

PENN HOSA

Development and Leadership Guide for Advisors and Local Officers

This guide contains recommendations; please use it as it best fits your HOSA chapter



FOREWORD AND ACKNOWLEDGEMENTS

The classroom in the 21st century looks very different from the classroom of the 20th century. Education has evolved from one where lessons were textbook-driven, learning was passive, the teacher was the provider of information, print was the primary vehicle of assessment, and the curriculum and school were irrelevant and meaningless to the students. In this 21st century we witness a dramatic change in education; learning is research-driven, active learning brings lessons to life, learning is student-centered with the teacher filling the role of facilitator/coach, performances, projects and multiple forms of media are used for learning and assessment and the curriculum is connected to students' interests, experiences, talents and the real world.

We've all heard it said that change is good yet we are often resistant to change and forget that change itself is constant. Even if you try to resist or avoid it, it will enter your life just the same. With all of the required advancements and changes in education the classroom educator/HOSA advisor knows that added responsibilities are present on a daily basis. Taking time out of class to attend a workshop, meeting, or conference places further demands on your time and adds financial responsibilities for the school, advisor and student.

We all have things in our lives we'd like to improve—finances, job, house, etc. All of us know that nothing will improve by itself. We need to do things differently to make that happen. Without change, there'd be no improvements.

PENN HOSA is changing the way that our advisors and students receive information about leadership development. And just like education, we are changing from the way regional workshops were held in the 20th century to a new way of delivering this information in the 21st century. Through collaborative efforts of our six (6) Regional Advisors on the 2013 PENN HOSA, Inc. Board the Development and Leadership Guide became a reality. It was the intent of the Regional Advisors to allow each local PENN HOSA chapter Advisor the freedom to teach leadership skills according to his/her schedule, thus preventing the Advisor and students from spending additional time out of class and money to attend a workshop. Changes trigger progress. Things move forward and develop because of the them. Thus is the case with this Leadership Guide.

For their time, dedication and contributions to the completion of this Guide we extend a very special thank you to our Regional Advisors: Charles Burckhardt, Southwest; Cindy Heil, Northeast; Anne Marie McCauley, Southeast; Tracey Petty, Philadelphia; Dorothy Randler, Northcentral; and Tracy Schliep, Northwest. Because of their foresight and commitment this Guide has transpired into a useable tool and resource. You grow and learn new things every time something changes. It is our hope that our HOSA chapter members will do just that as they use this Development and Leadership Guide.

OFFICER DUTIES

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 National 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 National Program of Work, understand the organization and operations of HOSA, and know the names of state, regional, and national officers.

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.

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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 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 committee members understand what is to be done and the deadlines to be met.

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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.

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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/read the minutes of the Chapter's business meetings and the officers' meetings;
- 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 National 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 of the treasurer are to:

- Receive and act as custodian of Chapter funds;
- Collect fees and money as agreed and send to State and/or National 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.

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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.

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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.

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Suggested Duties and Responsibilities of the Reporter

If the chapter does not have a Reporter, these duties 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.

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Introduction to the Meetings

It is important for officers to conduct and participate in meetings; the officer is a mentor for all the members. Parliamentary procedure helps officers to conduct the meeting efficiently. This section will breakdown the meeting and include activities to help officers learn parts of the meeting and run one correctly.

This section includes explanations and activities for the following:

1. Resources available for use by the Advisor.
2. Preparing for the meeting.
3. Getting the meeting started / Giving reports.
4. Discussing new business.
5. Amending a motion.
6. Adjourning the meeting.

Part 1: Chapter Advisor Resource

The Chapter Advisor Resource is now available through TRAIN. Are you a chapter advisor looking for links and documents to help with chapter officer elections, HOSA activity ideas and fundraising? Find these and many more downloadable, customizable resources on the Chapter Advisor Resource. Visit <http://www.hosa.org/node/14> for Chapter Advisor Resource Access Instructions and a video tutorial! Begin by clicking on “HOSA Chapter Advisor Resource Guide.” You will be required to register at TRAIN. Directions to register are found by returning to the “Local Advisor Screen” and clicking on “Chapter Resource Guide Instructions.”

Part 2: Preparing for the Meeting

This is a guide to help officers prepare for the meeting and includes a general checklist and an activity.

Prior to the meeting

- Prepare an agenda.
- Book a meeting room; collaborate with your advisor to choose the meeting location.
- You may want to have a guest speaker; decide who will contact speaker and time frame for speaker.
- Notify all the members of the time and date. Make a flyer to post the upcoming meeting. Place on the school website if this is an option in your school.
- Prepare material and handouts, including reports.
- Plan refreshments if applicable.

After the Meeting

- Clean the meeting room. Leave the room arrangement the way you found it before the meeting.
- Dispose of trash.

- Hold an executive meeting after. Use this to review all minutes and reports for accuracy with secretary. Plan next officer meeting to prepare for upcoming meetings events.
- Write any thank you cards, especially if there were guests in attendance.

Items that may appear on your agenda

- Call meeting to order, start/end times
- Pledge
- HOSA creed
- Meeting sign in
- Approval of last meeting minutes
- Reports (treasurer, committee)
- Old Business
- New Business
- Guest speaker, club activities, community service updates, future fundraisers, SLC.NLC updates
- Motion to adjourn
- Recreation activities or refreshments

Use of the Gavel

Officers and members should understand the meaning and use of the gavel. It is a symbol of authority, and can be used to ensure orderly meetings.

The gavel uses a series of taps to signal different things:

One Tap—Follows the announcement of the meeting adjournment, and signals the end of the business meeting. One tap can also signal all members may be seated after an opening ceremony or after the standing for the pledge and creed.

