

# FIRST AID/CPR



## 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.

**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.

**Note:** Contestants must wear their official contest clothing to the contest orientation meeting.

## EQUIPMENT AND MATERIALS

1. Supplied by the technical committee:
  - a. All information needed to react to scenarios
  - b. Supplies commonly found in the situation(s) described
2. Supplied by the contestant:
  - a. 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
  - b. Competitors should bring their own face mask.
  - c. All competitors must create a one-page résumé and submit a hard copy to the technical committee chair at orientation. Failure to do so will result in a 10-point penalty. Check the website for further instructions.

**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

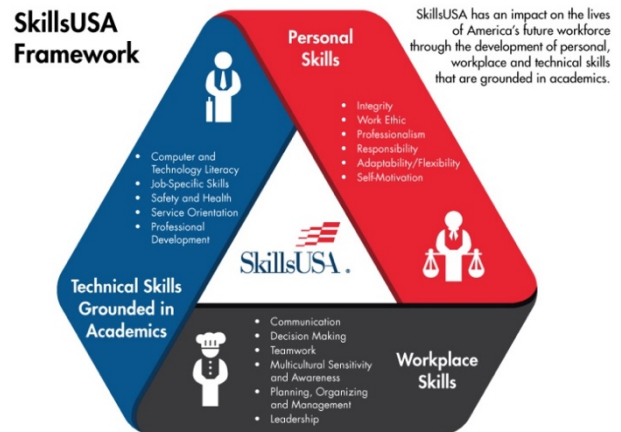
## CPR 10.0 — Bleeding/Wound Care

- 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/](http://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](http://www.ncte.org/standards).