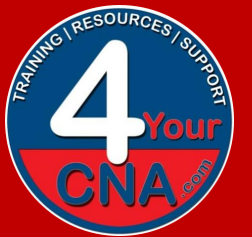




The Care Plan, The Whole Care Plan & Nothing But the Care Plan

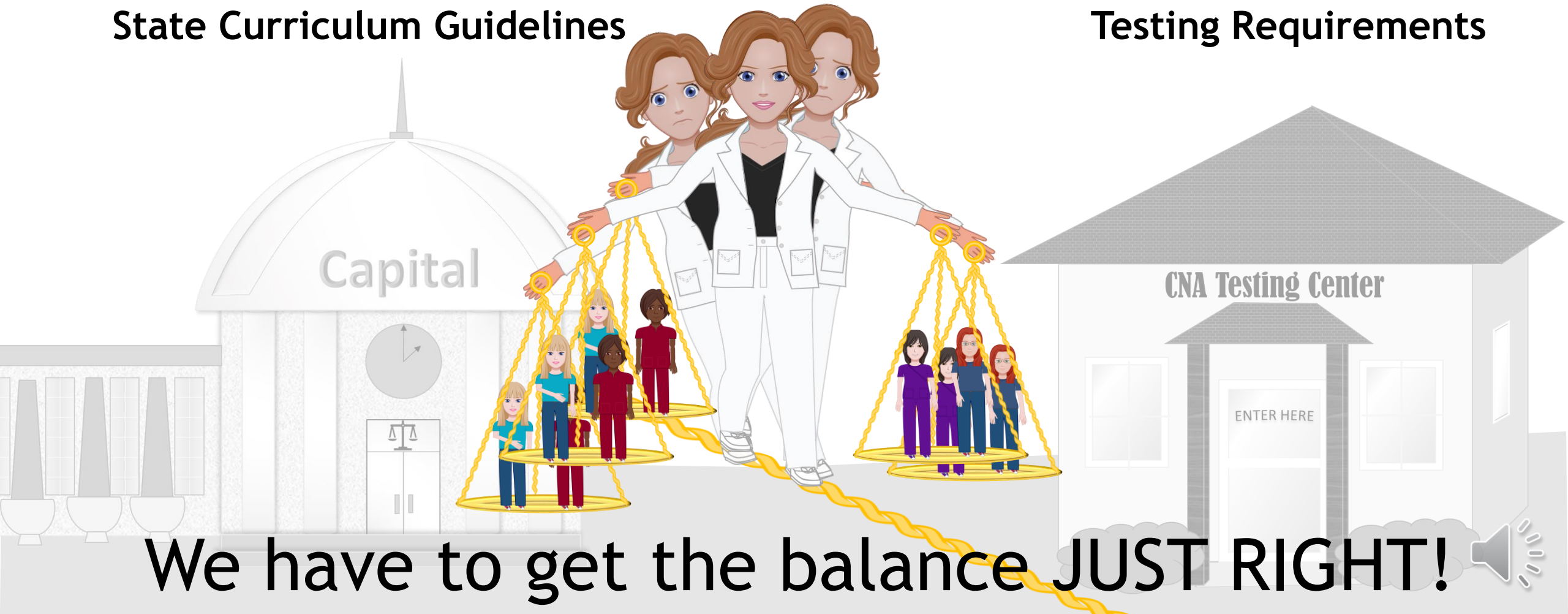
Future Proof your CNA Training Programs



It's a Balancing Game

State Curriculum Guidelines

Testing Requirements



We have to get the balance **JUST RIGHT!**

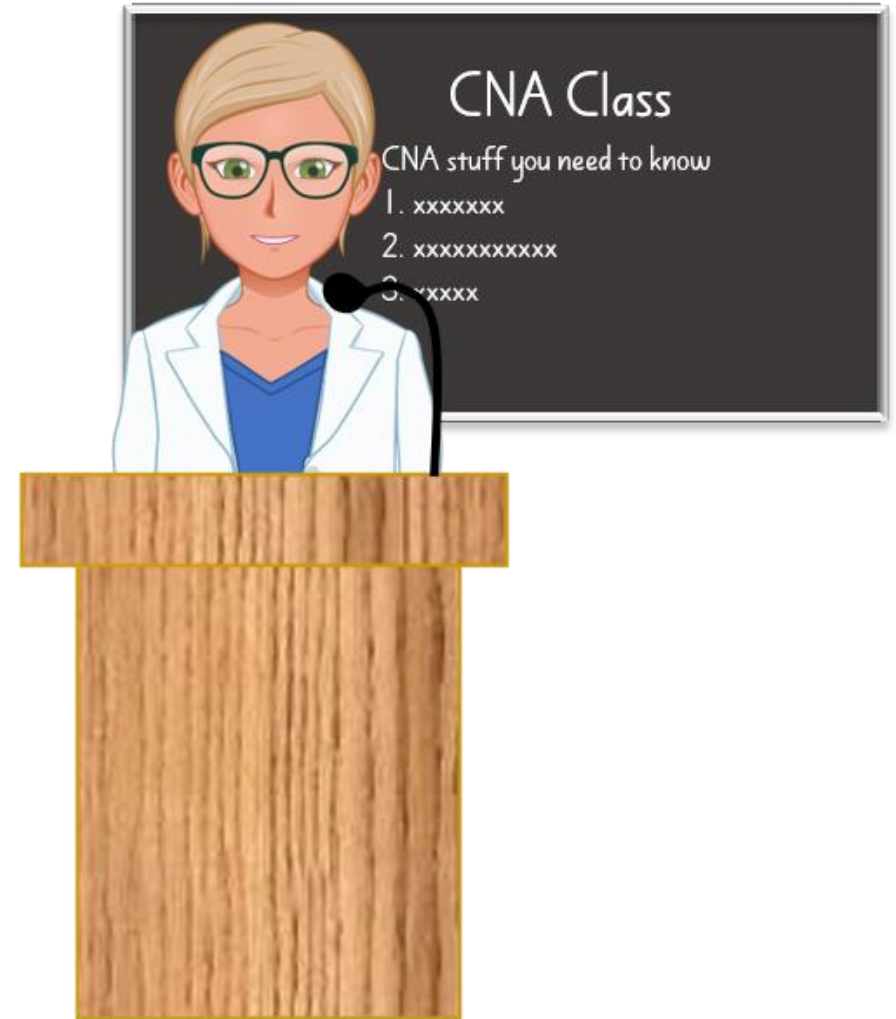
So much to teach!

There is a lot to cover in a CNA class, especially at the high school level where your content will span one to two years!



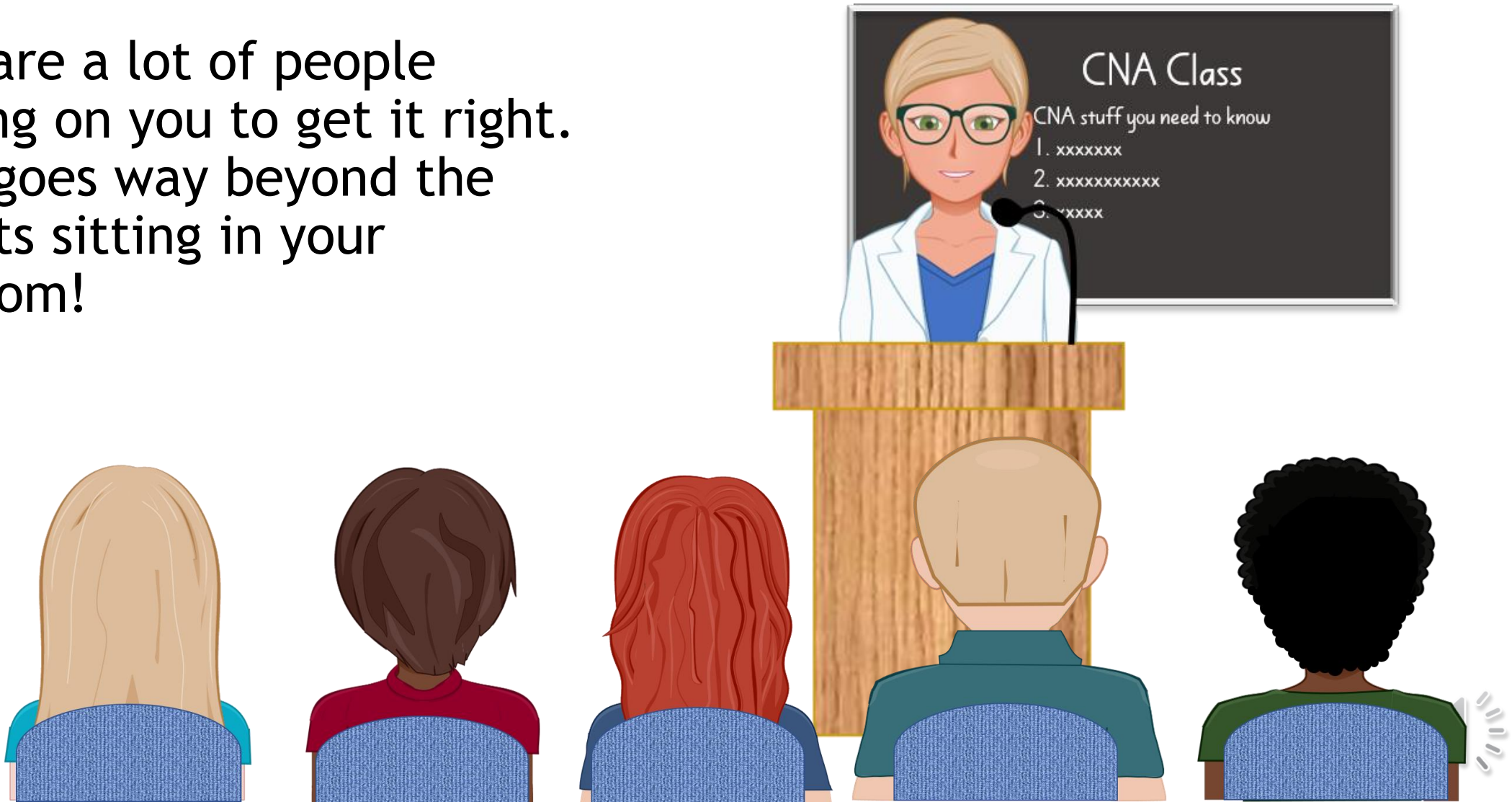
Don't Teach to the Test

We also have to avoid the temptation to “Teach to the Test” which doesn't effectively prepare the CNAs for the workplace.