Two Taps-Calls the meeting to order.

Three Taps- This is the signal for all members to stand in unison.

Series of several sharp taps-Restore meeting order, gain members attention, bring discussion back to topic at hand.

Activities for the Officers

1. Work as a group to create an agenda for a meeting, decide the order for the meeting, the order in which officers will talk and things you think should be discussed at each session.
2. Make index cards with each officer role, pass out the cards and have the officers' role play other positions than their own.
3. Allow the person in the president roll to use the gavel and have the others determine what the president wants based on the taps.
4. Have some members talk out of turn and off topic; the person in the president role can learn how to maintain control, and keep the meeting on track without becoming frustrated.
5. The secretary role should aid the president with following the meeting agenda created at the

beginning of the activity.

6. Discuss how members not present at the meeting will receive the information given during the meeting.

7. Have officers review the basic summary of motions and determine which need 1st and 2nd motions to pass in the meeting; practice making motions together.

MOTIONS

How to Make a Motion during a Meeting

State the business. Madam/Mister President—we need a motion to _____ .

Girl #1 -I Move that _____ Notice the wording: “I move” and not “I motion”

The girl making the motion must stand.

Girl #2-I second that motion

If no one seconds the motion the Worthy Advisor may ask, “Do I have a second”?

If still no second, the motion dies. The girl making the second does not need to stand.

President- It has been moved and seconded that _____ —The motion must be quoted exactly.

President—Is there Discussion?

There is no discussion until the motion has been seconded.

It is important to let all who want to, have a chance to voice their opinion, but the time for each person should be limited. It is the job of the President to keep the discussion on the topic of the motion and not let it get off onto another subject.

President— Is there any further discussion?

If there is no further discussion, then restate the motion and call for the vote.

President—It has been moved and seconded that _____

President— All in favor say “aye”! (Or stand or raise their hand). All opposed say “nay”! (Or stand or raise their hand).

President-Then says, “Motion carried” OR “Motion defeated”

The recorder/Secretary needs to record the EXACT wording of the motion in the meeting minutes. It also needs to be recorded whether the motion was moved/seconded/passed (which can be abbreviated M/S/P) or whether it was moved/seconded/ defeated (M/S/D). Deal with one motion at a time.

Once a motion is on the floor it must be dealt with and completed.

Definitions and Examples of Motions

Privileged Motions' Motions which do not relate to the pending question but have to do with matters of such urgency or importance that, without debate, they are allowed to interrupt the consideration of anything else.

- a. Adjourn:—Terminates the meeting. "I move that we adjourn."
- b. Recess:—Permits a short intermission in a meeting. "I move that we recess for 10 minutes" or ". . . until 2:00" or ". . . until called to order by the chair."
- c. Raise a question of privilege:-Permits a request or main motion relating to the rights and privileges of the assembly or any of its members to be brought up for immediate consideration because of its urgency. "I rise to a question of privilege affecting the assembly."
- d. Call for the orders of the day:-Requires that the adopted agenda or order of business be followed. "Mr. Chairman, I call for the orders of the day" or "Madam President, I demand the regular order."

Subsidiary Motions' Motions which assist the assembly in treating or disposing of a main motion. They have the effect of hastening action upon, delaying action upon, or modifying the main motion.

- a. Lay on the table:-Lays a pending question aside temporarily when something more urgent has arisen. "I move to lay the question on the table" or "I move that the motion be laid on the table."
- b. Previous question:-Ends debate and orders an immediate vote. "I move the previous question" or "I move we vote immediately on the motion."
- c. Limit or extend debate:-Modifies debate by limiting or extending the number or length of speeches. "I move that debate be limited to one speech of two minutes for each member" or "I move that the speaker's time be extended three minutes."
- d. Postpone to a certain time:-Defers consideration to a definite day, meeting, or hour, or until after some particular event. "I move that the question be postponed until the next meeting" or "I move to postpone the motion until after the address by our guest speaker."
- e. Refer to a committee:-Gives a motion more detailed attention or permits it to be handled in privacy. "I move to refer the matter to the Program Committee."

Part 3 -Getting the Meeting Started

Officers should review the duties they are responsible for during the meeting. They should all have an understanding of the agenda and follow it in sequence. The president will rise and tap the gavel twice to start the meeting, (see gavel use in previous section).

President conducts the meeting; all officers need to be familiar with sequence and procedure.

1. Call to order
2. Pledge / HOSA Creed
3. Roll Call (if used in your meetings)
4. Review of previous meetings and approval.
5. Treasurers report / approval of bills / accepting report
6. Committee reports / accepting reports

7. Unfinished business
8. New business
9. Appoint any new committees if needed.
10. Motion to adjourn.

Approval of last meeting minutes: Secretary will read last meeting minutes. Secretary will then ask if there are any additions or corrections. Minutes will be corrected if needed, if not the president will ask for a motion to be made to accept the minutes as are or as they were corrected. A member will motion and another member will second. Secretary will record members' names.

Treasurer's report is read next; the balances are read and the bills requiring payment. The bills need a motion and a second to pay. Before the motion is made members may ask questions about bills under the motion to pay.

Committee reports are next; committee chairperson reports out and a motion and second to accept are put on table to accept the reports. When a vote is approved it is "carried", when a motion is not approved it is "lost"

Part 4-New Business

New business is the introduction of something the chapter may want to do, see or participate in that has not been previously discussed; members make motions to the president to discuss new business.

