



# IDEAS TO HELP STUDENTS PREPARE FOR TESTING



- ✓ Review the Candidate Handbook in class, covering testing policies, vocabulary words for the knowledge test and skill steps for the skill test.
- ✓ Complete a practice knowledge test with class.
- ✓ Hangman with vocabulary words: put the class into teams and play hangman by using vocabulary words. Once a team guesses the word correctly, have them then explain the meaning.
- ✓ Do mock skills testing utilizing the 30 minute time frame.
- ✓ Create a Jeopardy like game with class materials.
- ✓ Have the candidate re-review the testing policies and skill steps in the Candidate Handbook. Make sure they check the website to ensure that there have not been any changes since they have completed their training.
- ✓ Pulse game: Place students on teams. The instructor chooses one student from each team and they are the resident for the pulse, students from each team have to take the pulse of the resident and write it down. The instructor will take the pulse at the same time and the team with the most accurate readings wins.
- ✓ Supplies game: have each student pull a skill from the hat and write down the supplies needed for that skill.
- ✓ Station race: Set up multiple stations with 2 different glasses with pre-measured fluids in them and put the class into teams. The teams race around to each station and write down the amounts in the glasses that the resident has consumed.
- ✓ Put your skills in place: Instructors make index cards with each step of every skill, sort the cards by skill. Shuffle the cards of one skill and have the student put the steps in order to complete the skill correctly.
- ✓ Add a question to your final test about the required ID for testing.
- ✓ Read the Knowledge and Skill Test Instructions to your candidates during mock testing so they will be exposed to the guidelines for testing prior to attending the test session.
- ✓ Establish a Flexible (In-Facility) test site at your training location so that the students are more comfortable with their test setting.
- ✓ Abbreviations race: Students are put on teams, the trainer calls out a word and the first student to get to the board and write the correct abbreviation for the word gets a point.
- ✓ Poster/PowerPoint presentations: each student is assigned to put together a poster/PowerPoint presentation on a skill task.
- ✓ Questions collection: Collect 20 questions from each student and then use the questions to test the students.
- ✓ What do you need? Each student is quizzed on the equipment/supplies needed to complete skill tasks.
- ✓ Perform scenario: Students create a scenario, then they must perform the scenario which should include a minimum of three skill tasks to be performed.
- ✓ Sayings to remember: Example: Perineal Care – “front to back and run up the crack”

- ✓ Next step game: Randomly pull a learned skill, ask each student to verbally state the next step in the selected skill task.
- ✓ Word scramble: Take the skills titles and vocabulary words and mix them up.
- ✓ Abbreviation Bingo: All students get 1 bingo card. Instead of numbers in the boxes on the card there are symptoms and then you play bingo as usual.
- ✓ Potato skin: Use a raw potato and pull sandpaper across the potato skin to show a skin tear.
- ✓ Bedpan basketball: Divide class into 2 teams. Ask a reliable student to keep score. Ask a review question to Team 1, if they make the shot they earn 1 more point. Next ask Team 2 a review question and do the same as stated above. If a team misses a question, the other team gets a chance to steal and answer.
- ✓ Yarn game: Give each student a different role; Resident, RN, Nurse Aide or a Family Member. Throw the yarn ball to another person and discuss how the roles are related in communication and how they are all connected with each other.
- ✓ Glo-germ: Have each student put the glow germ gel on their hands. Then have them start doing classwork or skills practice. Then take the ultra violet light to show them where and how germs are spread. Then have the students wash their hands and put them under the ultra violet light to see what they have missed.
- ✓ Decrease your senses: Have students put thick gloves on and try to count paper and coin money. Have students put on sunglasses with Vaseline on the lenses and walk the room. Have students put cotton balls in their ears and sit in the front of the class and you speak to them from the back of the classroom in a soft voice with the lights off. Have students do all three together and have another student walk them around the classroom or down the hall. Have students close their eyes and plug their nose and then taste 2 different cookies to see if they can tell the difference.
- ✓ A minute to win it: Have each step of every skill task and put one step on an index card. Put your students into teams. Each team will pull a skill out of the hat. Put 1 minute on the clock and have each team put the skill in correct order in a minute to win it.
- ✓ What's missing? Put the skills up on the smart board by steps. Number the steps as you put them up. Skip a step every so often and have students write in the missing steps.
- ✓ Wash my hands and why: As the student demonstrates hand washing, they are to explain each step they are doing and why they are doing it.
- ✓ Vocabulary Bingo: Make bingo cards with the vocabulary words from the back of the candidate handbook, then play bingo for bonus points.
- ✓ Phrases and word association: If you raise it, put it down. If you open it, close it. If you mess it up, clean it up. If you move it, put it back. If you break it, you buy it. W.I.P.E. – Wash your hands, Introduce yourself, Provide privacy, Explain the procedure. Abduction-take away from the body. Adduction-if add then take back to body. Plantar flexion-plan your toes in sand, toes down. Supine-take “u” out = spine-resident should be on their spine (back). Subjective-what resident “says”. Objective-what you can observe. RICH- Respect, Identify, Call light, Hand wash
- ✓ School of Nursing: Call and see if the senior nursing students at a local college could spend the day in the classroom and be the “state testers” for the students, use one nursing student as the actor and one as the state tester. This gives students the chance to practice skills with people they do not know.

### **WEB BASED GAMES / FUN TRAINING TOOLS:**

Kahoot – trivia app

Quizlet – quiz live sessions, flash card games

ClassTools.net (Atari type game)

