

# PRACTICAL NURSING



## PURPOSE

To evaluate each contestant's preparation for employment and to recognize outstanding students for excellence and professionalism in the field of practical nursing.

First, download and review the General Regulations at: <http://updates.skillsusa.org>.

## ELIGIBILITY

Open to active SkillsUSA members enrolled in programs with practical nursing as the occupational objective.

## 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 black leather work shoes
- Shoes must be all-white or black leather (no canvas), 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:** Contestants must wear their official contest clothing to the contest orientation meeting.

## EQUIPMENT AND MATERIALS

1. Supplied by the technical committee:
  - a. All instruments, equipment and materials required for the contest
2. Supplied by the contestant:
  - a. A watch with a second hand
  - b. A pen with black ink
  - c. A pencil
  - d. Stethoscope
  - e. Scissors for removing bandages
  - f. CPR mask — no shield
  - g. CPR card — to be shown to the technical committee chair at orientation
  - h. Blood pressure unit (Aneroid sphygmomanometer with an adult cuff)
  - i. Penlight
  - j. 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.

**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>.

## SCOPE OF THE CONTEST

The contest is defined by industry standards set by the industry supporting the contest. Check website for updates.

### Knowledge Performance

The contest will include a written knowledge test assessing knowledge of medical terminology, body structure and function, nutrition, medications and nursing care. Practical nursing requires the application of all levels of cognitive ability.

### Skills Performance

The contest will assess fundamentals of the clinical problem-solving process, caring, communications and documentation. All skills demonstrated will be based on nationally accepted accreditation and certification standards. Contestants, as part of the demonstration, should voluntarily express

pertinent information. Situations or case studies may be presented to test the contestants' ability to make judgment decisions.

## **Standards and Competencies**

### **PN 1.0 — Provide coordinated care to meet clients' individualized needs**

- 1.1 Plan responses to a client's complaints or demands
- 1.2 Use resources to learn more about the culture of a client
- 1.3 Intervene when a client's dignity or privacy is being violated
- 1.4 Determine if a client needs to be referred for a hearing, vision or speech problem
- 1.5 Evaluate the effectiveness of a patient's recreational therapy
- 1.6 Ask physician if medical treatment can be modified to meet a client's special needs
- 1.7 Check with a physician about contraindicated medication or treatment
- 1.8 Recommend a change in drug therapy based upon a client's behavior
- 1.9 Suggest revising or discontinuing a medication order
- 1.10 Collaborate with other healthcare providers to help clients adopt healthful roles after illness
- 1.11 Participate in a multidisciplinary team conference in planning care
- 1.12 Transcribe a physician's orders
- 1.13 Identify clients who require isolation

### **PN 2.0 — Delegate responsibilities effectively and educate other staff**

- 2.1 Instruct staff on the need for client confidentiality
- 2.2 Plan patient care assignments for staff
- 2.3 Teach staff about safety precautions for special equipment

### **PN 3.0 — Implement procedures that provide quality assurance**

- 3.1 Evaluate a staff member's understanding of infection control procedures
- 3.2 Look for the source of repeated infection
- 3.3 Document treatment errors or accidents
- 3.4 Develop standards of care for clients with particular problems
- 3.5 Intervene in situations involving unsafe or inadequate care

### **PN 4.0 — Provide goal-oriented patient care through the development of nursing care plans, communication within the healthcare team and individualized patient care**

- 4.1 Write a nursing care plan
- 4.2 Alter a care plan to accommodate a client's values, customs, or habits
- 4.3 Plan alternative methods of communication for a client with a hearing, speech or vision problem
- 4.4 Plan nursing measures to promote sleep
- 4.5 Schedule the administration of medications
- 4.6 Modify a client's care based on the results of diagnostic tests
- 4.7 Give a report to the nurses on the next shift
- 4.8 Check accuracy of orders and client data
- 4.9 Ask clients about allergies
- 4.10 Refer to research literature in planning care
- 4.11 Use reference works to check on expected effects of therapy
- 4.12 Develop plans for a client's discharge or transfer

### **PN 5.0 — Create a safe environment for patients and co-workers to ensure safety to meet individualized client needs**