Why is this important?

There are a lot of people counting on you to get it right. And it goes way beyond the students sitting in your classroom!



Stakeholders - Schools

Career and Technical education programs provide a significant source of income for school districts.



The Stakes are High

Your program's very existence depends on you maintaining an acceptable passing percentage. If your pass rate drops too low, your program may go on probation. If it doesn't improve, your school can lose your CNA program.



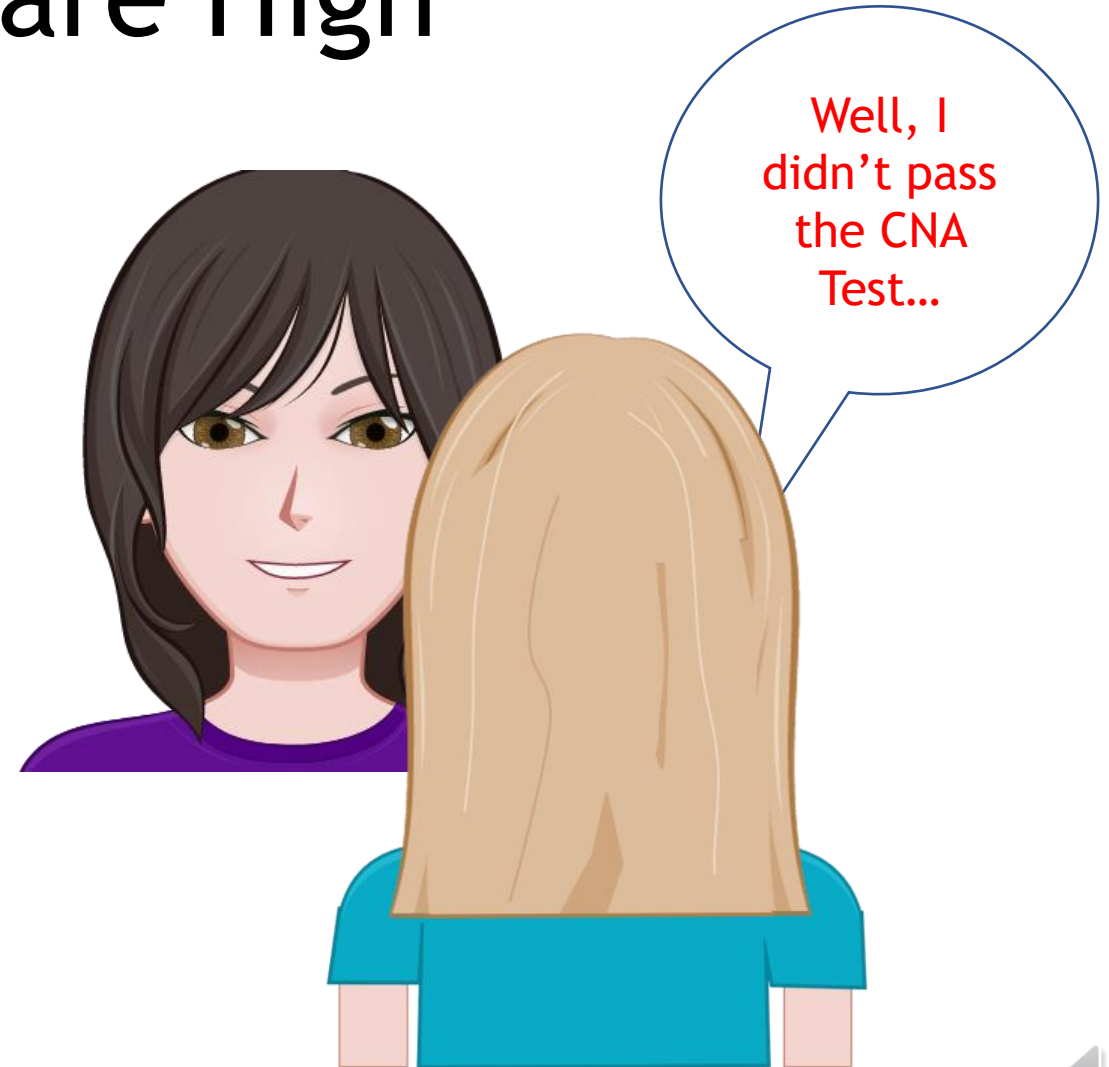
Stakeholders - Students

If your students are unsuccessful at passing the state exam, they won't be able to work as a CNA and may have trouble re-testing due to low confidence, poor self-esteem and inability to afford re-testing fees.



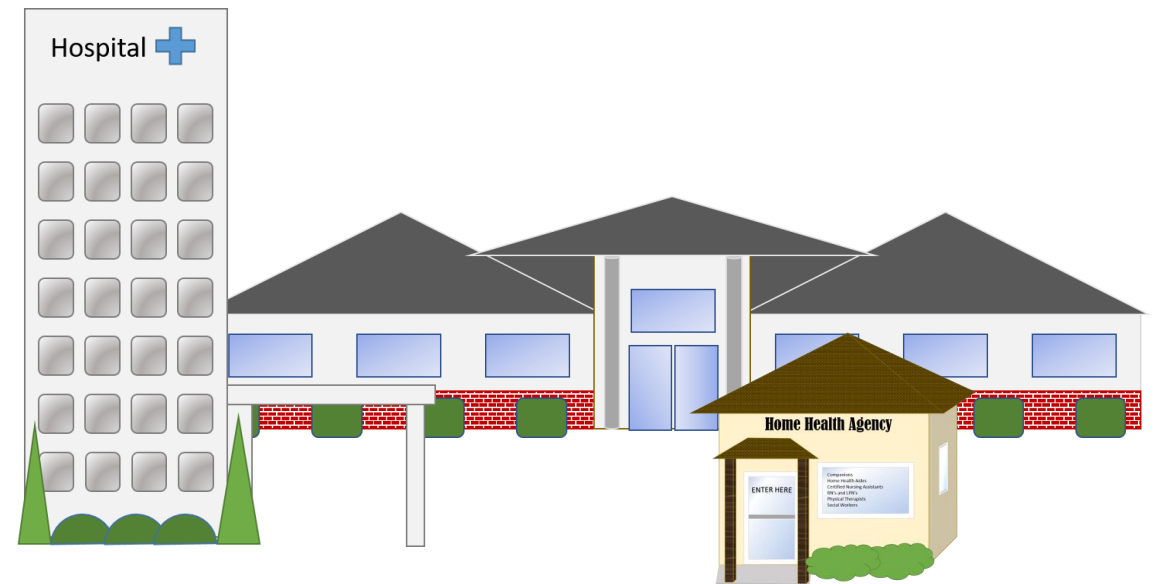
The Stakes are High

When students don't pass the CNA exam, they are less likely to recommend your program to others, meaning decreasing enrollments.



Stakeholders - Healthcare Facilities

We are in the midst of a nation-wide shortage of qualified direct care providers. Facilities in your community cannot operate without CNAs!



The Stakes are High

If your students fail, it will decrease the number of certified workers available. Without workers, these facilities will have to turn away patients.



Stakeholders

There are a LOT of patients right now that need direct care assistance...but aren't getting the care they need because of the shortage.



