



## PURPOSE

To evaluate each competitor's preparation for employment and to recognize outstanding students for excellence and professionalism in the field of nurse assisting.

## ELIGIBILITY

Open to active SkillsUSA members enrolled in programs with nurse assisting as an occupational objective. Each state may send one high school and one college/postsecondary competitor.

## CLOTHING REQUIREMENTS

### **Class B: Healthcare Attire**

- Official SkillsUSA blue scrubs
- White socks or white seamless/nonpattern hose visible above the top of the shoe
- Health-professionals white or black work shoe

**Note:** Scrubs should fit appropriately for all health competitions 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.

**Note:** Shoes must be all-white or black (no canvas/mesh) and completely enclosed (no open-toe or open-heel). Athletic-style shoes that meet the criteria are acceptable.

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

**Note:** Competitors must wear their official competition clothing to the competition orientation meeting.

## EQUIPMENT AND MATERIALS

1. Supplied by the technical committee:
  - a. All instruments, equipment and materials required for the competition
2. Supplied by the competitor:
  - a. Watch with second hand
  - b. Pen (black ink)
  - c. Pencil (sharpened)
  - d. Safety glasses/shield
  - e. CPR Card Basic Life Support issued by American Heart Association
  - f. All competitors must create a one-page resume and submit online. See “Resume Requirement” below for guidelines.
  - g. Bring one hard copy of your resume for the interview activity included in the competition.

### RESUME REQUIREMENT

Competitors must create a one-page resume to submit online. SkillsUSA South Carolina competitors should submit their resume by the deadline published on the competition updates page of our website. Failure to submit a resume will result in a 10-point penalty.

Your resume must be saved as a PDF file type using file name format of “Last Name\_First Name.” For example, “Amanda Smith” would save her resume as Smith\_Amanda. If you need assistance with saving your file as a PDF, visit the Adobe website for more information.

Note: Check the Competition Guidelines and/or the updates page on the state website.

### PROHIBITED DEVICES

Cellphones, electronic watches and/or other electronic devices not approved by a competition’s national technical committee are **NOT** allowed in the competition area. Please follow the guidelines in each technical standard for approved exceptions. Technical committee members may also approve exceptions onsite during the SkillsUSA Championships if deemed appropriate.

#### Penalties for Prohibited Devices

If a competitor’s electronic device makes noise or if the competitor is seen using it at any time during the competition, an official report will be documented for review by the Director of the SkillsUSA Championships. If confirmed that the competitor used the device in a manner which compromised the integrity of the competition, the competitor’s scores may be removed.

## SCOPE OF THE COMPETITION

The competition is set within the framework of accepted industry standards.

**Note:** The competition will conclude at the end of the allotted time scheduled. Plan to remain in the competition area during the scheduled time. No electronics are permitted in the competition area. Students should bring other material, books, magazines, etc., to help occupy idle time.

### KNOWLEDGE PERFORMANCE

The competition includes a written knowledge exam assessing areas that include, but are not limited to, functions of body parts, basic human needs pertaining to client care, nutrition, observation and assessment, employability skills, safety, communication, infection control, ethics, basic mathematical operations, malpractice and liability issues, and medical terms and abbreviations. Competitors are required to take the SkillsUSA Professional Development Test.

### SKILL PERFORMANCE

The competition includes an assessment of proficiency in the areas of activities of daily living, personal care, CPR, employability assessment, observation, and communication skills. This competition also includes knowledge of the nurse assistant scope of practice, work ethics, direct and in-direct patient care, safety, infection control, accountability and legal issues, time management, professionalism, and professional appearance.

### COMPETITION GUIDELINES

1. Competitors perform procedures or skills selected from the following list of standards and competencies as determined by the SkillsUSA Technical Committee.
2. All procedures must be performed using safety precautions and correct body mechanics.
3. All skills demonstrated will be based on nationally accepted accreditation and certification standards.
4. Competitors, as part of the demonstration, should voluntarily express pertinent information.

### STANDARDS AND COMPETENCIES

#### NA 1.0 — Display knowledge of human anatomy and physiology

- 1.1. Identify body parts on a mannequin
- 1.2. Apply knowledge of body part function

#### NA 2.0 — Employ knowledge of basic client care in the areas of nutrition, medical mathematical operations and malpractice/liability issues

- 2.1. Explain how basic human needs pertain to client care
- 2.2. Apply knowledge of nutrition
- 2.3. Perform basic mathematical operations, including computations and weights and measures
- 2.4. Describe malpractice and liability issues

**NA 3.0 — Exhibit basic employability skills and professional demeanor when writing a résumé, completing a job application, and interviewing in accordance with workforce development guidelines**

- 3.1. Complete an error-free job application and résumé
- 3.2. Demonstrate personal interview skills
- 3.3. Exhibit professionalism in appearance, communications and ethics