Member 1: Mr./Mrs. President

President: Member's name (the president is recognizing the member)

Member 1: I move that....example: we consider collecting coats for the homeless shelter.

Member 2: Mr. /Mrs. President, I second the motion

President: The motion has been moved and seconded....the floor is now open for discussion.

Part 5-Amend a motion

You may amend a motion that someone has made when you see a change or addition that will make the proposal better or notice changes that should be made as the chapter discusses the motion. An amendment is made after a motion has been made; follow the following steps:

1. President recognizes person on the floor.
2. Motion is amended by saying "I move to amend the motion by (adding, striking out, or substituting) in the motion.
3. The amended motion must be seconded.
4. The President calls for discussion by repeating the amended motion and asking if there is any discussion under the motion.

Part 6-Adjourning the Meeting

Adjournment means to close the meeting.

1. The president recognizes the member on the floor.
2. The member says "I move to adjourn the meeting".
3. Another member must second the motion.
4. The president acknowledges the motion and second to adjourn.
5. The president then asks for a majority vote; those in favor say "aye", those opposed say "nay".
The motion is carried.

PARLIAMENTARY TERMS AND PHRASES

ADJOURN:	Ends a meeting if agreed upon by a majority of members
ADOPT:	To accept formally and put into effect a proposal made to the group
AMEND:	To change the wording of a motion
ASSEMBLY:	A group of persons gathered for any purpose
AUDIT:	A formal examination and verification of financial accounts
CHAIR:	The person in control of the meeting
DEBATE:	A procedure allowing positive & negative expression on a question or issue
FLOOR:	The designated place from which a member speaks
MAJORITY:	At least one more than half of the legal votes cast
MINUTES:	A record of the proceedings at a meeting
MOTION:	A proposal that something be done; a method of bringing a question before the assembly for consideration
QUESTION:	The motion on the floor or a statement meaning to vote on the motion on the floor
SECOND:	Indicates formally one's approval or support of a motion or nomination
TABLE:	A decision to set aside an issue until a later time
ARE YOU READY FOR THE QUESTION:	Asking if the members are ready to vote CALL
FOR THE QUESTION:	Asking to vote on the motion before the assembly
DIVISION OF THE HOUSE:	Asking for a visible vote by either standing or show of hands
ORDERS OF THE DAY:	The statements of the regular order of business
OUT OF ORDER:	A term that indicates the use of incorrect parliamentary procedure
PENDING QUESTION:	The motion currently before the assembly
UNFINISHED BUSINESS:	Items not completed at the last meeting

ICE BREAKERS

Icebreakers can play an important role in helping people integrate and connect with one another in a group environment. They can provide positive momentum for small group discussion by:

- Helping a new group get to know one another.
- Helping new members to integrate into a group.
- Helping young people feel comfortable together.
- Encouraging cooperation.
- Encouraging listening to others.
- Encouraging working together.
- Encouraging young people to break out of their cliques.
- Developing social skills.
- Building a rapport with leaders.
- Creating a good atmosphere for learning and participation.

Here are some ice-breakers that can be used during your HOSA meetings.

Deduction: Have everyone write on a piece of paper their answers to such questions as: What is your favorite month, animal, food, TV show, hobby, and color? Each person is to sign his/her name, and to make certain no one else sees the answers. The leader then reads the answers to the whole group, and members try to guess to whom each set of answers belongs. Award one point for each right guess. The person with the most points wins a goofy prize.

True or False: Have participants say three things about themselves - two true and one false. Other participants guess what the lie is. The correct guesser goes next.

Notable Name Enhancement -Have participants introduce themselves positively with two adjectives beginning with the same letter as the initial of their first name. For example, *Rational, Realtor Rindy*.

Comic Strip Chaos: Select a number of multiple-frame strip cartoons from the Sunday funnies. Cut them into individual frames. Place the frames in a container. Each participant picks one comic frame from the container. After everyone has a frame, the participants begin to search for others with the same comic strip sequence. After the participants have found everyone in their group, they must arrange themselves so that the sequence of frames is in correct order. Upon completion of sequence, the newly formed group sits down together. Great game to break large group into smaller groups.

Show and Tell: Have everyone bring an object that best describes him or her or is important to him or her to the meeting and talk about it. Personal items carried on participants can be used.

Mime Introduction: In a small group everyone can introduce something about themselves to the group without using words. In a large group select volunteers or have everyone pantomime their introduction to a partner.

I've Never Done: Each person starts off with some candy. Going around the circle, each person finishes the sentence "I have never..." A person who has done the thing that the speaker has never done must give the speaker a candy. A fun way to learn things you might otherwise not find out about people.

Take What You Need: A roll of toilet tissue is passed around the room. People are asked to take what they need. Once everyone has "their supply," the group is told that they are to tell as many things about themselves as they have tissue squares.

Finish the Story: Finish the Story is a fun and creative way to get your group talking. Here's how it works:

1. The facilitator starts the exercise by beginning a story. For example, you might say, "This morning when I woke up, I looked outside, and I couldn't believe my eyes!"
2. Next go around the room and have each person add on to the story. For example, the next person might say, "My lawn was covered in frogs, and they were all pink!"

As the game progresses, watch how crazy your story turns out!

The M&M's Game:

1. Pour a bag of M&M's into a bowl - plain or peanut, your choice!
2. Pass the bowl around and have each person select 3-5 pieces.
3. After the group has their M&M's, have them go around the room and answer a question based on the color of the candies they selected. For instance, the question for a red M&M might be "What is your favorite movie?" A blue candy could be "What is your favorite hobby?" Go around the room, with each person answering a single question, and continue until each person has gone through all their colors.