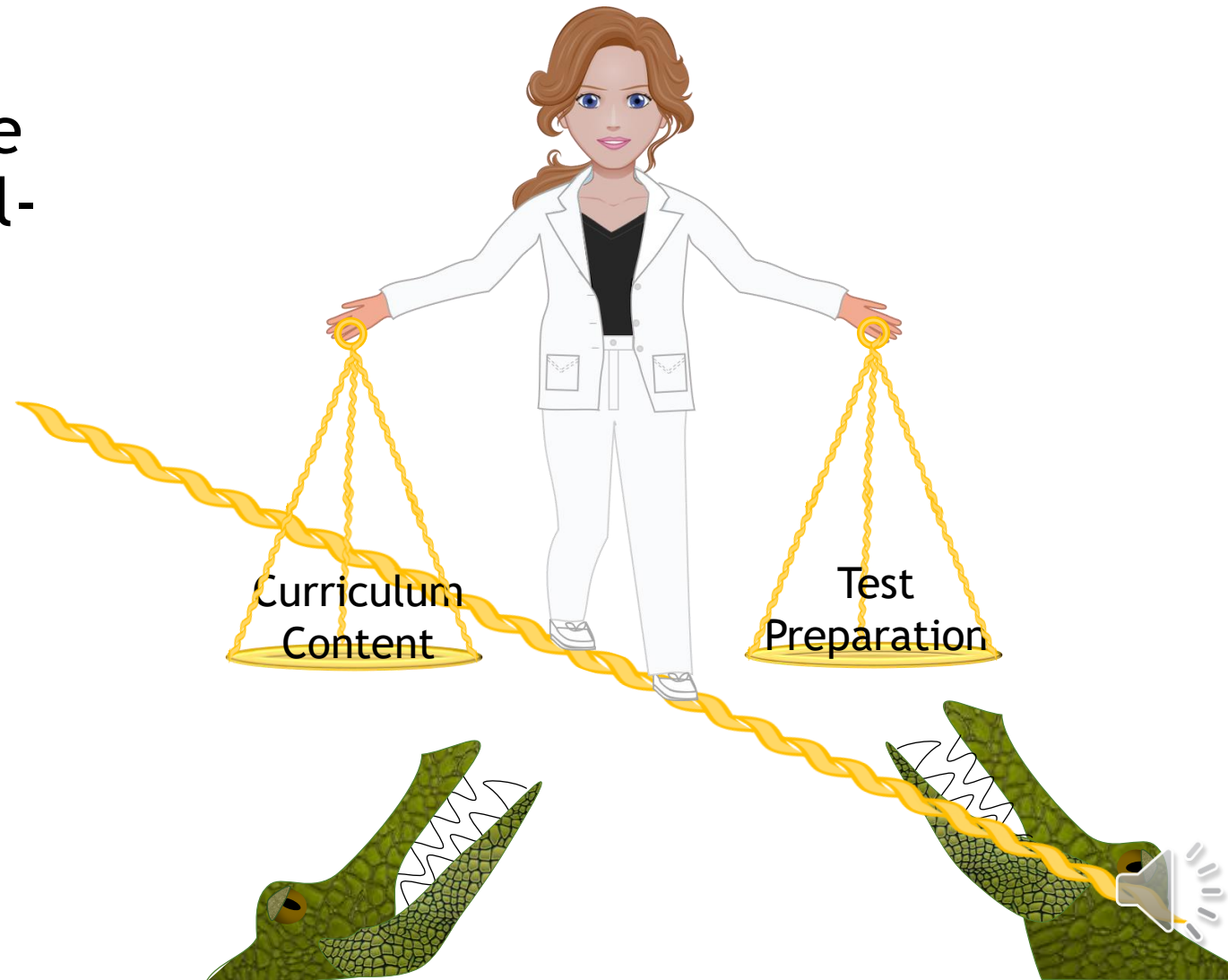
The Stakes are High

And many newly certified CNAs often leave the industry shortly after certification when they discover that they got lucky on the test but aren't actually prepared to BE a CNA!



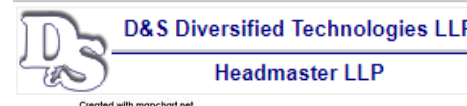
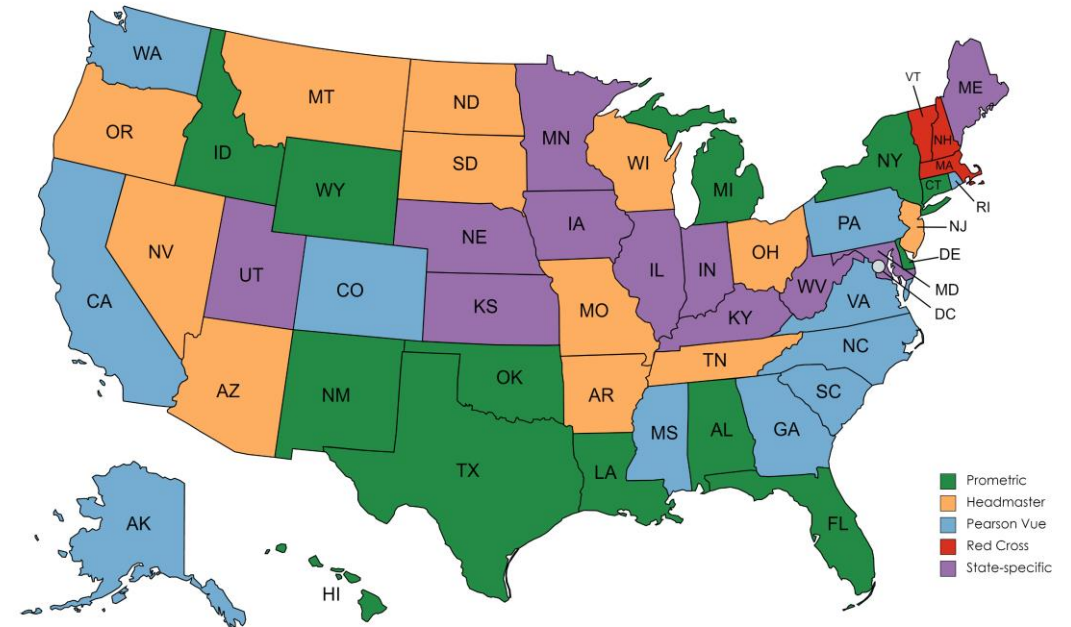
The Bottom Line

It is critical for our ENTIRE healthcare system to operate effectively by producing well-trained candidates that can pass the test AND function competently in the workplace.



The New Kid on the Block

Having various testing agencies across the country really complicates things... because now YOU (the instructor) don't know what to expect!



Testing Agency Issues

So, how can you prepare your students if YOU don't know what the test is like?

Remember, focusing on the wrong topics can cost you.



Instructor Sabotage



To make matters worse, many instructors sabotage their own programs by trying to create “Mini-nurses” that can think critically - but this very action can cause them to fail the test!



Secrets Ahead...

Fortunately, there is one simple change you can make to your program that will ensure that it meets BOTH your curriculum guidelines AND prepares the student for the CNA Exam!



Let's Play a Game

Before I give you the secret to perfecting your teaching strategies so that your student's pass the CNA state exam, I would like to play a game.



Hi! I'm Simon!



Let's Play a Game

Let's quickly review the rules:

In order to win, you must listen very carefully.

When an action starts with, "Simon says...", you must quickly perform that action.



Let's Play a Game

If you don't perform that action quickly, you are out!

If a phrase does NOT start with "Simon says," you must NOT do that action, or you are out!



I can be tricky!



Let's Play a Game

Simon says, "Stand up where you are."

Simon says, "Remain standing until you are out."

Simon says, "You should sit immediately when you are out."

Sit
immediately
when you
are out.



Let's Play a Game

Simon says, "Pat your head with your left hand."

Pat your head
with your left
hand.



Let's Play a Game

Simon says, "Introduce yourself to a neighbor and smile."

Introduce yourself to a neighbor and smile.



Let's Play a Game

“Stop patting your head now.”



Let's Play a Game

Okay, for the rest of you,
Simon says, "Stop patting
your head."

Phew!



Stop
patting
your head.



Let's Play a Game

Simon says, "Clap your hands to appreciate all the hard-working teachers here today."



Clap
your
hands.



Let's Play a Game

Simon says, "Turn around in a circle."

Turn
around in a
circle.



Let's Play a Game

Simon says, "Stop clapping now."

Stop
clapping
now.



Let's Play a Game

Simon says, "Make a funny face at the person next to you until they laugh."

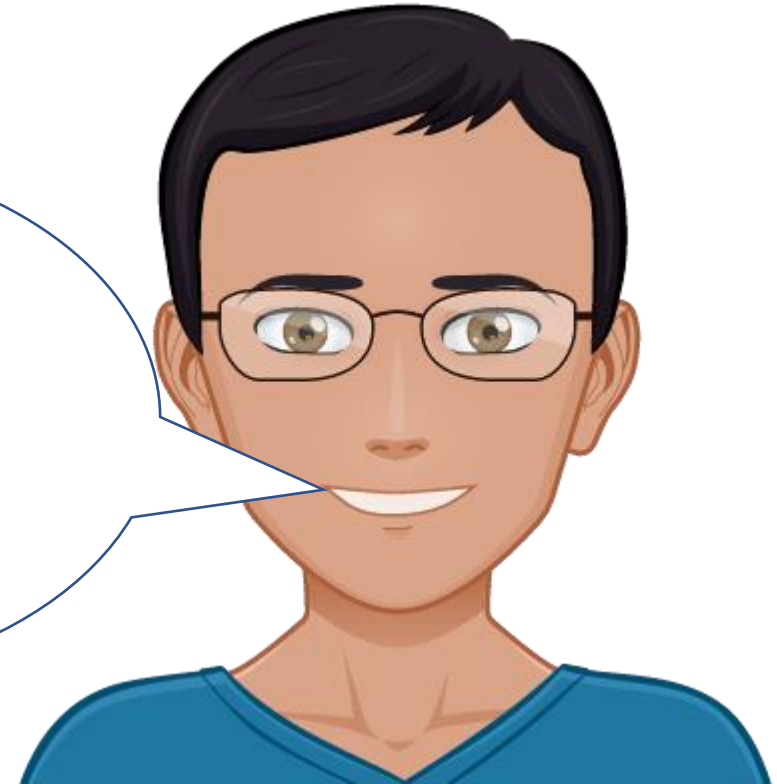
Make a
funny face
at your
neighbor.



