NYS SkillsUSA Basic Health Care Skills Virtual Project

Scope of the Contest
To evaluate each contestant’s beginning level of health occupations knowledge and to recognize outstanding students for excellence and professionalism.

Knowledge Performance
The contest will include a Resume, tasks, pre-recorded Health Care presentation, and Interview. See NYS SkillsUSA Virtual Technical Standards for competencies measured.

Contest Information (All items must be received by due date)

- **PDF Resume**
  - Upload one file with all contestant’s one-page resume’s and include the digital link(s) link to send it to will be sent by April 1, 2021.

Video of Demonstrated Procedures
- Video all demonstrations in order in a consecutive stream. Ensure all task stations and simulated patients are prepared prior to launching the video session.
- Contestants should be filmed with one camera (it is recommended to use cell phones for the video) that is focused directly on the contestant and their patient, and one camera that shows the environment they are working in. The secondary camera is to ensure no assistance in being provided to the contestant.
- Ensure audio is quality so judges can record audible directions that are part of some task requirements.

Pre-Recorded Video Presentation
- Launch a Zoom Session and record yourself delivering a presentation on a topic related to basic health care through demonstration, display and/or explanation. Time limit 5-7 minutes.
  - Record the entire pre-interview demo from beginning to end without edits.
  - Ensure that audio is high quality for judge’s review. No music should be included.

Scoring Information
The following pre-submission items will be judged by industry professionals prior to virtual in-person Zoom session.
  1. Resume with embedded links
  2. Assigned tasks
  3. Health Care Presentation

Zoom Interview/Role Play
You will receive a specified time to participate in a virtual interview/role play via Zoom with industry professionals. You should be dressed in your contest attire for this session. You will be asked questions about your resume, presentation and your completed tasks on April 16, 2021.
Skills USA NYS 2020-21 Basic Health Tasks:

**Task #1:** Apply Ace Bandage to Ankle Scenario: Nora Nosebleed was playing kickball with some friends. As she slid into home, she twisted her ankle. She is now in the Urgent Care Center and you are ordered by the MD to apply an ace bandage to her ankle. You only have 15 minutes. (A suitable volunteer or manikin can be used as determined by proctor/contestant, to follow safe COVID-19 precautions.)

**Task #2:** Donning and removing a pair of sterile gloves.

**Task #3:** Measuring intake and output scenario: You have been given the task of documenting the intake and output for the patient in room 1-111, Janice Marvell. Janice’s date of birth is 06-15-1956. Janice has been on a strict diet due to her surgery a few days ago and it is important you document accurately. Standard precautions apply.* (The intake will be noted on the worksheet. For the output - The proctor can fill the graduate to a particular amount to designate urinary output. Any food coloring can be used. Please make sure we can read the graduate on the camera. Proctor can also verify the student accuracy.)

**Task #4:** CPR/First Aid written scenarios. (No equipment needed.)

**Task #5:** A&P – 3 worksheets – 25 questions

**Task #6:** Written Exam – Multiple choice test

*Tasks #1-3 Should be recorded and sent with resume and presentation.

**Tasks #3-6. The worksheets and test will be sent to the advisor. They should not be shown to the student ahead of the contest and should be proctored. This task does not have to be recorded on Zoom/Google Meet.*)
NYS Basic Health Care Skills (Virtual)

Purpose
To evaluate each contestant’s beginning level of health occupations knowledge and to recognize outstanding students for excellence and professionalism.

Eligibility
Open to students enrolled in any high school health program.

Clothing Requirement
Official school clinical uniform with identification removed/concealed, white socks or skin-tone seamless hose and health professional’s white leather work shoes. Shoes must be “all-white” leather (no canvas), completely enclosed (no open toe or open heel). Athletic style shoes that meet the aforementioned criteria are acceptable.

- 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.
- 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.

Contestants must meet workplace expectations. No artificial nails, visible tattoos, or more visible piercings than one studded earring in each earlobe will be allowed.

Equipment and Materials
Supplied by 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 NYS SkillsUSA website.
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 on 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
6. Watch
7. Pen (black ink)
8. Safety glasses/shield (only if needed for the prepared presentation)

Scope of the Contest
The scope of the contest is defined by industry standards as set by the SkillsUSA technical committee.

