

## Ideas for helping students prepare for testing

- **Online Practice Written Tests** – Purchase and administer the tests to your candidates to get a real life sample of the written test.
- **Mock Skills Testing.**
- Create a **Jeopardy** like game with class materials.
- Have the candidate review the **testing policies in the candidate handbook**. Make sure that they check the website to ensure there haven't been any changes since they have completed training.
- Add a question to your final test about the **required ID's** for testing.
- Read the **Written and Skills test instructions** to your candidates during mock testing so they will be exposed to guidelines for testing prior to attending the test session.
- Establish a **Flexible test site** at your training location so that the students are more comfortable with their setting. (Increases your pass rate on the first time by 17% to 20%)
- Read the text book aloud in class. Have the candidates take turns reading the sections.
- **Poster Presentations, Power Point Presentation** on the skills: Each student is assigned to put together a poster or power point presentation on a skill.
- **Set up a station race:** The trainer sets up multiple stations with 2 different size glasses with fluids in them and the class is put into teams. The teams race around to each station as a team and write down the amounts in the glasses that the resident has consumed.
- **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.
- **Pulse game:** The students are placed on teams. The trainer chooses one student from each team and they are the resident for pulse, students from each team have to take the pulse of the resident and write it down. The trainer will already have the pre-recorded pulse and the team with the most correct readings wins.
- **Supplies game:** Each student pulls a skill from a hat and writes down supplies needed for that skill
- **Questions collection:** Collect 20 questions from each student and then use the questions to test the candidates
- **What do you need?** Each student is quizzed on "What do you need?" Give a quiz to the students, using the skill title have the students write all the equipment needed to complete the skill.
- **Put your skills in place:** Instructors make index cards with each step of every skill, sort the cards by skill. Shuffle the cards and have the student put the steps in order to complete the skill correctly.
- **Perform scenario:** Students create a scenario -then they MUST perform the scenario which MUST include a minimum of three skills to be performed.
- **Sayings to remember:** Peri Care: "Front to back & Run up the crack"
- **Next step game:** Randomly pull a learned skill, students close/or move orange candidate handbook, ask each student to verbally state the next step in the selected

skill. Just focus on skills steps, one step stated per student. Repeat until the skill is completed correctly.

- **Word scramble:** Take the skills title and mix them up, take vocabulary words and mix them.
- **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.
- **HANGMAN:** You put the class into teams and then play hangman by using vocabulary words when the team guesses the word correctly, they have to explain the meaning.
- **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 bought it
- **W.I.P.E.** Wash your hands, Introduce yourself, Provide privacy, Explain the procedures
- **BEDPAN BASKETBALL:** This is a great review game! 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 so the same as stated above. If a team misses the question, the other team gets a chance to steal and answer. This is a fun way to review.
- **YARN GAME:** Give each student a different role Resident, RN, STNA or a Family member. You throw the yarn ball to another person discuss how roles related in communication and how we are all connected with each other.
- **GLO GERM:** Have each student put the glow germ gel on their hands. Then have them start doing classroom work and 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. Again they can put the glow germ gel on the students hands have them practice the skills and again use the ultra violet light to show them how germs spread, have student wash their hands to see what they missed when washing.
- **WORD ASSOCIATION** Abduction- Take away from body Adduction - if add then take back to body. Plantar flexion – plant 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.
- **PAIN ASSESSMENT: WILDA** W- words resident describe I - intensity scale of 1-10 L - location arm, leg, ect. D- duration - how long had pain A- what aggravates or alleviates it.
- **DECREASE YOUR SENSES:** Have students put thick gloves on and try to count paper and coin monies. Have students put sunglasses on with Vaseline on lenses and walk the room. Have students put cotton balls in their ears and sit in the front of class and you speak to them from the back of the classroom in a soft voice with the lights off. Have students put the gloves on, glasses on and the cotton in and then have another student walk them around the classroom or down the hall. Have students close their eyes, hold their nose and taste 2 different cookies and see if they can tell the difference.

- **A MINUTE TO WIN IT:** Have each step of every skill 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 (bonus points).
- **WHATS MISSING:** Put the skills up on smart board by steps. Number the steps as you put them up one at a time skill step every so many and have the student write the correct step in to complete the entire skill.
- **WASH MY HANDS AND WHY?** As the student demonstrates hand washing they are to explain each step and why they are doing it.
- **VOCAB BINGO:** Make bingo cards with the vocabulary words from the back of the handbook then play bingo for bonus points
- **THE DO'S AND DON'TS:** Have each student write down 3 do's and 3 don'ts then explain why they wrote them down and why they are a do or don't
- **RICH** R- respect I - identify C- call light H- hand wash
- **BLIND FEED:** Have one student blindfolded (Resident) and have another student feed them. Have them perform the skill as if they were in a real life situation. Make sure that they tell the Resident what foods that have, if possible have the food in all the different forms of textures.
- **SCHOOL OF NURSING:** Call and see if the Senior Nursing Students at a local college could come 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 evaluator. Give students the chance to practice skills with people they do not know.