Let's Play a Game

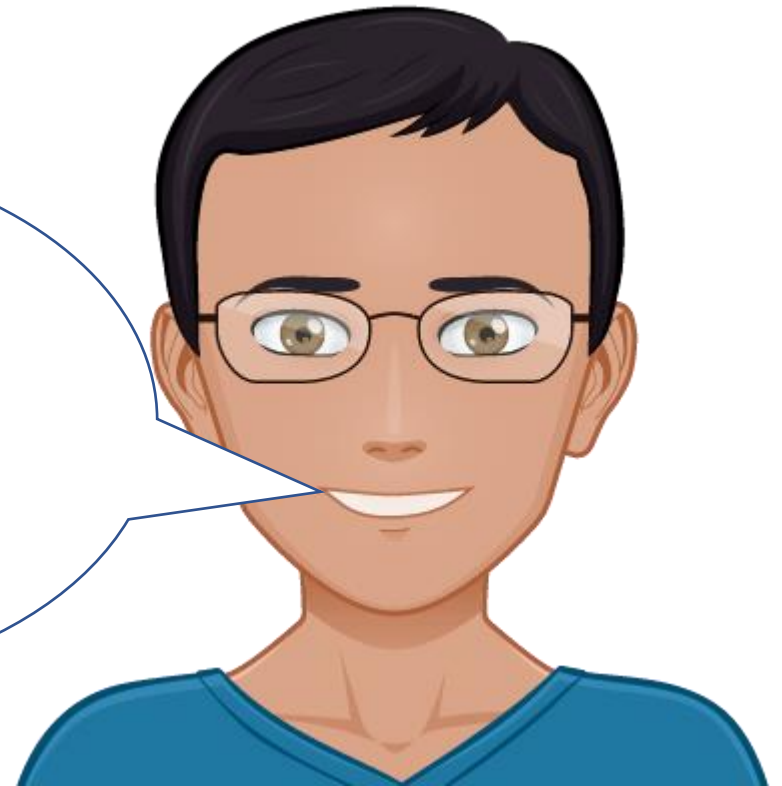
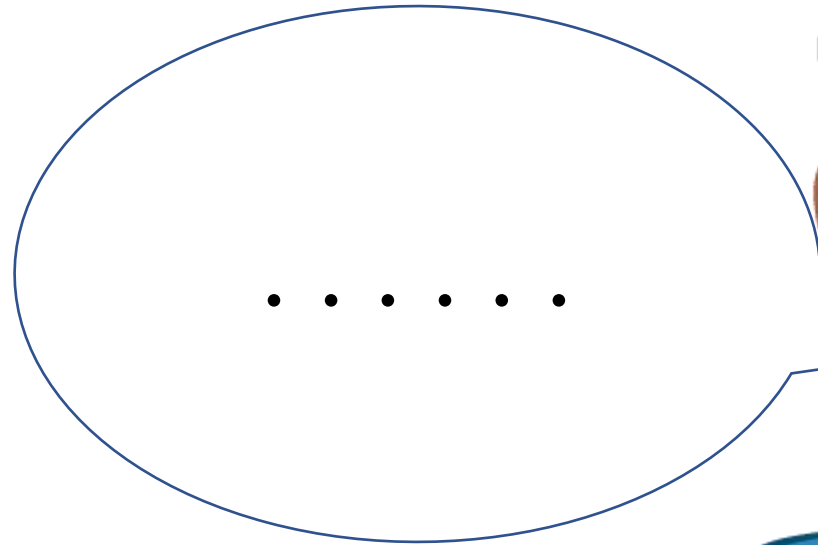
Simon says, "Extend an arm above your head like you are asking a question."

Extend your arm above your head.



Let's Play a Game

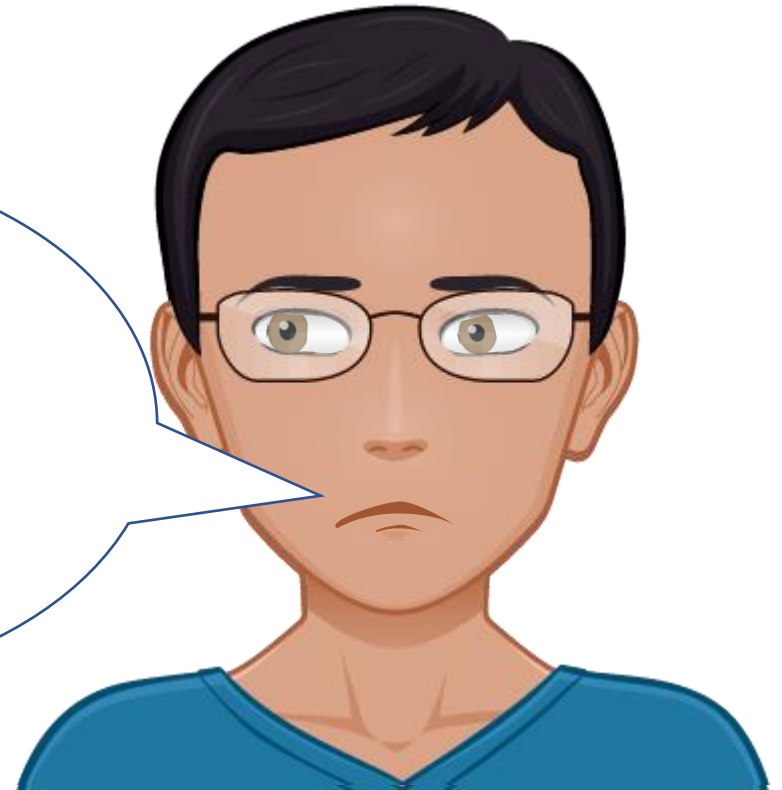
“Now bring it down to your side like you are making a snow angel.”



Let's Play a Game

Okay, NOW Simon Says, "Put your arm back down."

Put your arm
back down



Let's Play a Game

If you are still standing, with both arms at your sides, you **WON!**

Simon says the game is over and you may now have a seat!



Great
JOB!



The Toolbox

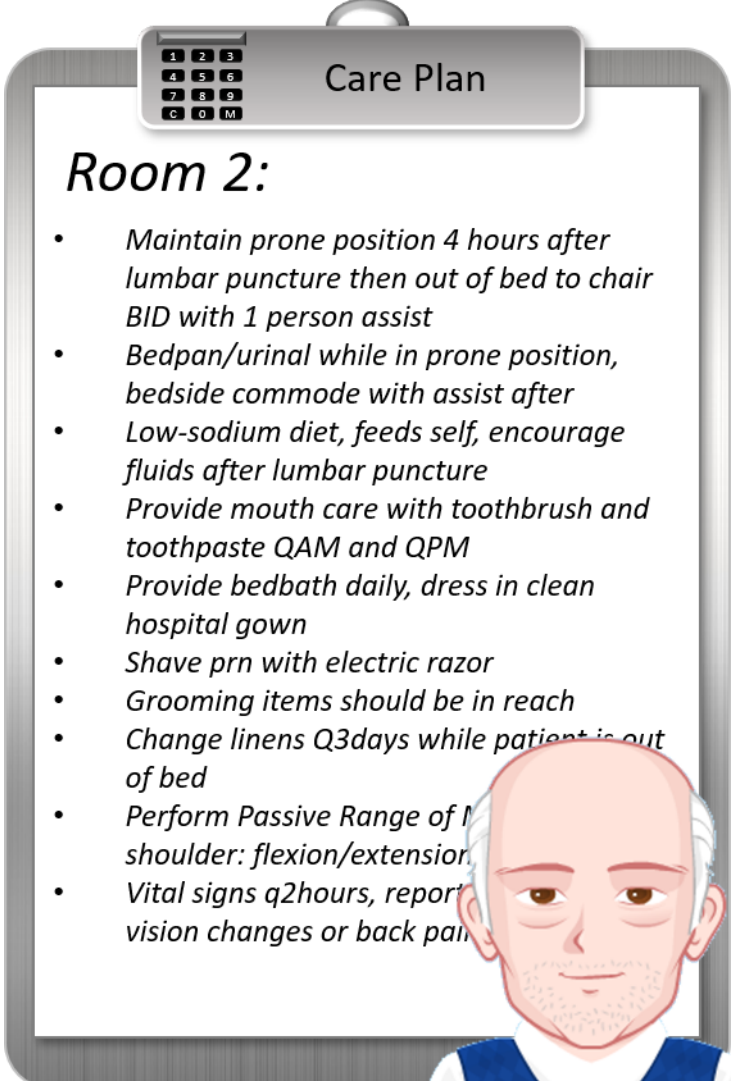
This game is actually the most important teaching tool in my toolbox. It's fun, gets people laughing and introduces the entire foundation of the program on Day ONE!



Core Principle

Because, as a CNA, it's all about the care plan. In fact, it's actually about:

The Care Plan,
The **WHOLE** Care Plan &
Nothing but the Care Plan!



Care Plan


Room 2:

- *Maintain prone position 4 hours after lumbar puncture then out of bed to chair BID with 1 person assist*
- *Bedpan/urinal while in prone position, bedside commode with assist after*
- *Low-sodium diet, feeds self, encourage fluids after lumbar puncture*
- *Provide mouth care with toothbrush and toothpaste QAM and QPM*
- *Provide bedbath daily, dress in clean hospital gown*
- *Shave prn with electric razor*
- *Grooming items should be in reach*
- *Change linens Q3days while patient is out of bed*
- *Perform Passive Range of Motion shoulder: flexion/extension*
- *Vital signs q2hours, report vision changes or back pain*



Core Principle


Every single care plan will be different, because every patient is different. The CNA is responsible for following the instructions for THAT patient.