Knowledge Performance
The contest will include a written knowledge test assessing general knowledge of basic health
care skills. Topics assessed may include but are not limited to: life sciences related to health care, communication skills, employability, law and ethics, and work safety practices.

Skill Performance
The second portion of the contest will be a series of tasks in which contestants will demonstrate their knowledge of basic health care skills. The contestant will also prepare a five to seven-minute demonstration of a basic health care skill. Guidelines for this presentation are listed below.

Presentation Guidelines
1. The purpose of the presentation is to present a topic related to basic health care through demonstration, display and/or explanation.
2. A presentation will be compact, no larger than 30"x30"x30" and presented in five to seven minutes. A 4'x6' table space will be available. Any visual aids (signs, charts, transparencies, slides, diagrams) are to be prepared by contestants. Three-sided poster display boards and PowerPoint presentations stored on jump drives are permitted (no note cards). No full-size adult mannequins are allowed. No pressurized aerosol cans of any kind will be permitted, and no compressed air, gas or flammable liquid may be used.
3. All employers’ names and manufacturers’ trade names must be covered or removed.
4. The demonstration will neither promote nor advertise any commercial organization or product.
5. The title should designate the exact nature of the presentation. Catchy titles are not appropriate to the scientific and educational purpose of the presentation.
6. The prepared presentation does not include another person acting as a patient.
7. Time limit: 5–7 minutes

Standards and Competencies

Note for Virtual Competitions: Contestants may not be required to perform all the standards and competencies listed in this section. However, contestants should be prepared to perform components in all areas.

Prior to the competition, the technical committee may determine which standards and competencies contestants will be perform for the virtual contests. The technical committee will determine if additional information is needed for contestants prior to the competition. These changes will be posted on the NYS SkillsUSA website.

CARE 1.0 — Apply academic knowledge of life sciences as related to the health care professions

1.1 Demonstrate knowledge of human anatomy structure and function
   1.1.1 Identify major body systems and their functions
   1.1.2 Compare interrelationships of the body systems
   1.1.3 Describe basic diseases affecting each major body system
   1.1.4 Define, pronounce and spell key terms

1.2 Integrate concepts of Maslow’s Hierarchy of Needs, and human growth and development
   1.2.1 List the five levels of Maslow’s Hierarchy of Needs
   1.2.2 Discuss how clients meet or satisfy each level of Maslow’s Hierarchy of Needs
   1.2.3 Summarize each of Erickson’s eight stages of psychosocial development

1.3 Apply knowledge of nutrition
   1.3.1 Recall groups of essential nutrients and vitamins, and their functions and sources
   1.3.2 Distinguish between digestion, absorption, metabolism and excretion
   1.3.3 Describe purposes of key therapeutic diets
   1.3.4 Define, pronounce and spell key terms

1.4 Perform core therapeutic and clinical skills that relate to most basic health care skill careers
   1.4.1 Position, turn and move a client using correct body alignment
   1.4.2 Perform the following transfer techniques: dangling, wheelchair, chair and stretcher
   1.4.3 Make closed, open and occupied beds
   1.4.4 Administer personal hygiene care
   1.4.5 Assist client with eating
1.4.6 Feed a patient
1.4.7 Collect specimens to be sent to the laboratory
1.4.8 Perform range of motion exercises
1.4.9 Ambulate a client using a transfer (gait) belt
1.4.10 Ambulate a client using assist devices
1.4.11 Apply cold or warm packs
1.4.12 Use a reagent strip to test a urine specimen
1.4.13 Provide dignified postmortem care

1.5 Execute emergency care for the infant to adult age spectrum
1.5.1 Perform basic cardiopulmonary resuscitation
1.5.2 Demonstrate emergency measures for choking
1.5.3 Apply standard first aid bandages and splints
1.5.4 Identify first aid for the following common medical emergencies: bleeding, burns, diabetic reactions, heart attack, hypo/hyperthermia, poisonings, seizures, shock, stroke and trauma