Be creative with your questions and tailor them to the people in your group. And for bonus points, you can eat the M&M's when you're finished!

Communication Challenge: Give everyone a number. They have to arrange themselves in numerical order by communicating with each other without speaking or holding up fingers. They make up their own sub-language or sign language and it often is pretty amusing. For Round Two, have people arrange themselves in order of birth or in calendar months.

The Chair Game: Set up the chairs (use one less chair than the number of players) to form a large circle and have all the members sit in a chair, except for one person. The one member without a

chair stands in the center of the circle. He or she then makes one statement, such as "Anyone who did their homework today." Then everyone who did their homework that day must get up and find a new seat, not directly beside where they already are. The person in the middle must try to sit in a seat before someone else does. The person left standing without a seat must then stand in the middle and call the next statement.

Human Knots: Five to ten people stand in a circle. Each places his or her hands in the center and takes hold of the hands of two people other than those standing next to her. The group must work together to untie the knot without releasing hands.

Another Shoe Game: Everybody takes off a shoe from one side (let's say right side) and throw that shoe in a pile. Then everybody grabs (at random) a shoe from the pile and puts in on. Now the aim is to pair up the shoes. Each person must find the people who are wearing the same shoes as he/she is, and stand such that the pairs of shoes are together. E.g. I'm wearing my shoe A and somebody's shoe G, I must find the person who is wearing the other shoe A, and stand so that pair of shoes are together (AA), and I must find someone wearing shoe G, and put my shoe G with his/her shoe G. Both shoes A and shoes G should be together in space and time (i.e. the object is to form a sort of a line or 'twister'¹ kind of formation where all the shoes have been paired up.)

Pass the Orange: Ask the members to form a circle. Give the first person a large orange and explain they need to pass this around the circle. No problem. BUT, it has to be passed around the circle using only chin and neck. If the orange is dropped, it must be returned to the previous player in the circle and the game restarts. A camera is a must for this game!

IF: Ask the group to sit in a circle. Write 20 'IF' questions on cards and place them (question down) in the middle of the circle. The first person takes a card, reads it out and gives their answer, comment or explanation. The card is returned to the bottom of the pile before the next person takes their card. This is a simple icebreaker to get people talking and listening to others in the group. Keep it moving and don't play for too long. Write your own additional 'IF' questions to add to the list.

1. If you could go anywhere in the world, where would you go?
2. If I gave you \$10,000, what would you spend it on?
3. If you could watch your favorite movie now, what would it be?
4. If you could talk to anyone in the world, who would it be?
5. If you could wish one thing to come true this year, what would it be?
6. If you could live in any period of history, when would it be?
7. If you could change anything about yourself, what would you change?
8. If you could be someone else, who would you be?
9. If you could have any question answered, what would it be?
10. If you could watch your favorite TV show now, what would it be?
11. If you could have any kind of pet, what would you have?
12. If you could do your dream job 10 years from now, what would it be?

13. If you had to be allergic to something, what would it be?
14. If you sat down next to President Obama on a bus, what would you talk about?
15. If money and time were no object, what would you be doing right now?
16. If you had one day to live over again, what day would you pick?
17. If you could eat your favorite food now, what would it be?
18. If you could learn any skill, what would it be?
19. If you were sent to live on a space station for three months and only allowed to bring three personal items with you, what would they be?
20. If you could buy a car right now, what would you buy?

Name that person: Divide into two teams. Give each person a blank piece of card. Ask them to write five little known facts about themselves on their card.

For example, I have a pet iguana, I was born in Iceland, my favorite food is spinach, my grandmother is called Doris and my favorite color is vermillion.

Collect the cards into two team piles. Draw one card from the opposing team pile.

Each team tries to name the person in as few clues as possible. Five points if they get it on the first clue, then 4, 3, 2, 1, 0. The team with the most points wins. (Note: if you select the most obscure facts first, it will increase the level of competition and general head scratching!)

Would you rather..?: Questions may range from silly trivia to more serious content. On the way you might find out some interesting things about your chapter members! Place a line of tape down the center of the room. Ask the group to straddle the tape. When asked 'Would you rather?' they have to jump to the left or right as indicated by the leader. Here are 20 starter questions, just add your own and let the fun begin.

Would you rather..?

- Visit the doctor or the dentist?
- Eat broccoli or carrots?
- Watch TV or listen to music?
- Own a lizard or a snake?
- Have a beach vacation or a mountain vacation?
- Be an apple or a banana?
- Be invisible or be able to read minds?
- Be hairy all over or completely bald?
- Be the most popular or the smartest person you know?
- Make headlines for saving somebody's life or winning a Nobel Prize?
- Go without television or fast food for the rest of your life?
- Have permanent diarrhea or permanent constipation?
- Be handsome/beautiful and dumb or be ugly and really smart?
- Always be cold or always be hot?
- Not hear or not see?
- Eliminate hunger and disease or be able to bring lasting world peace?
- Be stranded on a deserted island alone or with someone you don't like?

- See the future or change the past?
- Be three inches taller or three inches shorter?
- Wrestle a lion or fight a shark?

Here are a few ice breakers that aim to give a message:

Communication: Give each member of the group a sheet of paper. Make certain everyone has the same size sheet. Explain that they are to follow instructions precisely, and that they are not allowed to ask questions. AND, they are to follow the instructions with their eyes closed. State the instructions:

1. Fold the paper in half.
2. Rip off a corner.
3. Fold in half again.
4. Rip off a corner.
5. Fold again.
6. Rip off a corner.

Have them open their eyes and compare their “design” with others. You can adapt this to a mixing activity by having everyone mingle looking for designs that are very close to their own.

