

Emotional Well-Being Challenge

Event Category: Recognition.....

Eligible Divisions: Middle School, Secondary, & Postsecondary / Collegiate	Round One: Video Presentation and Evaluation Tool, pre judged virtually	Digital Upload: YES, presentation video, evaluation tool
Team Event: 2-6 competitors per team		



New for 2026-2027

SAMHSA no longer sponsors this event. Interviews will no longer be conducted as ILC, and teams will be recognized for their participation with a certificate. No scholarships will be awarded. Editorial changes have been made.

Texas HOSA

This event will only be recognized at ILC

Event Summary

This recognition event was developed in conjunction with SAMHSA (Substance Abuse and Mental Health Services Administration) to engage HOSA chapters and members in learning how essential good mental health—emotional, psychological, and social well-being—is to overall health and to introduce them to the concepts of mental health promotion and substance misuse prevention.

The goal is to help provide HOSA members with knowledge, experience, and opportunities to act around their own emotional well-being (reflecting on their own mental health and use of substances) and how to support their peers. This knowledge will also serve as a valuable foundation for whole-person health in their future careers.

Taking action in this area could be anywhere on the continuum of self-care around their emotional health. They could be feeling stressed, lonely, isolated, anxious, depressed, or concerned they have a behavioral health condition. Taking action in this area is no different than improving your physical health. It can include researching resources, asking for help, engaging in conversation, starting to focus on self-care through meditation, journaling, or practicing breathing exercises, or supporting a friend. In addition, HOSA members will learn how to seek help when considering treatment options.

General Event Information

General Rules	Competitors must be familiar with and adhere to the General Rules and Regulations .
Competitors Must Provide	ONE team member will upload the required documents (see specifics below) HERE by May 15th
Suggested Resources	The references below are suggested reading material to support the team's preparation: a. Substance Abuse and Mental Health Services Administration b. Substance Use Prevention Resources for Youth and College Students c. School and Campus Health
Team Designation	Teams of 2-6 HOSA members will work together in this event. It is acceptable for multiple teams per chapter to participate. There is no limit to the number of teams per chapter or chartered association that can submit an entry. HOSA members can serve on only one team.

Develop a Project Theme	- Teams will develop a project theme. Possible theme projects might include, but are not limited to: - Normalize Mental Health: A perception-shifting presentation that encourages people to take steps to improve their mental health. - How to Get Help: An educational presentation that elevates the understanding of what services are available and how to access them in a crisis. - Alcohol Use: Harm Reduction Strategies. - LGBTQ+ and Mental Health: A presentation addressing health equity gaps for this population and how this impacts their mental health and substance use. - Drug Overdoses: An outreach presentation sharing strategies on how youth and healthcare providers can be part of the solution. - Teams will identify a target audience for their project content (i.e., peers, communities, healthcare providers).
Develop a Presentation	- Teams will create a presentation to share the content of their selected project theme with their target audience presentations and the wider the audience, the more impactful the results. - Teams will also record their presentation and share it digitally with various audiences of their choosing to help spread the content in additional ways. This recorded presentation will be uploaded digitally by May 15th. - Presentations for the target audience will be no longer than 15 minutes.
Develop an Evaluation Plan or Tool	- Teams will develop an evaluation plan or tool to assess the effectiveness of their presentation in terms of knowledge/attitudes among their target audience members. - Teams will develop a plan to evaluate the results. A written evaluation plan will be submitted demonstrating the project's success, including pre- and post-data.

Submission

Submission Process	- This event is <u>only judged at the ILC level</u>, not at the state association level. - Teams will digitally record themselves using Zoom, Canva, Loom, or another tool of their preference. During the recording, both the presentation and the team members must be visible. - The digitally recorded presentation must be converted to a public, shareable URL link. - One team member must upload the URL link and a pdf of the Summary of the Evaluation Plan HERE by May 15, 2027.
Required Digital Upload	- The FINAL ILC digital upload deadline is May 15th. We STRONGLY suggest not waiting until the last minute to upload online to avoid user challenges. - The digital materials uploaded by May 15th will be PRE-JUDGED.

Recognition

Recognition	- Submissions for teams that earn a score of 60 points or above will be recognized at the Recognition Reception and awarded a certificate for their participation. - Those teams attending the International Leadership Conference who have met the above criteria should register for the event. Those teams who register for the event will be listed first at the Recognition Reception. - Those teams attending the International Leadership Conference and earning recognition will walk across the stage during the identified recognition reception to receive a certificate.
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	Gold, silver, and bronze medals are not awarded for this event at the international level. 4. Teams not attending ILC can contact their Chartered Association to receive their digital certificate.
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Future Opportunities

The HOSA Scholarship program has funding available for HOSA members who have an interest in various health careers! The application process begins January 1, 2027, and can be found here: <https://hosa.org/scholarships/>.

Graduating from high school or completing your postsecondary/collegiate program does not mean your HOSA journey has to end. As a HOSA member, you are eligible to become a HOSA Lifetime Alumni Member- a free and valuable opportunity to remain connected, give back, and help to shape the future of the organization. Learn more and sign up at hosa.org/alumni.

