

FIRST AID/CPR (VIRTUAL)



PURPOSE

To evaluate each contestant's ability to react positively in simulated situations demanding First Aid and CPR intervention and to recognize excellence and professionalism in the career and technical student's first aid skills.

First, download and review the General Regulations at: <http://updates.skillsusa.org>.

ELIGIBILITY

Open to all active SkillsUSA members enrolled in a health care related program.

CLOTHING REQUIREMENTS

Class B: Healthcare Attire

- Official blue scrubs.
- Scrubs should fit appropriately for all health contests and should be properly hemmed and wrinkle free. Only plain, white, collarless T-shirts may be worn underneath the scrubs. Hair must be pinned up and off the collar.
- White socks or skin-tone seamless hose.
- Health professionals' white or leather work shoes.
- Shoes must be all-white or all-black leather (no canvas), completely enclosed (no open-toe or open-heel). Athletic-style shoes that meet the criteria are acceptable.

Contest Clothing Notes (Apply ONLY to Virtual Competitions):

- Official SkillsUSA Competition Clothing recommended but NOT required.
- Contestant clothing options include the following:
 - Official Competition Clothing.
 - Trade Appropriate Clothing.
 - Professional Dress.
 - Business Casual.
- Clothing must meet industry safety standards.

- No identification of the contestant, school or state is allowed on clothing.
- No offensive, vulgar or inappropriate images or text are allowed on contestants clothing.
- No shorts or sleeveless shirts are allowed.
- Skirts must be at least knee-length.
- Proper Personal Protective Equipment (PPE) must be worn by contestant to meet all state, local and school requirements due to COVID-19.
- Scoring deductions may only be given and/or disqualification of contestant if clothing safety standards are not met.

Jewelry: Only one stud or small hoop in each ear is allowed. Postsecondary contestants may wear a wedding band as long as it doesn't contain a stone. If it does, the band must be taped. No facial or tongue rings are permitted.

All visible tattoos (including those on hands, arms and neck) must be covered.

These regulations refer to clothing items that are pictured and described at: www.skillsusastore.org. If you have questions about clothing or other logo items, call 1-888-501-2183.

EQUIPMENT AND MATERIALS

Supplied by the contestant:

1. Computer with high-speed internet capability and camera to use applications such as Zoom, Teams, etc. The minimum recommended internet bandwidth speeds for joining Zoom meetings, accessing on-demand curriculum and other online operations is 2.0 Mbps up and down. You can test your current internet speeds by following this link: <https://www.speedtest.net/>. Allow the page to load and click on GO.
2. A secondary camera(s) may be required to provide judges with the ability to view contestants from different angles. Additional camera requirements will be located on the SkillsUSA website at <http://updates.skillsusa.org>.
3. A contest Proctor will be required to be on site to assist judges. A local industry expert is preferred to serve as the Proctor and

shall not be an individual that has been involved with the training of the contestant(s). The Proctor will serve as the onsite “hands and eyes” for the judges. Proctor will follow instructions from the judges for safety and operations related to the competition. Proctor may be asked by judges to perform several tasks such as operating a portable camera to show specific components or steps, measure parts, or any task that will provide judges with information needed to assist in accurate scoring of the contestant’s work or presentation. However, the Proctor shall not serve as a judge nor have any influence in contestant scores.

4. The contestant’s instructor or advisor shall be on site to observe all competition activities to ensure a safe and healthy competition experience for all participants. That instructor or advisor will not be allowed to interact or interfere with the competitor unless a safety issue arises that requires interaction. Any other support or interaction between the contestant and the instructor/advisor will result in disqualification
5. All competitors must create a one-page résumé and submit an electronic copy to the technical committee chair at least seven (7) days in advance of the competition. Failure to do so will result in a 10-point penalty. Instructions for submission of the electronic résumé copy will be provided on the SkillsUSA website at <http://updates.skillsusa.org>.
6. A copy of current certifications at orientation in CPR/AED two-man system and First Aid from any of the following organizations: the American Red Cross, American Heart Association, American Health and Safety Institute or the National Safety Council
7. Competitors should bring their own face mask.

Note: Your contest may also require a hard copy of your résumé as part of the actual contest. Check the Contest Guidelines and/or the updates page on the SkillsUSA website at <http://updates.skillsusa.org>.

Note: No textbooks are allowed in the testing area.

OBSERVER RULE

Observers will be allowed to view the scenarios as the contestants participate, provided there is space available. Talking or gesturing by the observers may result in disqualification of the contestant. Observers will not be permitted to communicate with contestants in the holding/assembly area.

SCOPE OF THE CONTEST

Knowledge Performance

There will be one written knowledge test. Maximum points for the written knowledge test will be 12% of the total score.

Skill Performance

All skills demonstrated will be based on nationally accepted standards as identified by the American Red Cross, American Heart Association, National Safety Council and American Safety and Health Institute.

Contest Guidelines

Contestants will demonstrate their ability to perform procedures or take appropriate action based on scenarios presented related to those listed in the Standards and Competencies.