Point: One-way communication is never as effective as two-way; it gives different results.

Communication/Feedback: The team leader/president will draw a picture of a stick man. Keep it hidden from your members until later. Make certain everyone has something to write on. Explain you are going to have them draw something by following your verbal directions. They cannot ask questions. Instruct them as follows:

1. Draw a small circle near the top of the page.
2. Now draw a vertical line from the circle to the middle of the page.
3. Now draw two lines from the circle angled down toward the middle of the page.
4. Now draw two lines separating from the single vertical line each of which angles down toward the bottom of the page.
5. At the end of the angled lines stemming from the circle, draw five small lines.
6. At the end of the angled lines stemming from the vertical line, draw an oval at the base of each line.

Now show the picture you constructed and ask them to compare. Naturally, participants will make the point that had they had the opportunity to ask questions, or had they been provided more information, such as a diagram, they would have done better. ALTERNATIVE: Have someone from the group describe your drawing. The drawing can be just a series of shapes.

Point: Using more than one means of communicating is better than a simple one-way method.

BENEFITS OF JOINING HOSA

1. You will be a member of the largest student health organization in the USA.
2. The organization is represented in the Federal Government at the Cabinet level.
3. HOSA has name recognition among many health care practitioners at all levels.
4. HOSA concentrates exclusively on health care and health care education.
5. You will be surrounded by peers who understand your career goals, and appreciate the sacrifices you will make to enter the field.
6. You will meet many others who are not afraid of blood.
7. You get to compete against your peers, all of whom have the same interests and drive as you.
8. The HOSA advisors are all interested in helping you become a healthcare professional and look to have the best students prepared to care from them someday.
9. You have a chance to network with many other students and working professionals who can ease your entry into the field and are willing to mentor you.
10. In HOSA you work with adults as equals as soon as you prove you are up to the task.

HOSA assists members to:

1. **Develop** effective leadership qualities and skills by developing character and promoting responsible citizenship;
2. **Build** self-confidence, motivation and enthusiasm;
3. **Strengthen** their academic and technical skills;
4. **Create** friendships and social networks;
5. **Participate** in community service activities;
6. **Set** realistic career and educational goals;
7. **Expand** communication and teamwork skills;
8. **Develop** workplace readiness skills;
9. **Understand** current healthcare issues.

HOSA members have opportunities to:

1. **Share** their enthusiasm about the health field with their communities;
2. **Learn, grow and become** better individuals;
3. **Serve** as local, state, and national officers
4. **Build** their resume and professional portfolio;
5. **Collaborate** with health professionals and future employers;
6. **Apply** for over \$70,000 in scholarships awarded by the Penn HOSA Foundation and for additional scholarships offered through National HOSA;
7. **Receive** recognition for volunteering, promoting HOSA during HOSA Week, developing a Chapter Newsletter, donating time and/or money to the National Service Project;
8. **Travel** to state and national conferences;
9. **Participate** and/or compete in state and national leadership conferences;
10. **Celebrate** competitive events program accomplishments;
11. **Seek** internships in the Office of the Surgeon General and others.

STATE and NATIONAL LEADERSHIP CONFERENCES

Attending a HOSA State Leadership Conference (SLC) or the HOSA National Leadership Conference (NLC) is one of the highlights of the school year. It allows students to compete against each other in medical, dental, emergency management, veterinary skills, leadership skills and various other competitions on a state and national level. As an advisor, you will serve as a critical link in preparing and arranging for your students to compete.

Advisor Responsibilities

As the advisor, it is very important that you pay attention to specific deadline dates that will be provided for you on the PENN HOSA website <http://www.pahosa.org/> as well as through correspondence from the PENN HOSA State Advisor. This site will provide you with valuable information regarding upcoming events and links to forms and registration. Many times you may be referred to the National HOSA website <http://www.hosa.org/>.

To view the events that are available to your students, go to the HOSA website and on the left you will see a link referred to as "Publications". If you click on the link, a drop down box will appear; from the choices, click on "Competitive Events Resources". This will take you to a page where you will have several choices of additional links. The first link you will want to view is at the top of the page listed as "Competitive Event Guidelines". Once you click on this, you will come to a page that lists all of the competitive events that students can compete in. If you click directly on the competition name you are interested in learning about, it will take you to a page for that particular competition and its guidelines. This page is very important, as it is where you and the student will learn what the competition will involve. It is also important as each student who competes in a competition must bring a copy of the guidelines to the **State Leadership Conference (SLC) and National Leadership Conference (NLC)** and present the guidelines to the Event Manager (EM) at the event orientation on the first night of the SLC. The student may also have these guidelines downloaded to their cell phone, as that will be acceptable as well. Students who do not bring a set of the guidelines for their specific competition to the competitive event orientation will lose points in the event scoring at both state and national levels.

A suggested plan to get students interested in competing in state competition would be:

1. Provide a short informational session for your students, showing them around the PENN HOSA website and allow them on their own to browse the various competitive events.
2. Discuss fund raising for the cost of the trip with your HOSA members. You may choose to make students responsible themselves for funding a portion of the trip.