- 5.1 Arrange a room to promote client safety
- 5.2 Analyze environmental hazards in the community, school or workplace
- 5.3 Plan measures to reduce sources of discomfort in a client's environment
- 5.4 Plan safety needs of a client with a perceptual disorder
- 5.5 Carry out radiation protection measures
- 5.6 Check that electronic equipment is working properly
- 5.7 Identify clients who need restraints
- 5.8 Verify the identity of a client
- 5.9 Set up a sterile field
- 5.10 Sterilize equipment

**PN 6.0 — Prepare a client for medical treatments and procedures including diagnostic tests, surgery and delivery**

- 6.1 Prepare a client for a diagnostic test
- 6.2 Verify that a client or family has information needed for informed consent
- 6.3 Explain to a client the expected outcomes of the treatment or therapy
- 6.4 Check that a client is emotionally ready for surgery or other obtrusive procedure
- 6.5 Check that a client is physically prepared for surgery or delivery

**PN 7.0 — Prepare equipment for surgery and provide patient and surgeon assistance during a procedure**

- 7.1 Check the functioning of suction equipment
- 7.2 Maintain asepsis for a client at risk
- 7.3 Pass instruments during a surgical procedure
- 7.4 Stay with a client to promote safety and reduce fear
- 7.5 Monitor a client's status during surgery or other obtrusive procedure

**PN 8.0 — Collect and disperse medical specimens from clients for laboratory tests**

- 8.1 Obtain specimens from clients for laboratory tests
- 8.2 Label and prepare specimens for transmission to the laboratory

**PN 9.0 — Observe and communicate changes in a client's medical status**

- 9.1 Report changes in client's level of consciousness
- 9.2 Notify a physician about significant changes in a client's condition

**PN 10.0 — Evaluate a patient's health state and provide emergency medical care to a patient when needed**

- 10.1 Perform cardiopulmonary resuscitation (CPR) in accordance with current American Heart Association guidelines
- 10.2 Provide tracheotomy care
- 10.3 Provide emergency care for a wound in accordance with current American Red Cross guidelines
- 10.4 Determine if a client with chest trauma needs emergency care
- 10.5 Administer oxygen
- 10.6 Suction a client's respiratory tract

- 10.7 Manage a medical emergency until a physician arrives

**PN 11.0 — Monitor a patient's vital signs**

- 11.1 Check bowel sounds
- 11.2 Assess respiratory status
- 11.3 Assess cardiovascular status
- 11.4 Assess a client's tolerance for physical activity
- 11.5 Assess a client's nutrition and hydration status
- 11.6 Assess a client's neurosensory functions
- 11.7 Check a client for bleeding

**PN 12.0 — Reduce risk potential by monitoring patient's reaction to medical treatments**

- 12.1 Withhold medication if there is adverse reaction
- 12.2 Observe clients for side effects of chemotherapy or radiation therapy
- 12.3 Check for interactions among client's drugs, foods and fluids
- 12.4 Check for complications due to a cast
- 12.5 Assess the progress of wound healing

**PN 13.0 — Ensure a patient's mobility by monitoring the patient and providing assistance with mobility**

- 13.1 Check a client for complications due to immobility
- 13.2 Check that traction devices are set up properly
- 13.3 Do passive range of motion exercises for a client
- 13.4 Help a client in and out of bed
- 13.5 Evaluate a client's use of crutches or other walking aids

**PN 14.0 — Anticipate client's needs for pain management and educate client on pain coping methods**

- 14.1 Plan measures to minimize anticipated pain
- 14.2 Teach a client pain management techniques
- 14.3 Evaluate a client's response to nursing measures for controlling pain or discomfort
- 14.4 Assess the need for administration of PRN medications