Standards and Competencies

CPR 1.0 — Contestants will demonstrate competency to proficiently perform procedures or take appropriate action based on scenarios presented related to the following topic areas:

CPR 2.0 — CPR with AED for Adult

- 2.1 Demonstrate skills in performing CPR with AED including two-man system

CPR 3.0 — CPR for Child

- 3.1 Demonstrate skills in performing CPR for child

CPR 4.0 — CPR for Infant

- 4.1 Demonstrate skills in performing CPR for infant

CPR 5.0 — Choking Victim: Conscious/Unconscious Adult

- 5.1 Demonstrate skills in performing choking emergencies for conscious/unconscious adult

CPR 6.0 — Choking Victim: Conscious/Unconscious Child

- 6.1 Demonstrate skills in performing choking emergencies for conscious/unconscious child

CPR 7.0 — Choking Victim: Conscious/Unconscious Infant

- 7.1 Demonstrate skills in performing choking emergencies for conscious/unconscious infant

CPR 8.0 — Sudden Illness: Seizures/Diabetics

- 8.1 Demonstrate skills in performing interventions and care for seizures/diabetic emergencies

CPR 9.0 — Injuries to Muscles, Bones and Joints (e.g., dislocations; fractures; sprains and strains; head, neck and back injuries)

- 9.1 Demonstrate care dealing with muscle, bone and joint injuries

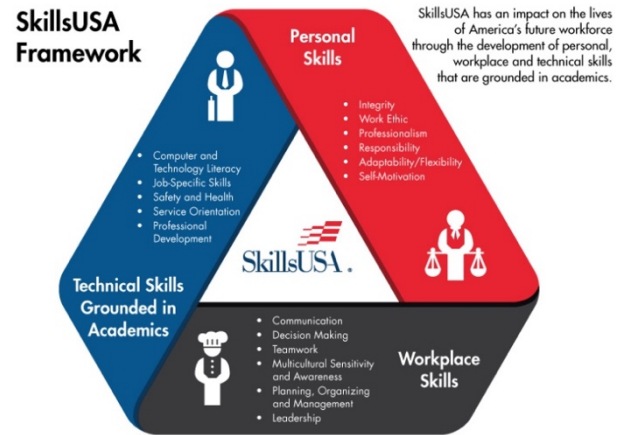
CPR 10.0 — Bleeding/Wound Care

- 10.1 Demonstrate care/control dealing with bleeding/wound care

CPR 11.0 — Burn Care

- 11.1 Demonstrate care for first-, second- and third-degree burns

CPR 12.0 — SkillsUSA Framework



The SkillsUSA Framework is used to pinpoint the Essential Elements found in Personal Skills, Workplace Skills, and Technical Skills Grounded in Academics. Students will be expected to display or explain how they used some of these Essential Elements. Please reference the graphic above, as you may be scored on specific elements applied to your project. For more, visit:

www.skillsusa.org/about/skillsusa-framework/.

Resources

- American Heart Association — for Healthcare Providers and ACLS Courses.
- American Red Cross — First Aid/CPR/AED BLS (Basic Life Support).
- American Safety and Health Institute — Basic First Aid.
- American Safety and Health Institute — CPR/AED two-man system.
- National Safety Council — Basic First Aid and CPR/AED.
- OSHA National Health and Safety Guidelines.

Committee Identified Academic Skills

The technical committee has identified that the following academic skills are embedded in this contest.

Math Skills

None Identified

Science Skills

- Use knowledge of cell theory

- Use knowledge of patterns of cellular organization (cells, tissues, organs, systems)
- Describe basic needs of organisms
- Describe behaviors in animal populations
- Use knowledge of reproduction and transmission of genetic information
- Describe characteristics of types of matter based on physical and chemical properties
- Use knowledge of physical properties (shape, density, solubility, odor, melting point, boiling point, color)
- Use knowledge of chemical properties (acidity, basicity, combustibility, reactivity)
- Understand Law of Conservation of Matter and Energy
- Describe and identify physical changes to matter
- Describe and identify nuclear reactions (products of fusion and fission and the effect of these products on humans and the environment)
- Predict chemical changes to matter (types of reactions, reactants and products; and balanced equations)
- Use knowledge of potential and kinetic energy
- Use knowledge of mechanical, chemical and electrical energy
- Use knowledge of heat, light and sound energy
- Use knowledge of speed, velocity and acceleration
- Use knowledge of Newton's laws of motion
- Use knowledge of work, force, mechanical advantage, efficiency and power

Language Arts Skills

- Provide information in conversations and in group discussions
 - Demonstrate use of such verbal communication skills as word choice, pitch, feeling, tone and voice
 - Demonstrate use of such nonverbal communication skills as eye contact, posture and gestures using interviewing techniques to gain information
 - Demonstrate comprehension of a variety of informational texts
 - Use text structures to aid comprehension
 - Demonstrate knowledge of appropriate reference materials
- Use print, electronic databases and online resources to access information in books and articles

Connections to National Standards

State-level academic curriculum specialists identified the following connections to national academic standards.

Math Standards

- Geometry
- Measurement
- Problem solving

Source: NCTM Principles and Standards for School Mathematics. For more information, visit: <http://www.nctm.org>.

Science Standards

- Understands the principles of heredity and related concepts
- Understands the structure and function of cells and organisms
- Understands relationships among organisms and their physical environment
- Understands the sources and properties of energy
- Understands forces and motion
- Understands the nature of scientific inquiry

Source: McREL compendium of national science standards. To view and search the compendium, visit: <http://www2.mcrel.org/compendium/browse.asp>.

Language Arts Standards

- Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics)
- Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes
- Students employ a wide range of strategies as they write and use different writing

process elements appropriately to communicate with different audiences for a variety of purposes

- Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge
- Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information)

Source: IRA/NCTE Standards for the English Language Arts.
To view the standards, visit: www.ncte.org/standards.