3. **Remind the students they must be a registered HOSA member** to be registered to compete in the competition, so make sure they pay their HOSA membership fees.
4. Post a list for students to sign up for competitions they would be interested in participating in.
5. Hold a local competition at your school if you have several students who would want to compete in the same competitive event to help you decide on who should be selected to attend SLC
6. Every year PENN HOSA and National HOSA join together to offer an online preconference test given at a predetermined date prior to SLC. There is no cost for this but you must register through the PENN HOSA website by the deadline date with the names of the specific students who will be taking the test. As the advisor, you could use the top score in each of these tests to determine your winner. If there is also a skill test involved with the competition your student had chosen, you could ask a person in your industry to allow the top three scores from that competition test to compete in a skills competition to determine your state competitor. You can still use the test just to prepare your competitors as this test will show them the areas they may need to spend more time preparing for the competition.
7. Once you have determined your competitors from your school, you will need to refer back to the PENN HOSA website for deadlines on registration for the PENN HOSA SLC held in the spring of each year. There are non-refundable fees for registering to attend the SLC for advisors, chaperones and students as well as the cost for the hotel and food. It is important that you, the advisor, pay close attention as to where the checks need to be sent. Travel costs are each individual school's responsibility.
8. Finally, practice, prepare and practice. Students who have competed in past competitions would be quick to tell you that this takes much preparation and at times can be stressful. Be sure to support your students and make sure they come to competition feeling ready for the experience.
9. Each HOSA chapter **must** bring a delegate for voting purposes at the PENN HOSA SLC. This is required. Please plan to select someone from your chapter to serve as a delegate. She/he will also have a very busy schedule during their three days at SLC. They will be involved in meetings and in the voting for our new state officers for the next year.
10. If possible, bring additional students to act as patients for students who are competing in competitions that involve skills. This is a great opportunity for a younger student who may not be ready to compete but may want to experience firsthand what it is like to go to the SLC.

Advisor Responsibilities at the SLC

First Day of the Conference

1. Prior to leaving for state competition, be sure to bring your copies of all of the forms you submitted for registration for the SLC with you. If your chapter signed up to bring a gift basket for BASKET BINGO, held on the first night of competition, be sure to bring that along.
2. If you have field trip forms that your school requires to take students off campus for the day, make sure these are signed by the parents, home schools, etc. so everyone knows that the student will be out on this extended field trip for 3 days and can be excused from school.
3. Make sure your students follow the PENN HOSA SLC Dress Code and have the appropriate

HOSA uniform and/or navy blue or black suit with them. Please refer to the PENN HOSA and National HOSA websites for this information. Students must wear their appropriate required attire to competitive event meetings, competitions, all general sessions and meals. **Students who are not wearing the correct HOSA attire for the Grand Awards Session will not be permitted on stage to accept their award so be sure that they have what they need before you leave; the award will be presented at the foot of the stage.** Be sure to check your students guidelines if medical scrubs are to be worn for their event as they will need to bring these as well. Students are permitted to wear street clothing during times when they are not involved in any of the above events but they must be modest and appropriate to be worn at a professional conference. Also, make sure that if your student's competitive event requires that she/he bring their own supplies that the required items are ready in advance to bring to competition.

4. Once you arrive at SLC, you will register at the hotel. Please remember that students will need to be chaperoned during their time at the SLC. Appropriate and respectful behavior is expected of all attendees as representatives of HOSA and their individual schools. If you have a **chapter flag**, bring it with you and assign a student to carry the flag across the stage at the Opening Session on Day 1 and the Recognition Session on Day 2. There will be a practice session before the evening meal for students carrying the flag and you will find that time listed in your program.

5. When you register at the hotel, you will also check in at the HOSA registration table. Here you will be given a large envelope (registration packet) with nametags for everyone in your group. It will also contain a formal listing of the times for meetings and competitions for the next three days. It is recommended that you meet with the students to hand out these items and go over times and locations that the students will need to know to compete. There are some competitions with a written test that will start the first afternoon you arrive. Please remind students that they must be in acceptable PENN HOSA attire for this test and arrive on time for these tests. A best practice is to tell all students to arrive at their assigned areas at least fifteen minutes in advance of the stated start time. Also, make sure your students know how to reach you in case you are not in your room.

6. Advisors are required to attend various meetings in the afternoon, beginning with the PENN HOSA Corporate meeting and followed by the Event Manager (EM) meeting.

7. Opening ceremonies will be the first night after the evening meal. Directly after that will be the competitive event meetings with the **Event Managers (EM)** that each competing student must attend and **bring a copy of their guidelines**. Students competing in events on Day 2 will be given the times they will compete at this meeting. Delegates will attend assigned Committee meetings; Committee assignments will be located in your registration packet you received at the HOSA registration table. Students must be in acceptable PENN HOSA attire for all of these evening events.

8. After the formal events the first night, students may dress casually and attend **BASKET BINGO**. Snacks are provided and students can play for some great baskets filled with all kinds of good things!!!

Second Day of the Conference - Competition Day

1. This day is a full day of competitions. As your students were given their times to arrive to compete last night at their event orientation meeting, they will be leaving at various times of the day to head to their competitions. As the advisor, make sure they know where their competition room is and how to

get there (the hotel layout is confusing at times). **Encourage, support and more support is what the students need on this day!!!**

2. Various educational, product knowledge and fundraising exhibits will be held in the afternoon.

Encourage your students to walk around and see what is available.

3. Symposia offer the students and you the opportunity to engage in interaction with other HOSA members while experiencing learning in a fun environment. Symposia offerings are for students and advisors. Consider developing an assignment for credit where the student will write about what he/she experienced during the visits to the exhibitors and attending the symposia.

4. After the evening meal, there will be a Recognition Session where special chapter and recognition awards are presented. Later evening activities include an activity where HOSA members can vie for trophies while sharing their A Capella singing talents.