**PN 15.0 — Provide patients with basic care such as monitoring patient health and ensuring patient comfort**

- 15.1 Modify food and fluid intake to promote fluid and electrolyte balance
- 15.2 Assist a client with personal hygiene
- 15.3 Position or turn a client
- 15.4 Weigh a client
- 15.5 Help a client eat
- 15.6 Schedule activities to provide opportunities for clients to rest
- 15.7 Give a back rub
- 15.8 Give a tube feeding
- 15.9 Test urine specimen
- 15.10 Give an enema
- 15.11 Administer oral medications
- 15.12 Position a client who has a spinal cord injury
- 15.13 Record intake and output
- 15.14 Plan measures to improve a client's appetite
- 15.15 Give perinea care
- 15.16 Apply a dressing to a wound
- 15.17 Record the characteristics of tube drainage
- 15.18 Assess the patency of drainage and decompression tubes
- 15.19 Insert an indwelling urinary catheter
- 15.20 Plan measures to prevent circulatory complications
- 15.21 Take measures to prevent respiratory complications
- 15.22 Administer intramuscular or subcutaneous medications
- 15.23 Plan measures to prevent neurological complications
- 15.24 Take measures to counteract the effects of poisons or the side effects of medications
- 15.25 Plan measures to maintain skin integrity

**PN 16.0 — Assess client for negative behaviors to self and others and educate client on treatment options**

- 16.1 Check a client for signs and symptoms of alcohol/drug withdrawal
- 16.2 Record client behaviors that indicate delusions or hallucinations
- 16.3 Assess orientation to a person, place and time
- 16.4 Teach a client early signs and symptoms of recurring depression
- 16.5 Develop a plan to emphasize the strengths of a client with low self-esteem

- 16.6 Teach the family of an emotionally disturbed client the techniques for managing behavior
- 16.7 Assess a client's potential for violence to self or others
- 16.8 Assess the environment of a suicidal client for potential hazards
- 16.9 Counsel suspected victims of abuse
- 16.10 Counsel a client with a drug/alcohol problem
- 16.11 Record baseline data for behavior modification program
- 16.12 Plan measures to control or help a client to control disruptive behavior

**PN 17.0 — Educate clients on adaptation and coping skills needed to deal with emotional and physical illness**

- 17.1 Assess whether a client is getting adequate emotional support
- 17.2 Encourage clients to talk about their fears
- 17.3 Record observations of behavior that indicate a client's mood
- 17.4 Evaluate a client's learning of relaxation techniques
- 17.5 Help a client to deal with negative attitudes related to illness
- 17.6 Encourage clients to persist with therapy
- 17.7 Assess a client's adjustment to changes in body image
- 17.8 Assess the emotional adjustment of a client with a physical or emotional impairment
- 17.9 Assess a client's need for an increase or decrease in sensory stimulation
- 17.10 Plan measures to deal with a client's anxiety due to pain or change in body function

**PN 18.0 — Provide education to clients regarding healthy prenatal and postnatal care**

- 18.1 Assess parents' understanding of normal infant growth and development
- 18.2 Check the skill of new parents at infant feeding
- 18.3 Teach parenting skills
- 18.4 Assess new mothers for complications
- 18.5 Evaluate a client's understanding of risks to unborn children
- 18.6 Conduct a prenatal care session
- 18.7 Conduct a prenatal and fetal status check during labor
- 18.8 Assess the health of a newborn

- 18.9 Identify clients with problems related to sexuality or reproduction
- 18.10 Assess clients' attitudes toward various birth control measures

**PN 19.0 — Counsel patients and teach self-care procedures to ensure the delivery of quality self-administered medical care**

- 19.1 Refer a client to a self-help group
- 19.2 Analyze a client's ability for self-care
- 19.3 Compare the physical development of a client to norms
- 19.4 Compare a client's behavioral development to norms
- 19.5 Teach clients about normal nutrition
- 19.6 Plan measures to help a client cope with anxiety about shortness of breath
- 19.7 Assess the need of clients for teaching about personal hygiene
- 19.8 Teach clients about self-administration of prescribed medications
- 19.9 Teach clients how to avoid infection
- 19.10 Evaluate a client's performance of breathing exercises
- 19.11 Plan a bowel or bladder retraining program
- 19.12 Counsel a client with urinary or bowel incontinence
- 19.13 Identify differences between clients' views about their conditions and the medical view
- 19.14 Evaluate a client's understanding of ostomy care
- 19.15 Plan counseling for a client who is trying to lose or gain weight
- 19.16 Teach a client how to do exercises
- 19.17 Prepare client teaching materials
- 19.18 Teach clients about the use of artificial devices that improve daily functions
- 19.19 Help a client to perform activities of daily living
- 19.20 Adapt a diet to special needs of a client
- 19.21 Assess low-income clients' ability to meet their nutritional needs
- 19.22 Teach clients with physical impairments how to care for themselves
- 19.23 Evaluate a client's use of home remedies and over-the-counter drugs
- 19.24 Help clients choose recreational activities that fit their age and condition
- 19.25 Evaluate a client's compliance with prescribed therapy

