

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.

ELIGIBILITY

3 contestants per region based on regional competitions, in accordance with the SkillsUSA Ohio Program Guidelines

ORIENTATION

Orientation will begin at 10:00 AM in Exhibit Hall B. Contest will begin at 12PM

CLOTHING REQUIREMENTS

School uniform or business attire (if applicable for your individual program). Contestant and school names may not be displayed and should be masked out on all apparel.

SPECIAL INFORMATION

Beginning in 2020 ALL SkillsUSA Ohio State Championships Contests will require a short interview component. Students should be prepared with basic job interview skills.

No watches or cellphones are permitted in the contest area.

To enter the contest area, contestants must show one of the following: **Approved certifications from the American Red Cross, American Heart Association, American Safety Institute and/or the National Safety Council for AED, CPR and First Aid**

The contest will include but are not limited to the following areas: CPR- adult, child and/or infant; Choking; Bleeding; Seizures/Convulsions; Drowning; Burns; Eye injuries; Diabetic reactions; Sprains; Dislocations and Fractures; Wound Care; Head, Neck and Back injuries; Heart Attacks.

OBSERVER RULE

Closed to Observers until 12PM

TOOLS PROVIDED BY CONTESTANTS

1. Eye protection
2. Disposable gloves
3. Pencil/Pen and Paper
4. CPR Mask
5. First Aid Kit with CAT tourniquet included
6. Optional – Disposable apron to protect clothing from artificial blood

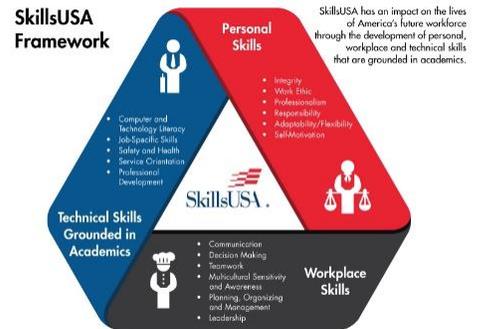
SCOPE OF THE CONTEST

Knowledge of Performance

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

Skills 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.

Judging Criteria

See the Rubric for First Aid/CPR for detailed description of each category. Scenarios will be built based on a format identified in the Scope of Contest identified in the 2019-2020 SkillsUSA National Technical Standards.

STANDARDS AND COMPETENCIES

Ohio Technical Standards

1.1.1.	Identify the knowledge, skills and abilities necessary to succeed in careers.
1.1.2.	Identify the scope of career opportunities and the requirements for education, training, certification, licensure and experience.
1.1.5.	Develop strategies for self-promotion in the hiring process (e.g., filling out job applications, résumé writing, interviewing skills, portfolio development).
1.1.6.	Explain the importance of work ethic, accountability and responsibility and demonstrate associated behaviors in fulfilling personal, community, and workplace roles.
1.1.7.	Apply problem-solving and critical-thinking skills to work-related issues when making decisions and formulating solutions.
1.1.8.	Identify the correlation between emotions, behavior and appearance and manage those to establish and maintain professionalism.
1.1.9.	Give and receive constructive feedback to improve work habits.
1.1.10.	Adapt personal coping skills to adjust to taxing workplace demands.
1.2.4.	Use negotiation and conflict-resolution skills to reach solutions.
1.2.10.	Use interpersonal skills to provide group leadership, promote collaboration and work in a team.

Ohio Academic Standards

English Language Arts

Reading for Informational Text

Ohio Technical Competencies	ELA Standard	ELA Standard Description
1.1.7 1.1.10	RI.9-10.2	Analyze informational text development. a. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details b. Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.
1.1.7	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
1.1.7 1.1.10	RI.11-12.2	Analyze informational text development. a. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another. b. Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.
1.1.7	RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Writing

Ohio Technical Competencies	ELA Standard	ELA Standard Description
1.1.6	W.9-10.2	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> a. Establish a clear and thorough thesis to present information. b. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting b. (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed. c. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. d. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. e. Use precise language and domain-specific vocabulary to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. g. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
1.1.5 1.2.5	W.9-10.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
1.1.6	W.11-12.2	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> a. Establish a clear and thorough thesis to present and explain information. b. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed. c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. d. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. e. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. g. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
1.1.5 1.2.5	W.11-12.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>

1.1.1	W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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Speaking and Listening

Ohio Technical Competencies	ELA Standard	ELA Standard Description
1.1.1 1.1.6 1.1.9 1.2.10	SL.9-10.1	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
1.1.7	SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
1.1.8	SL.9-10.3	Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
1.1.1 1.1.6 1.1.9 1.2.10	SL.11-12.1	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

1.1.7	SL. 11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
1.1.8	SL. 11-12.3	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Mathematics

None identified.

Science