Care Plan

Room 7:

- Assist to bathroom before and after meals and q2h while awake
- Prompt for meals in dining room, snacks at bedtime, 1800 calorie ADA diet, encourage intake
- Provide mouth care with toothbrush and toothpaste QAM and QPM
- Assist with dressing every morning, Provide bedbath nightly, dress in clean hospital gown for sleep
- Grooming qam
- Change linens Q3days and prn
- Out of bed to wheelchair with gait belt and 1 person assist
- Watch for signs of dizziness report immediately



The Rules

So, after playing “Simon Says” we go over the rules again:


- Only do what Simon says
- Do it exactly how Simon tells you to
- Do it quickly when Simon tells you to
- Do not do anything that Simon didn't tell you to do



The Rules

Then, we change Simon to the Care Plan:

- Only do what the Care Plan says
- Do it exactly how the Care Plan tells you to
- Do it quickly when the Care Plan tells you to
- Do not do anything that the Care Plan didn't tell you to do



Care Plan

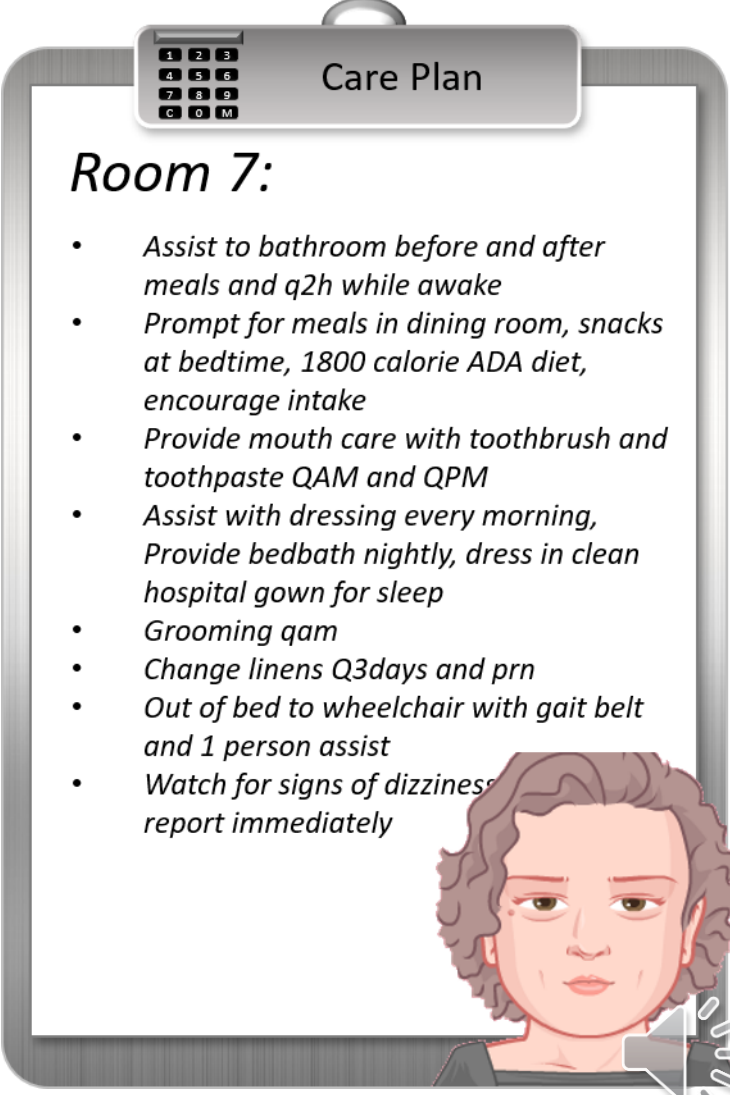
Room 7:

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- Provide mouth care with toothbrush and toothpaste QAM and QPM
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- Grooming qam
- Change linens Q3days and prn
- Out of bed to wheelchair with gait belt and 1 person assist
- Watch for signs of dizziness report immediately

The Rules

This concept is better remembered by:


The Care Plan,
The **WHOLE** Care Plan &
Nothing but the Care Plan!



Care Plan

Room 7:

- Assist to bathroom before and after meals and q2h while awake
- Prompt for meals in dining room, snacks at bedtime, 1800 calorie ADA diet, encourage intake
- Provide mouth care with toothbrush and toothpaste QAM and QPM
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- Out of bed to wheelchair with gait belt and 1 person assist
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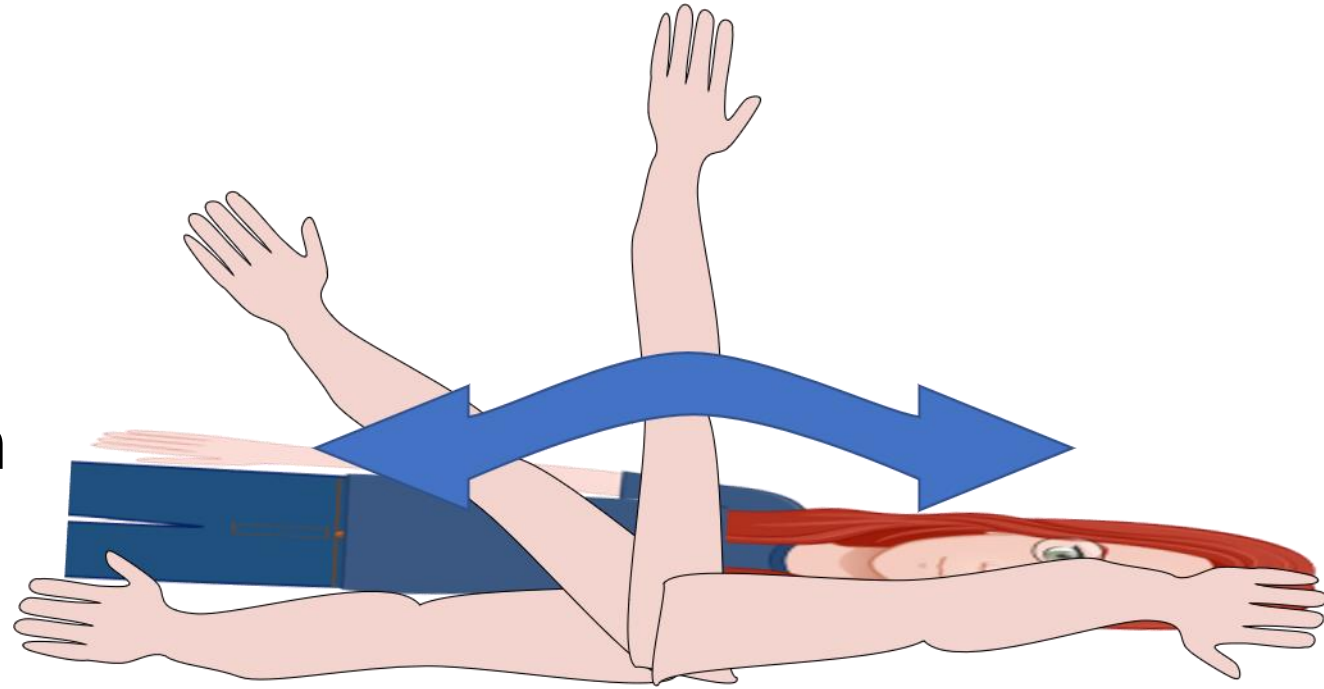
Passing the State Exam

This is actually the basis of the entire CNA exam, as well. So, if you want your students to pass the state exam, teach them to follow the care plan... **EXACTLY.**



Follow the Care Plan

If the care plan says to perform flexion/extension Range of Motion exercises to the left shoulder, they can **ONLY** perform those actions on the left shoulder.

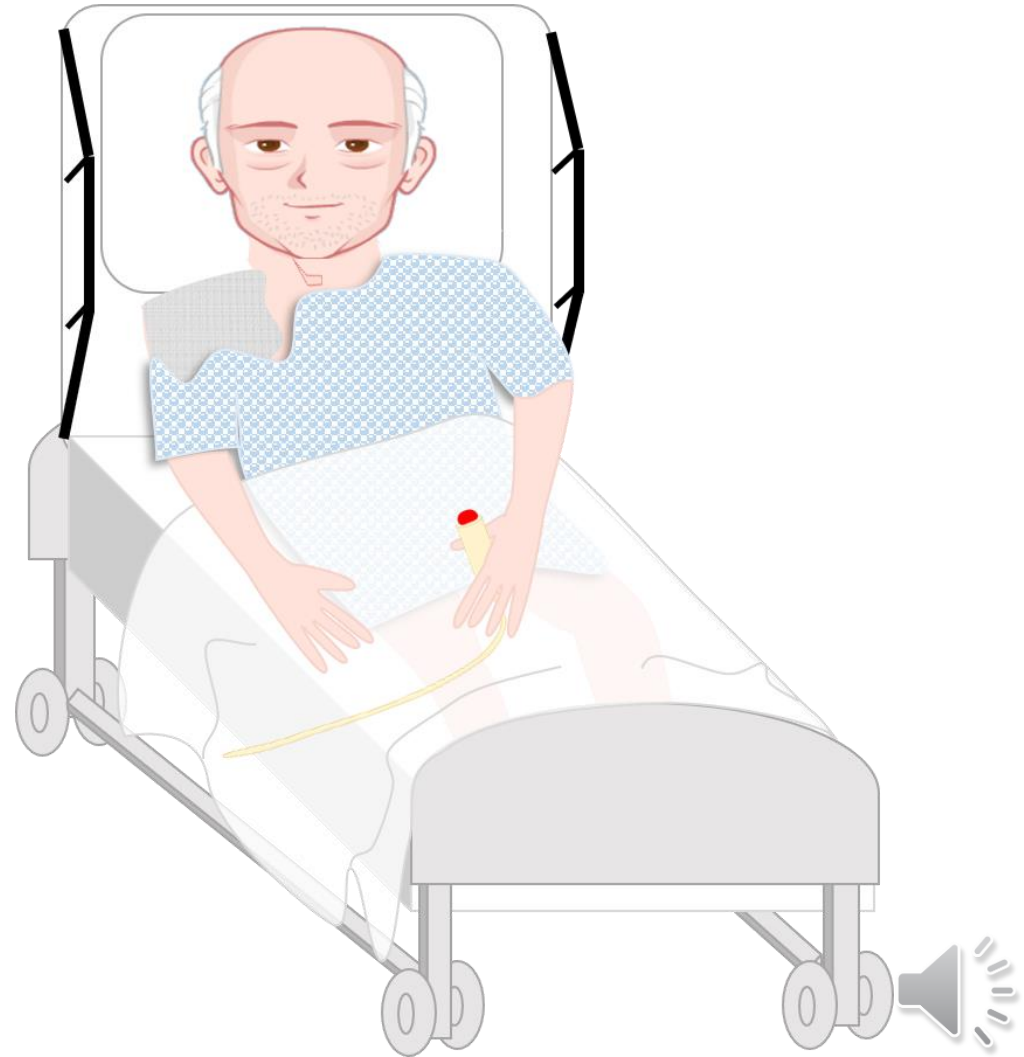


Why?