**PN 20.0 — Evaluate and assess the integrity of family-based support systems and intervene to ensure optimal patient care**

- 20.1 Assess the safety of a client's home environment
- 20.2 Assess a client's/family's understanding about the causes of illness
- 20.3 Arrange for spiritual support during transitions or crises
- 20.4 Support terminally ill clients and their families
- 20.5 Teach home-care givers about the client's therapy
- 20.6 Counsel the family of a client with a mental, social or physical handicap
- 20.7 Adjust visiting hours to meet a family's needs
- 20.8 Assess a family's emotional reaction to a client's chronic disorder
- 20.9 Evaluate the quality of home care
- 20.10 Assess patterns of family interactions
- 20.11 Help a client/family adjust to role changes due to illness, accident or developmental changes
- 20.12 Look for signs of burnout in family members giving home care

**PN 21.0 — Provide prevention procedures for early treatment of disease**

- 21.1 Administer an immunizing agent
- 21.2 Conduct screening sessions
- 21.3 Interpret skin tests for allergy or tuberculosis

**PN 22.0 — Perform venous access and intravenous infusion treatment modalities**

- 22.1 Prepare for the insertion of the intravenous line
- 22.2 Insert an over-the-needle catheter (ONC)
- 22.3 Insert a winged-infusion set
- 22.4 Convert a peripheral catheter to an intermittent infusion device
- 22.5 Calculate and establish infusion flow rate
- 22.6 Apply an armboard
- 22.7 Add new parenteral fluid container to existing IV line
- 22.8 Change peripheral IV administration set tubing
- 22.9 Change central venous administration tubing
- 22.10 Change peripheral IV site dressings
- 22.11 Change central venous site dressings

- 22.12 Maintain patency of peripheral heparin-locked intermittent infusion devices
- 22.13 Maintain patency of peripheral saline-locked intermittent infusion devices
- 22.14 Discontinue a peripheral IV site
- 22.15 Use a primary pressure-sensitive, check-valve set with a short secondary set to administer an IVPB
- 22.16 Use a primary standard infusion set and a second standard administration set to administer an IVPB
- 22.17 Use a standard administration set and an intermittent infusion device to administer an IVPB
- 22.18 Perform phlebotomy

### Committee Identified Academic Skills

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

#### Math Skills

- Use fractions to solve practical problems
- Use proportions and ratios to solve practical problems
- Solve practical problems involving percentages
- Solve single variable algebraic expressions
- Make comparisons, predictions and inferences using graphs and charts
- Organize and describe data using matrixes
- Solve problems using proportions, formulas and functions

#### Science Skills

- Plan and conduct a scientific investigation
- Use knowledge of cell theory
- Use knowledge of patterns of cellular organization (cells, tissues, organs, systems)
- Describe basic needs of organisms
- Classify living organisms
- Use knowledge of reproduction and transmission of genetic information
- Describe and recognize elements, compounds, mixtures, acids, bases and salts
- Describe and recognize solids, liquids and gases
- Use knowledge of physical properties (shape, density, solubility, odor, melting point, boiling point, color)

- Use knowledge of chemical properties (acidity, basicity, combustibility, reactivity)
- Predict chemical changes to matter (types of reactions, reactants and products; and balanced equations)
- Use knowledge of simple machines, compound machines, powered vehicles, rockets and restraining devices
- Use knowledge of principles of electricity and magnetism

#### 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
- Demonstrate knowledge of appropriate reference materials
- Use print, electronic databases and online resources to access information in books and articles
- Demonstrate informational writing

#### 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: <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 biological evolution and the diversity of life
- Understands the structure and properties of matter
- Understands the sources and properties of energy
- Understands the nature of scientific knowledge
- Understands the nature of scientific inquiry
- Understands the scientific enterprise

**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 read a wide range of print and nonprint texts to build an understanding of texts, of themselves and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works
- 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 apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language and genre to create, critique and discuss print and nonprint texts
- Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience
- 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 develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions and social roles
- Students participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities
- 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).