Third Day of the Conference

1. It is the most exciting of the three days. Be sure the students have begun packing to leave today. The **Grand Awards Session** starts at 9:00 a.m. and lasts about 2 hours. Come early as the auditorium fills up quickly. As with all General Sessions, students must be in appropriate PENN HOSA dress code attire for this session.

2. At this session, students will be called to the stage and awarded 1st, 2nd and 3rd place medals.

3. After the session, pack your bags and head for home. Yes, advisors, you will be tired but it will have been a great experience for you and your students.

4. One final comment.....remember to complete and turn in your Conference Evaluation so you can share your ideas and thoughts about SLC.

HOSA National Leadership Conference (NLC)

If you were fortunate enough to have medal winners, your first day back to work will be deciding who should go to the NLC. Only students who have been awarded a 1st, 2nd or 3rd place medal may compete nationally. It is up to your school as to who will go to NLC. Some schools send all three place winners and other schools only send 1st place winners. The competition is held the 3rd week of June and the sites are rotated yearly between California, Tennessee, and Florida.

Needless to say, this trip is costly and choosing to attend will involve financial decisions. There are also registration deadlines for competition and hotels for the NLC and this is done through the National HOSA website. Travel, meals costs and sightseeing excursions are not included so arrangements must be made on your own for this portion of the trip. With that said, it is a trip that you and your students will never forget. The opportunities for your students to meet other HOSA students from across the country will be an exciting experience for them.

POSTSECONDARY CHAPTER INTRODUCTION

Managing a HOSA chapter in the post-secondary learning environment offers unique challenges and benefits.

Unlike secondary chapters in which membership typically spans four or more years, post-secondary membership is likely to span two years or less. This is owed in large part to the accelerated nature of most career and technical schools offering associate degrees, diplomas, and certifications in the helping professions. The challenge is to capture student interest in HOSA quickly and to maximize the limited time. The benefit is having a student population that realizes their time to maximize their professional readiness is now. Every day counts. Every day matters.

Post-secondary HOSA Chapters are comprised of adult learners with a wide range of ages and life experiences. Members may be as young as 17 or as seasoned as 70. They may be enrolling fresh out of high school, as a displaced worker looking for a new career, as an empty nester looking to fulfill a long awaited career goal, or as a retiree wanting to learn for sheer enjoyment. The challenge is in developing HOSA programs and activities that are as diverse as the student members. The benefit is having a wealth of knowledge, skills, and experiences within your membership on which to draw. Your members are truly your greatest resource.

Because they are adults, post-secondary students carry adult responsibilities. They have bills to pay, children to rear, mouths to feed, and PTA meetings to attend. They have jobs and mortgages; pregnancies, births, and deaths; chronic illness and physical limitations. They are parents, caregivers, husbands, wives, divorcees, widows, and widowers. The challenge lies in developing programs and activities that can provide real and tangible benefits without adding to their burdens. The benefit lies in having students who want the support, camaraderie, and friendships that HOSA membership provides.

Post-secondary students have class schedules that are unique to their degree, placement, and course availability. They often schedule classes around jobs and family responsibilities. The challenge is establishing meeting, program, and activity times for all members. The benefit is having the freedom to schedule meetings outside of the typical 7 AM to 3 PM school-day schedule and classroom venue.

Practical Concepts and Applications

Autonomy and Self-direction

Adults expect and deserve to be treated as adults. Postsecondary HOSA members must be permitted to make their own decisions regarding their activities and assemblage. The advisor provides gentle guidance, ideas, and support. The advisor must be careful not to insert his/her own agenda or platform. Discussion must precede action, and every member must be given the opportunity to be heard. Opinions are encouraged, valued, and respected.

Personal Responsibility and Accountability

Once the membership has voted to take on a project, allow the interest, talents, and skills of the members to shine. Soliciting project chairpersons and committee members provides the means to assert leadership skills. To be efficient and effective, the postsecondary chapter relies on its committees. Much of the work associated with the postsecondary chapter is done in committee. The chairperson (or designee) provides regular feedback to the membership at large. Their report becomes a regular agenda item until the project is completed.

It takes money to operate a HOSA chapter. The responsibility of raising that money should be shared among all the members. Likewise, the allocation of the monies raised should be shared among all members. Make it clear from the onset the exact purpose of the fundraiser.

Respect for Time

Establish your HOSA organization in terms of semesters rather than years. The official HOSA membership runs from September of one year to June 30 of the next year. This simply does not work when students are entering and graduating every few months. Add to your membership roster each semester; don't wait until September.

Elect officers and adopt projects by semester. You may want to hold officer nominations at the last meeting of one semester and officer elections at the first meeting of the following semester. The same can be done with community service projects and fundraisers.

Because no single meeting time will fit the schedule of all your members, consider scheduling a variety of meeting times and venues. Hold some meetings in the morning, others in the afternoon and evenings; some on campus, some off campus. Meeting times and venues can be a point of discussion for the members. Having a single agenda with the president leading one meeting and the vice president leading another meeting at a different time or place may help. The advisor may serve as an intermediary between the two groups, sharing the discussion and action taken at the preceding meeting.

Organize and Communicate

Once you've established your HOSA chapter, develop chapter bylaws that will meet the needs of your unique situation. Be careful not to limit your chapter's effectiveness by creating bylaws that are overly strict. (Bylaws can easily be amended to specify needed governance and be facilitated by listing in your Bylaws a standing bylaws committee that provides periodic reviews.)

Create a chapter fact sheet. This one page document should include your chapter's mission statement, policies, requirements for membership and participation, contact information for key personnel (state and local advisors, web addresses for national HOSA, Pennsylvania HOSA and local chapter), benefits of membership, etc.

