

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.