**NA 4.0 — Explain infection control and methods of preventing the spread of infections**

- 4.1. Define infection control
- 4.2. Demonstrate correct hand-washing techniques
- 4.3. Discuss appropriate hand hygiene principles
- 4.4. Utilize appropriate personal protective equipment

**NA 5.0 — Perform nurse assistant skills/procedures, including dressing; undressing and bathing patients; providing hair and oral care; and transferring, turning and assisting patients with walking**

- 5.1. Assist patient in dressing and undressing
- 5.2. Provide or assist with bath
- 5.3. Provide hair care
- 5.4. Provide oral hygiene
- 5.5. Demonstrate denture care
- 5.6. Demonstrate use of transfer belt
- 5.7. Assist patient to stand using a transfer belt
- 5.8. Transfer patient to and from wheelchair using a transfer belt
- 5.9. Assist with ambulation
- 5.10. Assist with walker
- 5.11. Turn and position patient
- 5.12. Perform occupied or unoccupied bed making

**NA 6.0 — Implement knowledge of patient care regarding nutrition and elimination**

- 6.1. Assist with nutrition and elimination needs
- 6.2. Identify general/special diets
- 6.3. Assist client with meal tray
- 6.4. Feed client
- 6.5. Measure and record food/fluid intake
- 6.6. Assist client in reaching bathroom or commode
- 6.7. Assist with bedpan
- 6.8. Observe, measure and record urine output

**NA 7.0 — Provide patient with basic nursing procedures and restorative care**

- 7.1. Apply elastic stockings
- 7.2. Assist with or provide range-of-motion exercises
- 7.3. Assist with dangling
- 7.4. Log roll client

### **NA 8.0 — Monitor patient's vital signs**

- 8.1. Measure and record radial or apical pulse
- 8.2. Identify pulse sites
- 8.3. Measure and record temperature
- 8.4. Measure and record respiration
- 8.5. Measure and record blood pressure
- 8.6. Recognize vital signs which are outside normal limits.

### **NA 9.0 — Perform adult, child and infant CPR and first aid in accordance with current guidelines provided by the American Heart Association and the American Red Cross**

- 9.1. Perform adult, child and infant CPR following current guidelines established by the American Heart Association
- 9.2. Treat a choking patient in an emergency following current guidelines established by the American Heart Association

### **NA 10.0 — Communicate effectively with co-workers and clients**

- 10.1. Demonstrate ability to modify communication to meet client needs
- 10.2. Use medical terms and abbreviations correctly
- 10.3. Display sensitivity to multicultural and multilingual needs

### **NA 11.0 — Manage patient care to prevent legal issues**

- 11.1. Observe all aspects of patient confidentiality
- 11.2. Ask for clarification when needed
- 11.3. Identify patient prior to providing care
- 11.4. Observe, report and document pertinent patient data

### **NA 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, as you may be scored on specific elements applied to your project. For more, visit: [www.skillsusa.org/who-we-are/skillsusa-framework/](http://www.skillsusa.org/who-we-are/skillsusa-framework/).



## **COMMITTEE IDENTIFIED ACADEMIC SKILLS**

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

### **Math Skills**

- Use fractions to solve practical problems
- Simplify numerical expressions
- Solve problems using proportions, formulas and functions
- Perform basic mathematical computations
- Convert between metric and household measurements

- Demonstrates ability to collect information for Intake and Output of a patient

### **Science Skills**

- Use knowledge of patterns of cellular organization (cells, tissues, organs, systems)
- Describe basic needs of organisms
- Classify living organisms
- Use knowledge of temperature scales, heat, and heat transfer
- Describe the ideal environment for microorganism growth
- Prevent transmission of microorganisms

### **Language Arts Skills**

- Provide information in conversations and in group discussions
- Provide information in oral presentations
- 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
- Organize and synthesize information for use in written and oral presentations
- Demonstrate knowledge of appropriate reference materials
- Use print, electronic databases and online resources to access information in books and articles
- Demonstrate narrative writing
- Demonstrate informational writing
- Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure and paragraphing

## **CONNECTIONS TO NATIONAL STANDARDS**

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

### **Math Standards**

- Numbers and operations
- Algebra
- Geometry
- Measurement
- Data analysis and probability
- Problem solving
- Communication
- Connections
- Representation

*Source: NCTM Principles and Standards for School Mathematics. For more information, visit: [www.nctm.org](http://www.nctm.org).*

### **Science Standards**

- Understands the principles of heredity and related concepts.
- Understands the structure and function of cells and organisms.
- Understands the nature of scientific inquiry.

*Source: McREL compendium of national science standards. To view and search the compendium, visit: [www2.mcrel.org/compendium/](http://www2.mcrel.org/compendium/).*

### **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 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).*