Create and disseminate agendas and previous meeting minutes in advance of meetings. Consider discussion and voting by proxy, phone, or skype when attendance at the meeting is impossible.

Publish a chapter newsletter. It's an effective means to educate, inform, report, announce, and recruit. Have the newsletter staff select a different staff or faculty member to contribute an article to each issue. Include information about other campus organizations to promote teamwork. Post the newsletter to the school's website and email it to the entire student body.

Create a communication board (digital and physical) on which to post agendas, minutes, committees, projects, events, photos, newsletters, membership applications, and chapter fact sheet. Social media and websites may not be of the same value for nontraditional students as it is for younger students. Relying solely on digital communication is not a good idea.

Be of Service

A straightforward way to meet national HOSA goals is to encourage volunteerism. Volunteerism teaches community awareness and citizenship; provides opportunities to network with future employers and to interface with a variety of client populations; and builds character, teamwork, leadership, esteem, and confidence. Make volunteerism a cornerstone of your chapter philosophy and a requirement of membership. Allow members to suggest, discuss and elect their volunteer projects.

Make it Real

Never miss an opportunity to promote your HOSA members. Promote their abilities, talents, and projects. By promoting them, you will be advancing their professional goals. Promote them in your school, community, and beyond. Optimally, the student body, faculty and administration will see HOSA members as leaders, mentors, and consultants. Community leaders will see HOSA members as capable, reliable, dependable, and (most importantly) employable.

Provide a continuous stream of opportunities for educational enrichment. Offer seminars, conferences, guest lecturers, internships, job shadowing, tutoring, trainings, webinars, simulations, field trips, etc. Partner with local hospitals, clinics, civic organizations, EMS, professional

organizations, and government. Encourage members to compete at the state and national leadership conferences. The opportunities are endless and often free of charge.

Every HOSA member should realize a real and tangible benefit of his/her membership. The benefits of HOSA membership must relate directly to the advancement of the individual member's professional goals. Create a measurable objective that allows the advisor to evaluate job placement among HOSA alumni.

Methodology

The following is a list of practices that have been tried and tested by the Laurel Technical Institute (LTI) HOSA postsecondary chapter:

1. LTI has a 3-tiered system for HOSA membership that provides for increased membership benefits and opportunities, contingent upon the student's record of HOSA participation, QPA, and class attendance. The bottom tier is basic membership, the middle tier is for leadership (officers and chairpersons), the top tier is for HOSA conference and academic competition participation. New students are permitted to participate in HOSA during their first semester, but their official membership does not begin until they have completed their first semester and met the requirements.
2. All fundraising by LTI HOSA is used to pay for membership fees and conference participation. The chapter does not raise money for community service projects. Instead, members donate their time and talents, collect goods, and provide services. Monies raised are divided equally among all conference participants whom have met qualifying criteria for competition participation.
3. On two days each semester, the LTI campus director designates one hour for student organizations to meet. On these days, the campus operates on a revised schedule during which regular classes meet, but for a shorter time. The school day begins one hour later than usual. Typically, fifteen minutes is shaved off every hour during the morning. Most afternoon classes meet at the usual time.
4. Each semester the membership votes on a national, a community, and a school community service project. Organizations contact the chapter advisor to be placed on the ballot. The organizations requesting assistance are invited to the school to present their need to the membership. This system educates the members regarding social service programs in the community. Sometimes, it is the students themselves who discover the need and make the presentation. Here are a few of their projects: collected and hats and gloves for Red Cross Disaster Services; collected books to help rebuild a library lost to flooding; provided diabetic, vision, and cardiovascular screenings for seniors; operated a health careers booth during an eighth-grade career fair; decorated local abuse shelters for the holidays; landscaped a newly acquired campus property; served as hosts at graduation receptions and library fundraisers; and organized health and emergency medical services for a series of major local festivals.

5. Officers are nominated at the last meeting of one semester and elected at the first meeting of the next semester. Each nominee is given the opportunity to speak before election by paper ballot. To preserve the integrity of the voting process, absentee ballots or voting by proxy are not permitted. Ballots are counted by a faculty member. The newly elected officers appoint their standing committee chairpersons within one week of election.
6. LTI HOSA elects the following officers: President, Vice President, and Secretary/Treasurer. The President appoints the following standing committee chairs: Fundraising, Community Service, Education, and Newsletter Editor. The role of the Education Committee is to support and assist the students who compete at the leadership conference and to suggest and organize guest speakers, field trips, and other learning opportunities. Ad hoc committees are named as needed.
7. At the first meeting of each semester, ideas for fundraising, community service, and educational opportunities are discussed. Ideas are adopted depending on motions made and majority vote. The planning is then turned over to committee.
8. The advisor presents certificates of merit, appreciation, and participation at the conclusion of each meeting. Members are encouraged to include the certificates in their portfolios. It has become an effective way to recognize students for their efforts. Area employers have come to expect them and use them as a means of determining employment suitability.
9. The chapter advisor has subsidized student travel to and participation in National Leadership Conferences through grants and scholarships available through foundations.
10. Local, state, and federal legislators are informed of student successes at state and national leadership conferences, and are invited to the school for a recognition ceremony. The advisor provides them with the necessary information so that they can present citations from their individual branches of government.
11. The chapter advisor communicates regularly with the State Advisor regarding chapter activities, progress, and concerns. The advisor and members use the Pennsylvania and National HOSA websites to stay current, to develop ideas, and to connect with other chapters.
12. As a means of recognition, HOSA members wear special cords at graduation and are listed in the graduation program. Members are encouraged to register for their free lifetime HOSA alumni membership.