

## CLINICAL SKILLS

### **Purpose:**

Students are given the opportunity to demonstrate knowledge, skills and talents learned in the area of a career/technology education class. Through the completion of individual projects, students will demonstrate technological literacy. These activity-based assignments better prepare students to become productive members in healthcare related professions or to enter a post-secondary institution after graduation.

### **Description:**

This is a performance-based contest. Students will be expected to demonstrate skills/competencies performed within a specified time limit. **Project display boards are not required for this event.**

### **Rules and Procedures:**

1. A CTI competitive event portfolio must be provided which meet all guidelines laid out in the Clinical Skills rubric.
2. Each student will perform individually.
3. Each student will be required to demonstrate identical competencies.
4. White uniform lab coat or a white tailored shirt/blouse, white pants/skirt and white or dark work shoes (not dress shoes), or colored medical attire (scrubs) must be worn by each student.
5. The Georgia CTI State Office will furnish all equipment, **except for individual watches needed by the student for demonstrating certain skills.**
6. The Georgia CTI State Office will provide facilities for washing hands.
7. The contestants will rotate between the holding area and the stations. The judges will issue a schedule to the contestants at the beginning of the contest. There can be only one contestant at a time in the performance room.

### **Station Layouts:**

#### **Pulse and Respirations Station**

##### **Procedure:**

1. The contestants will be given instructions to take and record the pulse and respirations of an on-site volunteer.
2. The contestant will record the results on the form provided.
3. A 5-minute time limit will be enforced.

#### **Blood Pressure Station**

##### **Procedure:**

1. A volunteer will be secured to act as the patient.
2. The contestant will be instructed to take the patient's blood pressure.
3. The judge will use a teaching stethoscope to measure accuracy.
4. The contestant's measurement must be within a 4-point deviation of the judge's reading.
5. The contestant will record the results on the form provided.
6. A 5-minute time limit will be enforced.

### **Equipment Identification Station**

Students will identify equipment and supplies commonly used by healthcare science technology professionals in the performance of their duties. Equipment may be chosen from the following list:

- |                         |                        |
|-------------------------|------------------------|
| 1. Blood Pressure Cuff  | 11. Laundry Hamper     |
| 2. Oral Thermometer     | 12. Walker             |
| 3. Tympanic Thermometer | 13. Overbed Table      |
| 4. Standard Bedpan      | 14. Stethoscope        |
| 5. Orthopedic Bedpan    | 15. Gait Belt          |
| 6. Bath Basin           | 16. Scale              |
| 7. Denture Cup          | 17. Bedside Commode    |
| 8. Emesis Basin         | 18. Graduated Cylinder |
| 9. Urinal               | 19. Colostomy bag      |
| 10. Crutches            | 20. Foley catheter     |

### **Procedure:**

1. Ten healthcare items will be displayed for identification.
2. Each piece of equipment will be numbered.
3. Pencil and answer will be provided.
4. Items must be identified and spelled correctly to receive credit. Partial credit will not be given.
5. Contestants may pick up the equipment for examination.
6. A 15-minute time limit will be enforced.

### **Suggested Questions for brief interview with Judges:**

1. Why did you choose to select this skill?
2. How does this skill relate to your career path?
3. Are there jobs related to your skill in the area where you reside (live)?
4. How will this career path contribute to your achievement of success in life?

## **Taking and Recording Radial Pulse and Counting and Recording Respirations**

- Wash hands
- Identify self by name and position (i.e.CNA)
- Identify the patient by name
- Explain the procedure to the patient
- Speak clearly, slowly and with volume
- Smile
- Maintain face-to-face contact whenever possible
- Provide for privacy
- Place fingertips on the thumb side of patient's wrist. Locate pulse.
- Count beats for one full minute
- Keep fingertips on the patient's wrist, count respirations for one full minute.
- Wash hands
- Record pulse rate and respiratory rate
- Records pulse rate within plus or minus 4 beats of evaluator's reading**
- Records respiration rate within plus or minus 2 breaths of evaluator's reading**

### **Mastery/PASS (all S)**

- Records pulse rate within plus or minus 4 beats of evaluator's reading**
- Records respiration rate within plus or minus 2 breaths of evaluator's reading**
- All steps of the skill were performed correctly**

**Result: PASS \_\_\_ FAIL \_\_\_**

Evaluators will place a U or S in each of the boxes as steps are performed or leave the box blank for steps not performed. An "S" indicates that the step was performed correctly. A "U" indicates that the step was performed incorrectly. A blank box indicates that the step was not performed. Candidates will receive a copy of this score report that informs them of which steps were performed satisfactorily, unsatisfactorily or forgotten resulting in a PASS or FAIL.

## Taking and Recording Blood Pressure

- Wash hands
- Identify self by name and position (i.e. CNA)
- Identify the patient by name
- Explain the procedure to the patient
- Speak clearly, slowly and with volume
- Smile
- Maintain face-to-face contact whenever possible
- Provide for privacy
- Wipe diaphragm and earpieces of stethoscope with alcohol wipes
- Position patient's arm with palm up and upper arm exposed
- Locate the brachial pulse with fingertips
- Place blood pressure cuff snugly on patient's upper arm
- Inflate cuff to no more than 180 mmHg
- Open the valve slightly with thumb and index finger, deflate slowly
- Watch gauge, listen for sound of first and last pulse
- Deflate cuff completely
- Remove cuff
- Wash hands
- Record both systolic and diastolic pressures
- Record both systolic and diastolic pressures each within plus or minus 8mm of evaluator's reading**

## Mastery

- Records both systolic and diastolic pressures each within plus or minus 8mm of evaluator's reading**
- All steps of the skill were performed correctly**

**Result: PASS** \_\_\_\_ **FAIL** \_\_\_\_

Evaluators will place a U or S in each of the boxes as steps are performed or leave the box blank for steps not performed. An "S" indicates that the step was performed correctly. A "U" indicates that the step was performed incorrectly. A blank box indicates that the step was not performed. Candidates will receive a copy of this score report that informs them of which steps were performed satisfactorily, unsatisfactorily or forgotten resulting in a PASS or FAIL.

## Clinical Skills Equipment Identification Sheet

Name of Contestant: \_\_\_\_\_

School: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_