Maybe the patient just had surgery on the right shoulder.

Maybe they have an unstable blood clot in the right subclavian vein.

Maybe the right arm is immobilized.



It Doesn't Matter WHY

The CNA does not need to know WHY. They just have to follow the care plan!

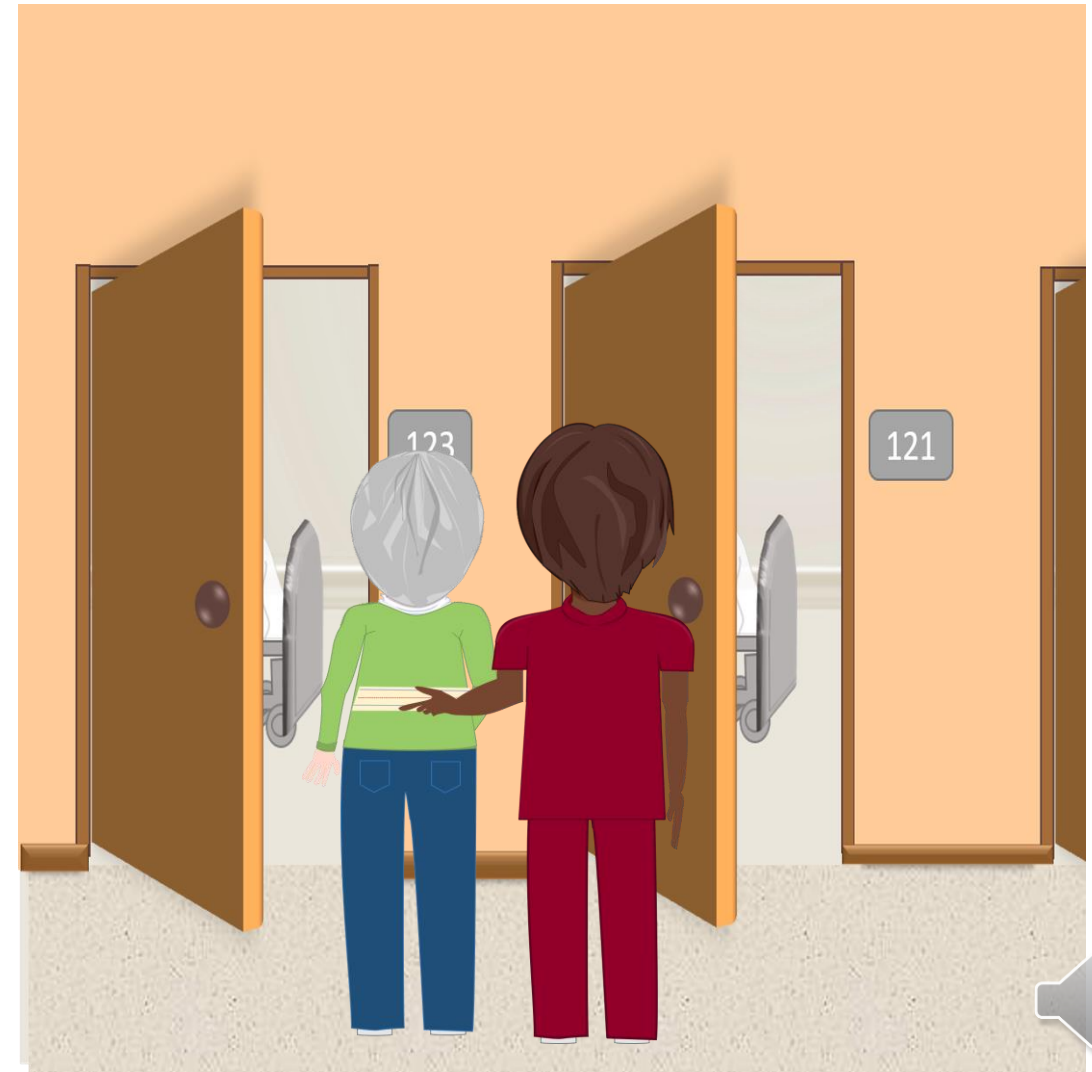


*The Care Plan,
The **WHOLE** Care Plan &
Nothing but the Care Plan!*



Follow the Care Plan

If the care plan says to walk the patient 10 steps, they can **ONLY** walk the patient 10 steps.



Why?

Maybe the patient has anemia and is currently short of breath.

Maybe the patient has CHF with severe dyspnea on exertion.

Maybe the oxygen tubing won't reach any further.



It Doesn't Matter WHY

The CNA does not need to know WHY. They just have to follow the care plan!

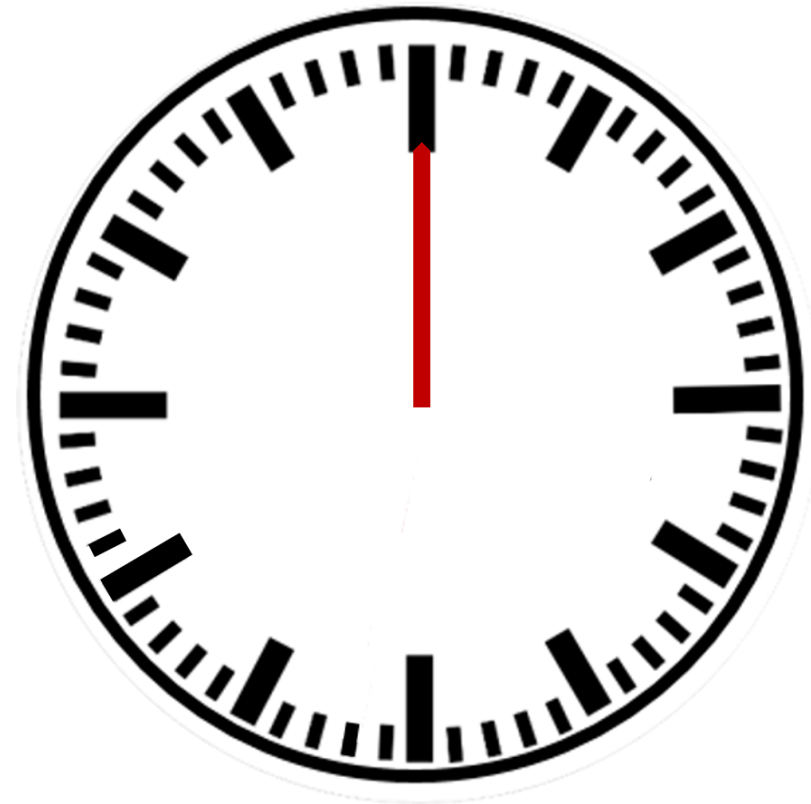


*The Care Plan,
The **WHOLE** Care Plan &
Nothing but the Care Plan!*



Follow the Care Plan

If the care plan says to count the pulse for one full minute, then they **MUST** count for one full minute.



Why?

Maybe the patient has A-Fib with an irregular RVR.

Maybe the nurse needs to give Digoxin and needs a baseline pulse of at least 60 to give the medication.

Maybe the patient is on a dopamine drip and needs pain medication.



It Doesn't Matter WHY

The CNA does not need to know WHY. They just have to follow the care plan!



*The Care Plan,
The WHOLE Care Plan &
Nothing but the Care Plan!*



Teaching the Care Plan

When a student asks you a question about the skill, like, “which arm should I exercise”, the best response is...what does the care plan say?



Stay the course!

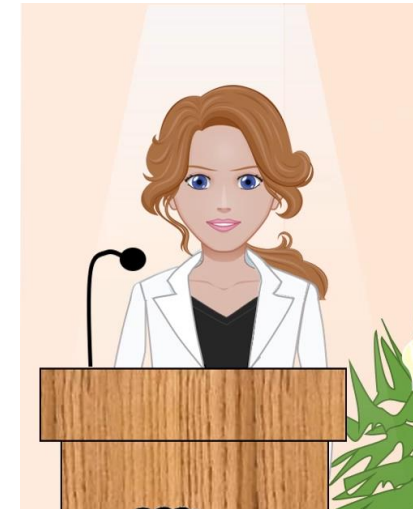


This is where many instructors go off-track. If you teach your students to think critically, to reason things out, to determine an action or response...they are no longer operating in their scope of practice!



