LEVEL UP 2026 - 2027

NYS SkillsUSA

# BASIC HEALTH CARE SKILLS

## PURPOSE

To evaluate each competitor's beginning level of health occupations knowledge and to recognize outstanding students for excellence and professionalism.

## ELIGIBILITY

Open to active SkillsUSA high school members enrolled in any health program.

## CLOTHING REQUIREMENTS

**NYS Health Care Attire:**

- Official school clinical scrubs uniform with identification removed/concealed. Only plain white, collarless T-shirts may be worn under neath the scrub top is not visible from either the sleeve or the hem areas
- Health professional's white leather work shoes, white socks, or skin-tone seamless hose. Shoes must be "all-white" leather (no canvas), completely enclosed (no open toe or open heel). Athletic style shoes that meet the criteria are acceptable.
- Hair must be pinned up and off the collar. Away from the face and neck.
- Nails should be cleaned, short and without nail polish., No artificial nails (which can harbor bacteria) no heavy makeup, no heavy body scents
- Jewelry: Only one stud or small hoop earring in each ear is allowed. No facial piercings are allowed. All visible tattoos (including those on hands, arms and the neck or chest must be covered). No facial or tongue rings allowed. A watch with a second hand is allowed.
- Competitors should exhibit professional appearance and conduct during the contest.

***Note:*** **Contestants must wear their contest clothing to the contest orientation meeting.**
Also bring #2 pencil, resume, and safety assurance form. The PDT test will be taken at orientation.

# EQUIPMENT AND MATERIALS

1. Supplied by the technical committee:
   a. All instruments, equipment and materials required for the competition
   b. All necessary information and furnishings for judges and technical committee
   c. An 8-foot table provided. This is a tabletop presentation.

2. Supplied by the competitor:
   a. Watch
   b. Laptop computer and projector.
   c. Pen (black ink)
   d. Safety glasses/shield (only if needed for the prepared presentation)
   e. All competitors must create a one-page resume. See "Resume Requirement" below for guidelines. Additionally, and as part of the competition, competitors will submit a hard copy resume at orientation reflecting their career area of interest.

## RESUME REQUIREMENT

Competitors must create a one-page resume to submit at orientation.

## DEVICES

Cell phones or other electronic devices not approved by the NYS Chairperson will be collected by the contest chair during the competition. Chairpersons will announce their acceptance by listing it on their standard or at the orientation meeting. In case of emergencies advisors should allow the competitors to take their phones to the contest areas.

If the competitor uses their device in a manner which compromises the integrity of the competition, the competitor's score may be penalized.

# SCOPE OF THE COMPETITION

The competition's scope is defined by industry standards set by the SkillsUSA Basic Health Care Skills National Technical Committee.

## KNOWLEDGE PERFORMANCE

The competition will include a written knowledge test assessing general knowledge of basic health care skills. Topics assessed may include life sciences related to health care, communication skills, employability, law and ethics and work safety practices. Competitors are required to take the NYS SkillsUSA professional development test online.

## SKILLPERFORMANCE

The second portion of the competition will be a series of workstations in which competitors will demonstrate their knowledge of basic health care skills. Topics that will be assessed may include core therapeutic and clinical skills, emergency care for infants through adults, communication skills, key medical terms and abbreviations, law and ethics, and work safety. A hard copy resume will be submitted, and should be prepared to participate in an oral interview. Prior to the event, the competitor will prepare a five- to seven-minute demonstration of a basic health care skill. Guidelines for this presentation are listed below.

## PRESENTATION GUIDELINES

- The purpose of the presentation is to present a topic related to basic health care through demonstration, display and/or explanation.
- A presentation will be compact, no larger than 30"x30"x30" and presented in five to seven minutes. Table space will be available. Any visual aids (signs, charts, transparencies, slides, diagrams) are to be prepared by competitors. 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.
- All employers' names and manufacturers' trade names must be covered or removed.
- The demonstration will neither promote nor advertise any commercial organization or product.
- The title should designate the exact nature of the presentation. Catchy titles are not appropriate to the scientific and educational purpose of the presentation.
- The prepared presentation does not include another person acting as a patient.
- Time limit is five to seven minutes.

## STANDARDSANDCOMPETENCIES

### CARE1.0—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 healthcare 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 resume at the pre-competition briefing
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 diverse 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

## CARE5.0 — 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 with 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

## CARE6.0 — 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
- 6.3.3. 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 skills-related written test of 25 to 50 multiple choice questions
6.8. Create a safe work environment