CARE 2.0 — Express verbal and nonverbal communication skills
2.1 Deliver a prepared presentation
2.1.1 Present a basic health care skills entry-level topic
2.1.2 Conduct presentation between five and seven minutes
2.1.3 Follow presentation guidelines as identified by the technical committee

2.2 Demonstrate oral, written and/or telephone communication skills with clients, visitors and staff
2.2.1 Modify communication to meet client needs
2.2.2 Observe, report and document pertinent client data
2.2.3 Exhibit effective interpersonal relationships
2.2.4 Overcome physical and psychological barriers to communication
2.2.5 Express sensitivity to multicultural and multilingual needs

2.2.6 Provide for emotional support of client during procedure/treatment
2.2.7 Assess client’s ability to understand
2.2.8 Adapt communication to individual needs including paraphrasing or translating
2.2.9 Ask for clarification when needed

2.3 Define, pronounce, spell and use key medical terms and abbreviations
2.3.1 Define prefixes, suffixes and word roots
2.3.2 Define, pronounce and spell key medical terms
2.3.3 Recognize basic medical abbreviations

CARE 3.0 — Perceive major career opportunities and systems available in health care
3.1 Describe different careers such as, but not limited to, dentistry, diagnostic, emergency medical services, health information, hearing, medicine, mental health, laboratory, mortuary, nursing, nutrition, radiology, social, therapeutic, veterinary and vision services
3.1.1 Compare various career levels between professional, technologist, technician and aide/assistant
3.1.2 Compare educational requirements from diploma, associate’s, baccalaureate, master’s and doctorate degrees for certification, registration and/or licensure
3.1.3 Differentiate realm of health care settings
3.1.4 Describe range of services offered
3.1.5 List a governmental or professional organization with oversight in health care
3.1.6 Identify the role and responsibilities of the various levels of individuals within the health care profession

3.2 Discuss current trends and events in health care
3.2.1 Discuss increasing costs of health care and reimbursement issues
3.2.2 Discuss alternative/
complementary methods of health care
3.2.3 Discuss wellness/prevention programs
3.2.4 Discuss health care reform
3.2.5 Discuss pediatric/geriatric abuse
3.2.6 Discuss technology and science
3.2.7 Discuss governmental bodies and regulatory agencies
3.2.8 Discuss client populations and needs
3.2.9 Discuss allocation of resources
3.2.10 Discuss accessibility to health care and insurance
3.2.11 Discuss worker shortage and closure of facilities
3.2.12 Discuss malpractice costs
3.3 Submit a résumé at the pre-contest briefing on Tuesday
3.3.1 Type the document using an easy to read, appropriate font
3.3.2 Provide personal contact information of name, address, phone number and/or email address
3.3.3 State professional goal(s)
3.3.4 Highlight educational background
3.3.5 List career history
3.3.6 Limit to one page
3.4 Complete a job application
3.4.1 Write neatly and legibly
3.4.2 Use English and grammar correctly
3.4.3 Follow application form directions for completion
3.4.4 Use black ink
3.4.5 Prepare correspondence related to the employment process
3.5 Demonstrate interview skills
3.5.1 Present a neat and clean appearance
3.5.2 Introduce self
3.5.3 Listen closely to questions
3.5.4 Speak clearly
3.5.5 Provide appropriate response to questions
3.5.6 Demonstrate good posture, eye contact and mannerisms
3.5.7 Shake hands and thank the interviewers

