

General Questions:

Is there any further consideration regarding having a WRITTEN scenario card available to students to refer to when testing, as they may be very nervous and sometimes just cannot take in everything orally. It may help to refer to a written card.

In our model of testing, auditory comprehension and understanding of verbal instruction is part of the exam. The candidate may ask to have the scenario read as many times as they desire. Practice this in mock testing, to best prepare the candidates.

Can I inform instructors re: "Set-up Page"

We'd recommend that you use various different setups when you do 'mock testing' during your training program. If you are an instructor and RN test observer **do not** breach the Observer confidentiality agreement by using the same set-ups used on the competency test.

Set-Up: Is the bed going to be unlocked for all skills?

Certainly if locking the brakes is a step on a task in the candidate handbook, then as an instructor you can be reasonably sure the brakes will be unlocked in the setup during actual skill testing.

If a student is challenging the test results, and it is overturned, do they get their challenge fee back? **Yes, after investigation and ruling if the candidate prevails the challenge fee will be refunded.**

Is it okay to use side rails, if available, for safety & support when repositioning or turning to side while doing skill? **Yes, doing more will never count against a candidate, so always teach best practice and candidates will perform well during the skills demonstration portion of the test.**

Specific Skill Task Questions:

BEDPAN with HANDWASHING

Empty graduate **in commode?** (It is urine, so needs to end up in the toilet.)

Rinse graduate and empty that water **in commode?**

Gloves off BEFORE they record? **Not order dependent during testing.**

Are candidates emptying and measuring urine at the bedside? Then, is the commode by the bedside? **The work space is the candidates. We don't specify where this is done. Teach students best practice and they will be able to demonstrate minimum competence during skill testing.**

BLOOD PRESSURE

Does 6 mmHg margin apply to each systolic and diastolic separately? **Yes**

FEEDING

We teach feeding a dependent resident with a spoon only (and no more than 1/3 full). If this is how our students perform, will they be marked down? No they would not be marked down for that technique.

ISOLATION GOWN, GLOVES, URINARY OUTPUT, HANDWASHING

Can candidate record measurement with “dirty” gloves on? Steps are generally not order dependent, so candidates could record with dirty gloves on and not be marked down. During training, teach best practice.

MAKING AN OCCUPIED BED

Is blanket/bedspread taken off bed entirely, while candidate is changing linen? Usually we see it just fan folded down to bottom of the bed and reused at the end.

Do we replace the blanket/bedspread with a new, clean one...or can we just use the same one? Candidate would not be marked off if they replaced original linen with clean linen, however, it would take extra time.

PIVOT-TRANSFER W/C to BED

At the end of the skill, is resident to be left in the supine position?

We are looking for comfortable and in good body alignment. Teach best practice and candidates will perform well at testing.

PULSE & RESPIRATIONS

Do you want the candidate to indicate when s(he) is starting and stopping the count for pulse & respirations? Yes, the candidate will direct the RN when to start and stop counting.