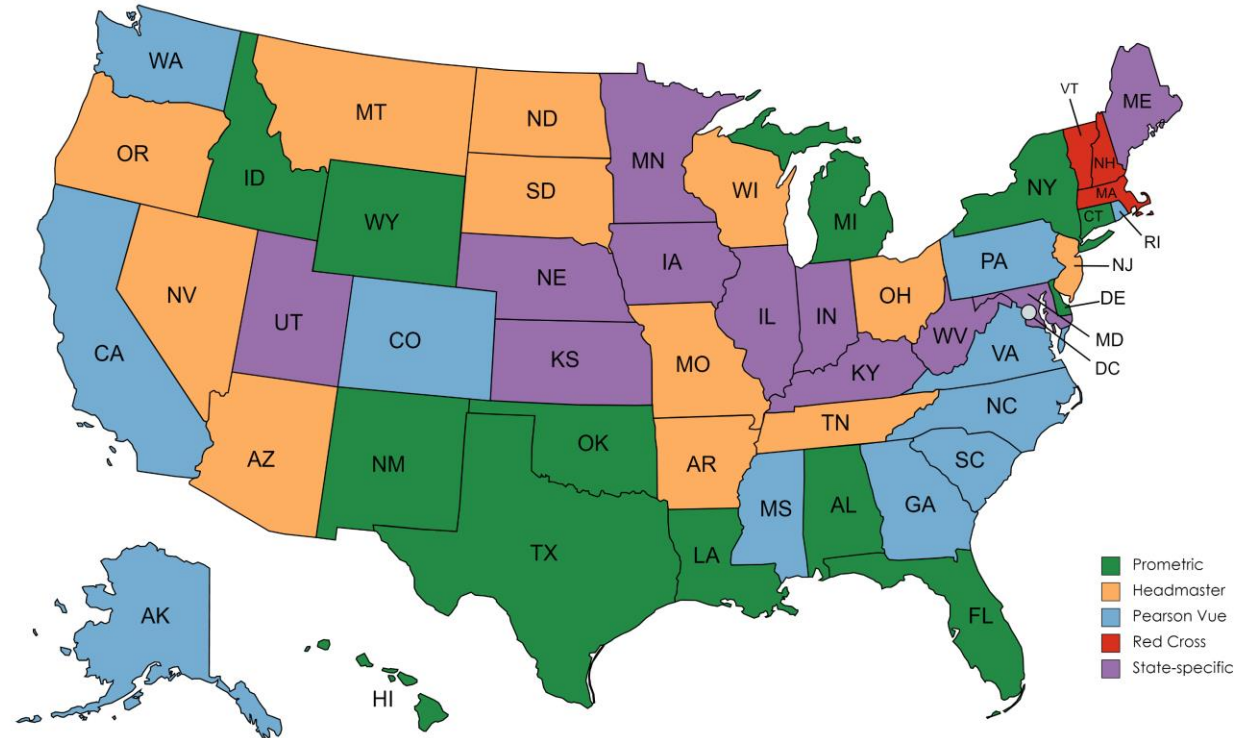
Teaching the Care Plan

To effectively instill this principle in the student, It is helpful to read the care plan before performing the skill, talk about possible accommodations for different patients that they may see on OTHER care plans, and then review the care plan at the end of the skill as well.



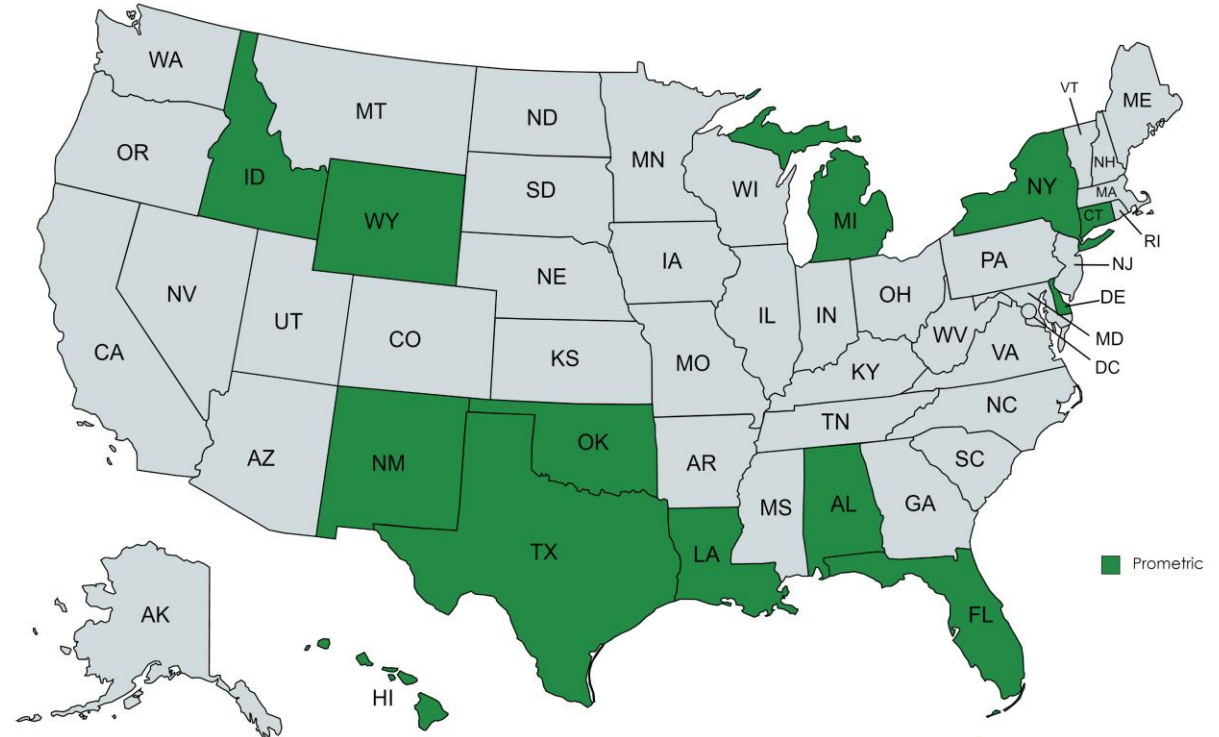
So, Let's Talk About the Test

There are many different CNA testing agencies that are used in different states. And states are changing all the time.



Some are uniform!

Some testing agencies, like Prometric, are uniform across all Prometric-testing states. This means that all Prometric-testing states use the exact same scenario care plans.

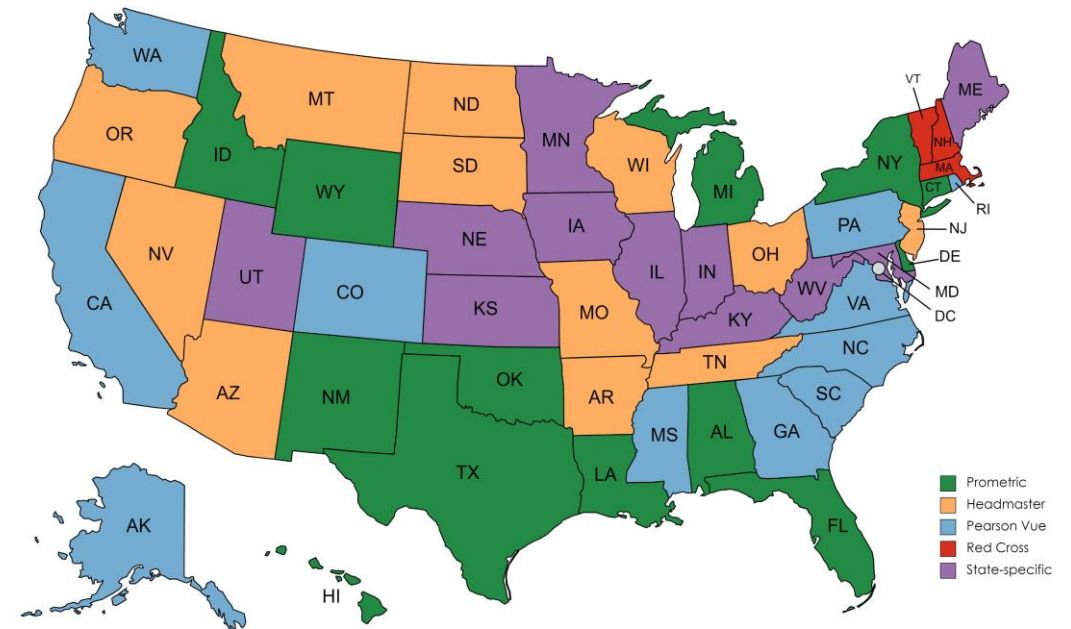


PROMETRIC




So, Let's Talk About the Test

But every skills test, no matter who the testing agency is, will be in the form of a care plan... because that is the basis of the nursing process!



Testing Scenarios

The scenarios might be different from state to state, but the foundation of the test never changes. Every scenario will be presented as a care plan. Follow the care plan!

Skill Set 1 

Clinical Skills Exam

Measure and Record Contents of Urinary Drainage Bag
Empty the resident's urinary drainage bag into a graduate container and measure and record urinary output (in ml's or cc's) on intake and output form.

Transfer Resident from Bed to Wheelchair
Transfer the resident from bed into the wheelchair. The resident is unable to walk or take steps, but can stand with support. A gait belt or transfer belt is required to transfer the resident. The resident will stay in the room.

Provide Hand and Nail Care
Provide hand and nail care to one hand. The patient is sitting in a chair at the bedside and can move as directed.

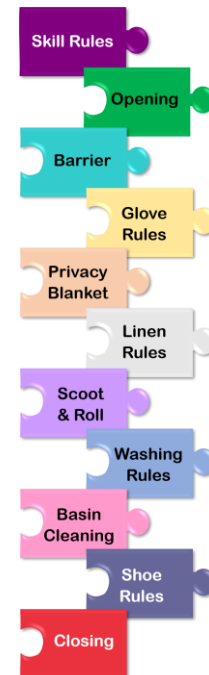
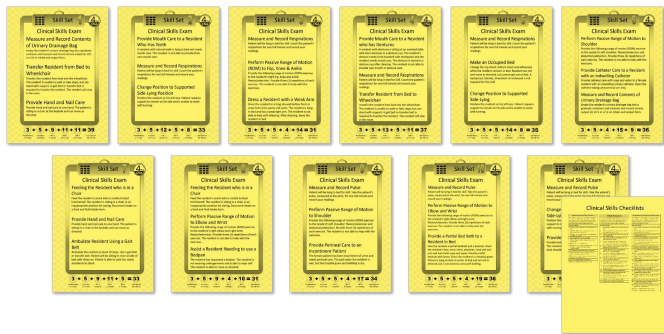
3 + 5 + 9 + 11 + 11 = 39

Handwashing 3 minutes Transition 5 minutes Skill 1 9 minutes Skill 2 11 minutes Skill 3 11 minutes Total time for this skill set



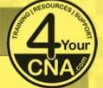
Follow the Care Plan!

The care plan will tell them **WHAT** to do. Principles will tell them **HOW** to do it. This is how you ensure that all students will pass the state exam **AND** function well in the workplace!



The Care Plan, The Whole Care Plan...