Emotional Well-Being Challenge

Digital Upload of Presentation

Team #: _____ Division: ____ MS ____ SS ____ PS / C Judge's Signature: _____
 Summary of Evaluation Plan/Tool, and Public Link to Video Presentation YES ____ NO ____

A. Overview	EXCELLENT 5 points	GOOD 4 points	AVERAGE 3 points	FAIR 2 points	POOR 0 points	JUDGE SCORE
1. Length of Recorded Video Presentation	Presentation is no longer than 15 minutes total.	N/A	N/A	N/A	Presentation is longer than 15 minutes or not submitted.	
A. Overview	EXCELLENT 10 points	GOOD 8 points	AVERAGE 6 points	FAIR 4 points	POOR 0 points	JUDGE SCORE
2. Evaluation Plan and Tool	The evaluation plan successfully measured the project's success. It had clear pre & post data.	N/A	The evaluation plan or tool that was used partially measured success. It was missing either pre or post data.	N/A	An evaluation plan or tool was not used or was not submitted digitally.	
B. Presentation (video) Content	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 0 points	JUDGE SCORE
1. Project Theme	A clear rationale for why the project theme was selected and was evident in the presentation.	The reason for selecting the theme was mostly clear in the presentation.	The reason for selecting the theme was moderately clear in the presentation.	There was some detail provided for the rationale of why the project theme was selected, however more information is needed.	The reason the project theme was selected was not included in the presentation.	
2. Project Benefits	An explanation of how this project was beneficial to all team members was included in the presentation.	N/A	An explanation of how this project was beneficial to some team members was present.	N/A	There was no explanation of how this project was beneficial to the team.	
3. Importance of Project Theme	It was explained why the project theme is important to the audience. Relevant examples were given.	N/A	It was partially explained to the audience how the project theme was important to them.	N/A	The importance of this project to the audience was not demonstrated.	
4. Education	The presentation was highly innovative and engaging. There was a clear educational message.	The presentation was good but could have had a better educational message.	The educational message of the presentation was present but was not as engaging or innovative as it could have been.	The educational message was not communicated clearly.	There was no educational message to the target audience.	
C. Presentation (video) Delivery	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 0 points	JUDGE SCORE

1. Voice Pitch, tempo, volume, quality	Each team member's voice was loud enough to hear. The team members varied rate and volume to enhance the presentation. Appropriate pausing was employed.	Each team member spoke loudly and clearly enough to be understood. The competitors varied rate OR volume to enhance the speech. Pauses were attempted.	Each team member could be heard most of the time. The team members attempted to use some variety in vocal quality, but not always successfully.	Judges had difficulty hearing or understanding much of the presentation due to little variety in rate or volume.	The team member's voice is too low or monotone. Judges struggled to stay focused during much of the presentation.	
C. Presentation (video) Delivery	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 0 points	JUDGE SCORE
3. Diction, Pronunciation, & Grammar Diction: choice of words, especially with regard to correctness, clearness, and effectiveness. Pronunciation: Act or manner of uttering officially.	Delivery emphasizes and enhances message. Clear enunciation and pronunciation. No vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone heightened interest and complemented the verbal message.	Delivery helps to enhance message. Clear enunciation and pronunciation. Minimal vocal fillers (ex: "ahs," "uh/ums," or "you knows"). Tone complemented the verbal message	Delivery adequate. Enunciation and pronunciation suitable. Noticeable verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Tone seemed inconsistent at times.	Delivery quality minimal. Regular verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Delivery problems cause disruption to message.	Many distracting errors in pronunciation and/or articulation. Monotone or inappropriate variation of vocal characteristics. Inconsistent with verbal message.	
2. Stage Presence Poise, posture, & enthusiasm	Movements & gestures were purposeful and enhanced the delivery of the speech and did not distract. Body language reflects comfort interacting with audience. Facial expressions and body language consistently generated a strong interest and enthusiasm for the topic	The team members maintained adequate posture and non-distracting movement during the speech. Some gestures were used. Facial expressions and body language sometimes generated an interest and enthusiasm for the topic.	Stiff or unnatural use of nonverbal behaviors. Body language reflects some discomfort interacting with audience. Limited use of gestures to reinforce verbal message. Facial expressions and body language are used to try to generate enthusiasm but seem somewhat forced	Most of the team member's posture, body language, and facial expressions indicated a lack of enthusiasm for the topic. Movements are distracting.	No attempt was made to use body movement or gestures to enhance the message. No interest or enthusiasm for the topic came through in presentation.	
4. Team participation	Excellent example of shared collaboration in the presentation of the project. Each team member spoke and carried equal parts of the project presentation.	All but one person on the team was actively engaged in the project presentation.	The team worked together relatively well. Some of the team members had little participation.	The team did not work effectively together.	One team member dominated the project presentation.	
TOTAL POINTS (75)						