CARE 4.0 — Epitomize quality employment and teamwork skills
4.1 Exemplify professional conduct and appearance
4.1.1 Exhibit personal skills, such as attendance, time management, individual responsibility and teamwork
4.1.2 Use analytical skills to solve problems and make decisions
4.1.3 Adapt to changing situations
4.2 Apply basic mathematical concepts to include addition, subtraction, division, and multiplication of whole numbers, common fractions, decimals fractions, ratio, proportion percentage, average, area, volume, metrics and written problems specific to area of training
4.2.1 Measure and record vital signs, height, weight, intake and output
4.2.2 Graph TPR and B/P
4.2.3 Convert between the metric and household volume, length and weight measurements and calculations
4.2.4 Relate standard time with the 24-hour clock
4.3 Possess cultural diversity skills
4.3.1 Differentiate between culture, ethnicity and race
4.3.2 Identify some of the major ethnic groups in the United States
4.3.3 Cite how bias, prejudice or stereotyping can cause a barrier to effective relationships with others
4.3.4 Recognize how language, personal space, touching, eye contact and gestures are affected by cultural diversity
4.3.5 Compare and contrast the diverse health beliefs of different ethnic/cultural groups
4.3.6 Identify methods health care workers can use to show respect for individual religious beliefs and different cultural backgrounds
4.4 Incite teamwork
4.4.1 Practice team membership skills such as cooperation, leadership and anticipation of the needs of coworkers
4.4.2 Respect cultural and religious differences of team members
4.4.3 Interact with others in a manner consistent with the health care team structure and lines of authority
4.4.4 Manage conflict within the workplace through consideration of others’ points of view

4.4.5 Respect interdisciplinary differences among team members

CARE 5.0 — Differentiate between law and ethics

5.1 Explain legal responsibilities, limitations and the implications of their action within the health care delivery system

5.1.1 Operate within the legal framework of liabilities in your scope of work or practice

5.1.2 Explain client rights

5.1.3 Recognize and report signs of neglect and abuse

5.1.4 Explain situations that have the potential for legal problems

5.1.5 Define key terminology related to law

5.1.6 Perform in accordance to regulations, policies, laws, and legislated rights of clients

5.1.7 Be aware of malpractice and liability issues

5.1.8 Maintain client confidentiality

5.1.9 Obtain informed consent

5.1.10 Comply with legal requirements of documentation

5.2 Describe accepted ethical practices with respect to cultural, social and ethnic differences within the health care environment

5.2.1 Perform duties within established ethical guidelines, supporting sensitive and quality health care delivery

5.2.2 Respect client rights and self-determination

5.2.3 Promote justice and equal treatment to all persons

5.2.4 Recognize the importance of client need over other considerations

5.2.5 Define key terminology related to ethics

CARE 6.0 — Create a safe working environment

6.1 Apply principles of body mechanics

6.1.1 Use correct body mechanics in the health care environment

6.1.2 Observe safety standards established by Occupational Safety and Health Administration (OSHA)

6.2 Be vigilant for fire safety

6.2.1 Implement correct plan of action during fire emergencies

6.2.2 Differentiate between the four main classes of fire extinguishers

6.2.3 Simulate the operation of a fire extinguisher

6.2.4 Describe the PASS acronym for fire extinguisher usage

6.3 Practice infection control

6.3.1 Perform correct hand-washing technique

6.3.2 Identify at-risk behaviors and modes of transmission of pathogens

5.3.3 Apply principles of disinfection

6.3.4 State the chain of infection’s six components

6.3.5 Differentiate between antisepsis, disinfection and sterilization

6.4 Employ standard precautions/body substance isolation techniques

6.4.1 Use standard precautions outlined by the Centers for Disease Control and Prevention (CDC)

6.4.2 Observe blood-borne pathogen standards established by OSHA

6.4.3 Maintain transmission-based isolation techniques by donning the appropriate personal protective equipment (PPE) when indicated

6.4.4 Manage hazardous materials

6.5 Demonstrate aseptic technique

6.5.1 Create and maintain a sterile field

6.5.2 Don and remove sterile gloves/gown

6.5.3 Assist with minor surgical procedures

6.5.4 Apply principles of sterilization

6.5.5 Clean, disinfect and sterilize surfaces, instruments, supplies, and equipment using appropriate methods

6.5.6 Prepare and/or package equipment for sterilization

6.6 Manage a safe environment

6.6.1 Report and/or correct safety
hazards

6.6.2 Maintain equipment in proper working order
6.6.3 Maintain a safe client environment
6.6.4 Verify identity of client
6.6.5 Observe safety precautions during oxygen administration
6.6.6 Use precautions in the presence of ionizing radiation
6.6.7 Handle materials, supplies and equipment safely
6.6.8 Comply with pertinent regulatory guidelines, including OSHA standards

6.7 Complete NOCTI skills-related written test of 25 to 50 multiple choice questions

6.8 Create a safe work environment