_

Advisor \_\_\_\_\_

Parliamentarian \_\_\_\_\_

Home Address \_\_\_\_\_

Phone \_\_\_\_\_

School \_\_\_\_\_

Phone \_\_\_\_\_

Advisor \_\_\_\_\_

Chairman, Nomination/Election Committee: \_\_\_\_\_

**APPENDIX Q**

<b>BUDGET FOR _____</b> <b>YEAR _____</b>
--

INCOME PROPOSED	ACTUAL	
YEAR	LAST YEAR	THIS
Chapter Assessment	_____	_____
Chapter Assessment (State/National)	_____	_____
Money-raising Projects	_____	_____
Activity Fees	_____	_____
Contributions	_____	_____
TOTAL	_____	_____

<b>EXPENDITURES</b>		
Membership fees (Local, District, State)	_____	_____
Program: Manuals, Movies, Speakers, Special Events	_____	_____
Projects: School, Community	_____	_____
Other (itemize)	_____	_____
TOTAL	_____	_____

APPENDIX R

**NEWS RELEASE SAMPLE**

From: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Telephone: ( ) \_\_\_\_\_  
Date: \_\_\_\_\_

**FOR IMMEDIATE RELEASE**

**Local Students to Attend HOSA International Leadership Conference**

Members of the \_\_\_\_\_ Chapter of the (State) Association, HOSA, will leave on (Date) \_\_\_\_\_, 20\_\_ for (City) \_\_\_\_\_, (State) \_\_\_\_\_, to attend the HOSA Leadership Conference. Students will participate in the following events: (Name) \_\_\_\_\_, Extemporaneous Speaking; (Name) \_\_\_\_\_, Prepared Speaking; (Name) \_\_\_\_\_, Medical Spelling; (Name) \_\_\_\_\_, Job Seeking Skills, and (Name) \_\_\_\_\_ will attend as a voting delegate. The HOSA members will be accompanied by (Advisor) \_\_\_\_\_, HOSA Chapter Advisor.

HOSA-Future Health Professionals is a State and International Organization for students interested in and preparing for a health careers. The Headquarters for HOSA is located in Southlake, TX. There are about \_\_\_\_\_ chapters throughout the nation with approximately \_\_\_\_\_ members which include students, advisors, professional members, and professional organizations.

There are many activities conducted at the International HOSA Conference. A series of leadership development events are scheduled each year that consist of business meetings, board of directors meetings, campaigning and election of officers, competitive events and informative workshops. A formal awards program held on the evening of (Date) \_\_\_\_\_ will feature the presentation of national awards and installation of newly elected HOSA Executive Council.

## APPENDIX S

### FUND-RAISING IDEAS

Sell (doughnuts, popcorn, pickles)	Safety flags for bikes
Car Wash	Style show
Smash-a-car	Concession stand at sports events
White elephant auction	Rice Krispie treats, popcorn balls
Spring and Fall clean-up	Print stationery, napkins, cards
Spook insurance	Sell buttons
Pie throwing	Bake sale
Sell tool kits	“Sweetheart Dance” for all organizations
Used record sale	Sponsor “Cutest Baby” contest
Donkey ball	Jinx Dolls
Faculty and club games	Greeting cards
Carnival	Holiday candles
Operate school store	Pocket calendars
Sell stock	Hot dogs, hamburgers
Sell pizza -- students deliver	Collect aluminum cans for recycling
Safety flares	Collect newspapers for recycling
Sell sweaters, blazers	Collect bottles for recycling
Citrus fruit sale	Sell stuffed animals
Magazine sale	Plant sale
Rummage sale	Sell HOSA items
Flower sale	T-shirt sale
Bike-a-thon	Poster sales
Walk-a-thon	Spaghetti dinner
Jewelry sales	Candy sales
Talent show	Wash windows

APPENDIX T

**PROGRAM OF WORK PLANNING SHEET**

Note: Chapter leaders should prepare one planning sheet per goal.

<b>Goal 1:</b>	
1	<b>Objectives</b>
2	<b>Activities</b>
3	<b>Resources</b>
4	<b>Time</b>
5	<b>Cost</b>
6	<b>Beginning/ Completion Date</b>
7	<b>Product</b>

APPENDIX U

**PROGRAM OF WORK - MONTHLY PLAN**

**CHAPTER:**

<b>July</b>	<b>January</b>
<b>August</b>	<b>February</b>
<b>September</b>	<b>March</b>
<b>October</b>	<b>April</b>
<b>November</b>	<b>May</b>
<b>December</b>	<b>June</b>

APPENDIX V

**SAMPLE AGENDA FORM**

- HOSA Opening Ceremony - All Officers
- Call to Order - President
- Minutes of last meeting - Secretary
- Treasurer's Report - Treasurer
- Officers' Reports

Unfinished Business

New Business

Adjournment-

Time \_\_\_\_\_

## Chapter Management: Tips for Problem Solving

1. Speak up when the discussion is in progress. . .don't gunnysack for later.
2. Don't interpret the other person's motive or label him/her. This puts others on the defensive and he/she won't listen to you with an open mind.
3. Stick to the specific issues. Don't over-generalize. Be very concrete.
4. Don't use the occasion to bring out your museum of resentments. Don't let others do that either. Solve one problem at a time.
5. Never apologize for asserting your rights.
6. Nonverbal cues should be consistent with verbal language. Voice, facial expressions and body language should back up the message, not negate it.
7. Overkill is unnecessary. . .the mark of the insecure! Use only the amount of force necessary to get the message across.
8. If necessary, take additional steps or bring others in. Don't threaten. . . state what you are going to do and follow through.
9. Look the person in the eye.
10. Don't hit below the belt.
11. Do not collude! (To collude is to pretend to agree when you don't or pretend to be something you aren't.)
12. Avoid a fight. If the problem solving process degenerates into an insult exchange or becomes a repetitive, stale argument, then it is obvious the problem has stalled.



APPENDIX X

**HOSA MEETING EVALUATION FORM**

Rate each item as follows:

- 5 = always
- 4 = usually
- 3 = sometimes
- 2 = not very often
- 1 = almost never

- 1. Each chapter meeting is scheduled well in advance. \_\_\_\_\_
- 2. Chapter officers meet to plan every meeting. \_\_\_\_\_
- 3. Most members attend all meetings regularly. \_\_\_\_\_
- 4. The meetings always start and finish on time. \_\_\_\_\_
- 5. The meetings are “fun” to attend. \_\_\_\_\_
- 6. The meetings are managed by the officers and not the chapter advisor. \_\_\_\_\_
- 7. Correct parliamentary procedure is used at the meetings. \_\_\_\_\_
- 8. Members are allowed to express their point of view. \_\_\_\_\_
- 9. Guests at meetings are impressed by what they see. \_\_\_\_\_
- 10. Chapter meetings support the mission of HOSA. \_\_\_\_\_
- 11. There is no wasted time at meetings. \_\_\_\_\_
- 12. Everyone participates in the meetings. \_\_\_\_\_
- 13. The meetings accomplish what they are supposed to accomplish. \_\_\_\_\_
- 14. The agenda is provided to the members in advance of the meeting. \_\_\_\_\_
- 15. All officers know their responsibilities and carry them out at each meeting. \_\_\_\_\_

Total Score \_\_\_\_\_

Divided by 15 (rating average) \_\_\_\_\_