Once the student understands the purpose of the care plan, and it is reinforced during the demonstration of every skill, the student will learn to rely on the care plan for the test.

Skill Set 1 

Clinical Skills Exam

Measure and Record Contents of Urinary Drainage Bag
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
3 + 5 + 9 + 11 + 11 = 39

Handwashing 3 minutes Transition 5 minutes Skill 1 9 minutes Skill 2 11 minutes Skill 3 11 minutes Total time for this skill set

& Nothing But the Care Plan!

And if they rely on the care plan to tell them what to do for the test, they are more likely to pass!

Follow these directions!

Skill Set 1 

Clinical Skills Exam

Measure and Record Contents of Urinary Drainage Bag
Empty the resident's urinary drainage bag into a graduate container and measure and record urinary output (in ml's or cc's) on intake and output form.

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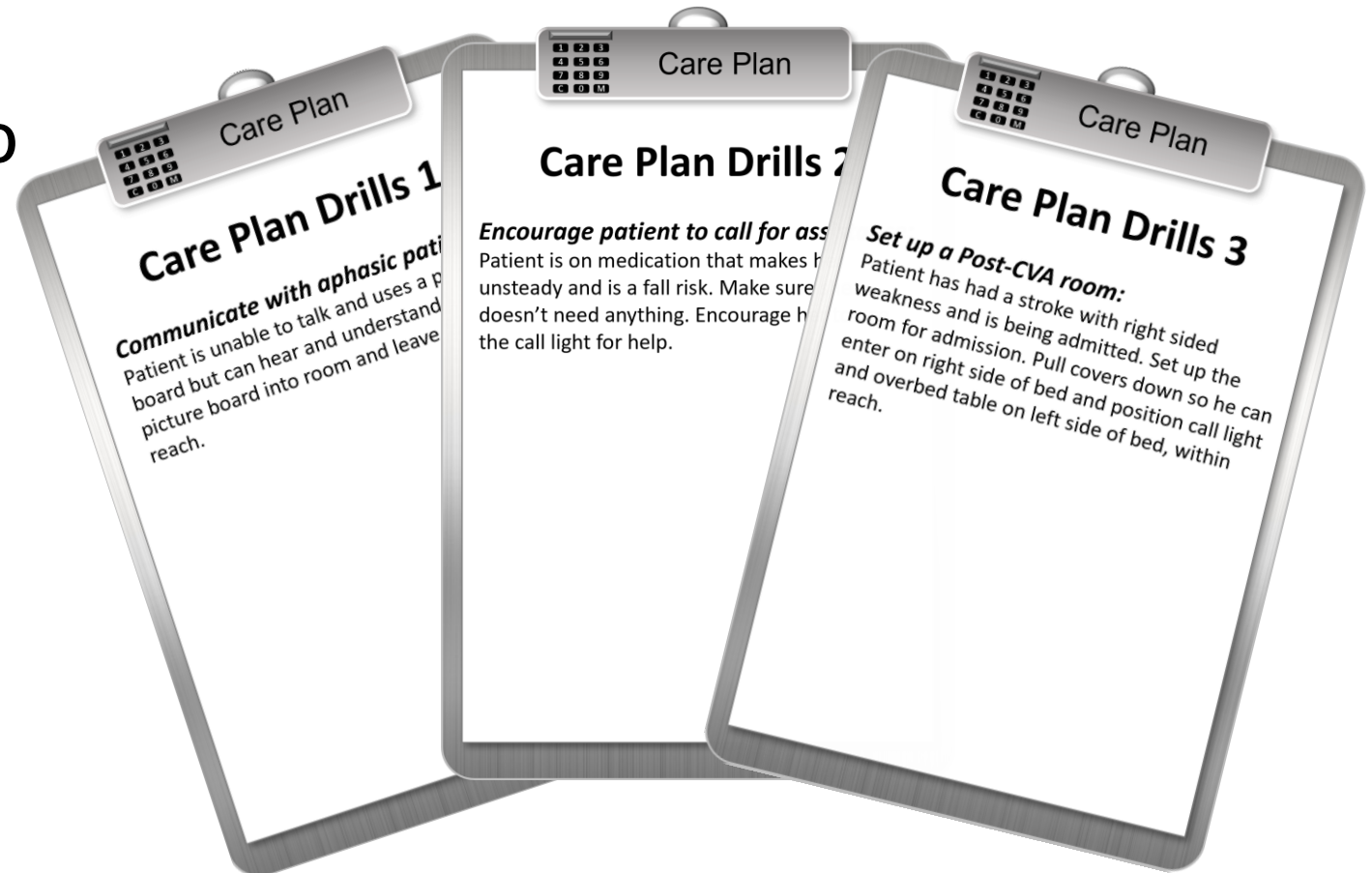
Provide Hand and Nail Care
Provide hand and nail care to one hand. The patient is sitting in a chair at the bedside and can move as directed.

3 + 5 + 9 + 11 + 11 = 39

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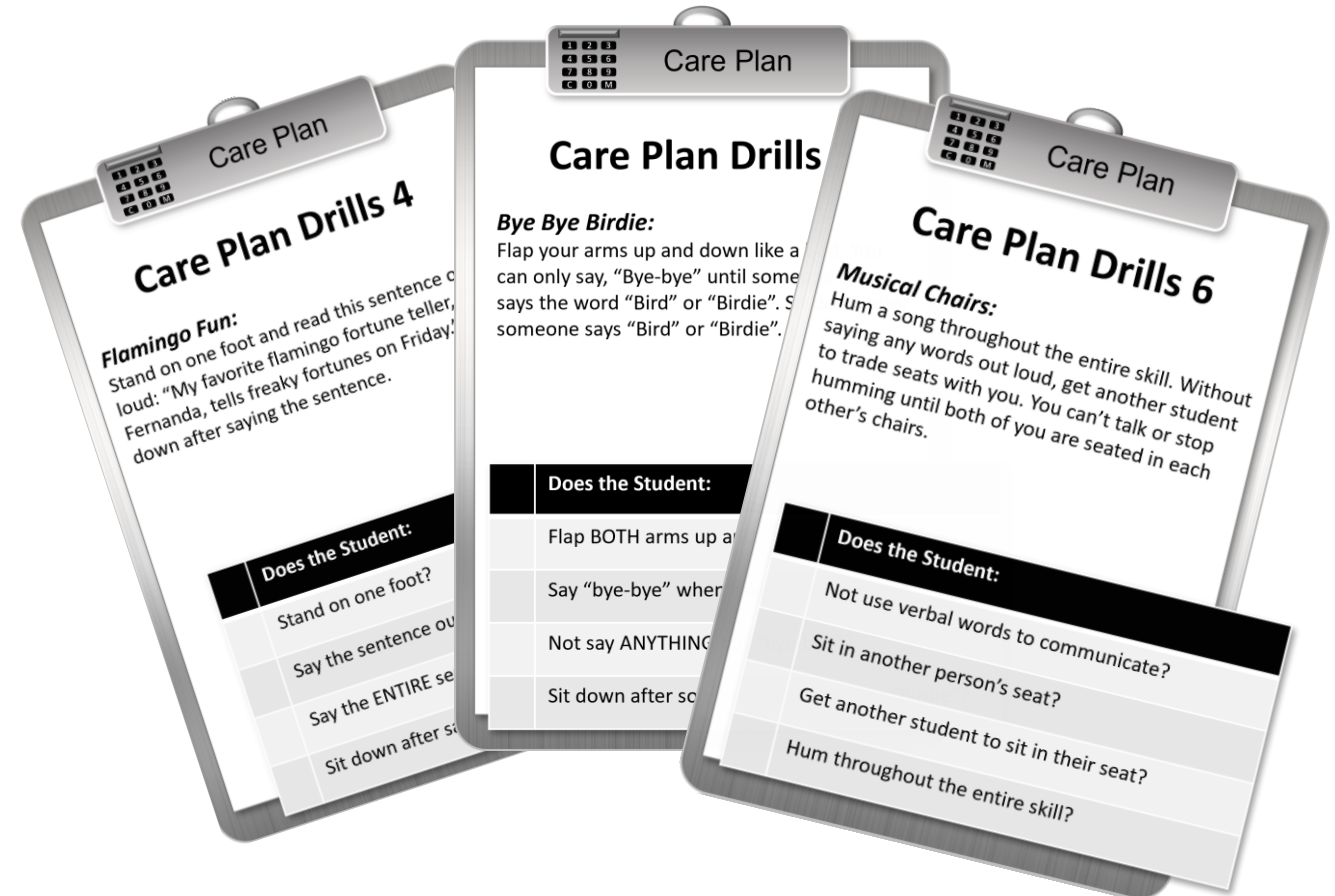
Make it real!

To really illustrate this concept, it can be helpful to create some sample CNA care plans that instruct students to do very simple (non-clinical) tasks - but they have to do them the way the care plan tells them. No thinking - just follow the directions.



Or...Make it FUN!

Put your students in the evaluator's shoes. Give one student a fun care plan that has them stand on one foot or flap their wings. Give another student a grading checklist - they can only check it off if it is done exactly as the checklist says.



Follow the Care Plan!

If the student understands from the very beginning that they don't need to figure out WHAT to do (that is always on the care plan), they are ready to learn HOW to do the skills.

The image displays 11 yellow 'Skill Set' cards and one 'Clinical Skills Checklists' card. Each card contains the following information:

- Skill Set Number:** Indicated by a number in a circle (e.g., 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11).
- Clinical Skills Exam Title:** A specific skill name (e.g., 'Measure and Record Contents of Urinary Drainage Bag').
- Instructions:** A paragraph describing the procedure and patient requirements.
- Score Calculation:** A mathematical formula at the bottom of each card (e.g., $3 + 5 + 9 + 11 + 11 = 39$).

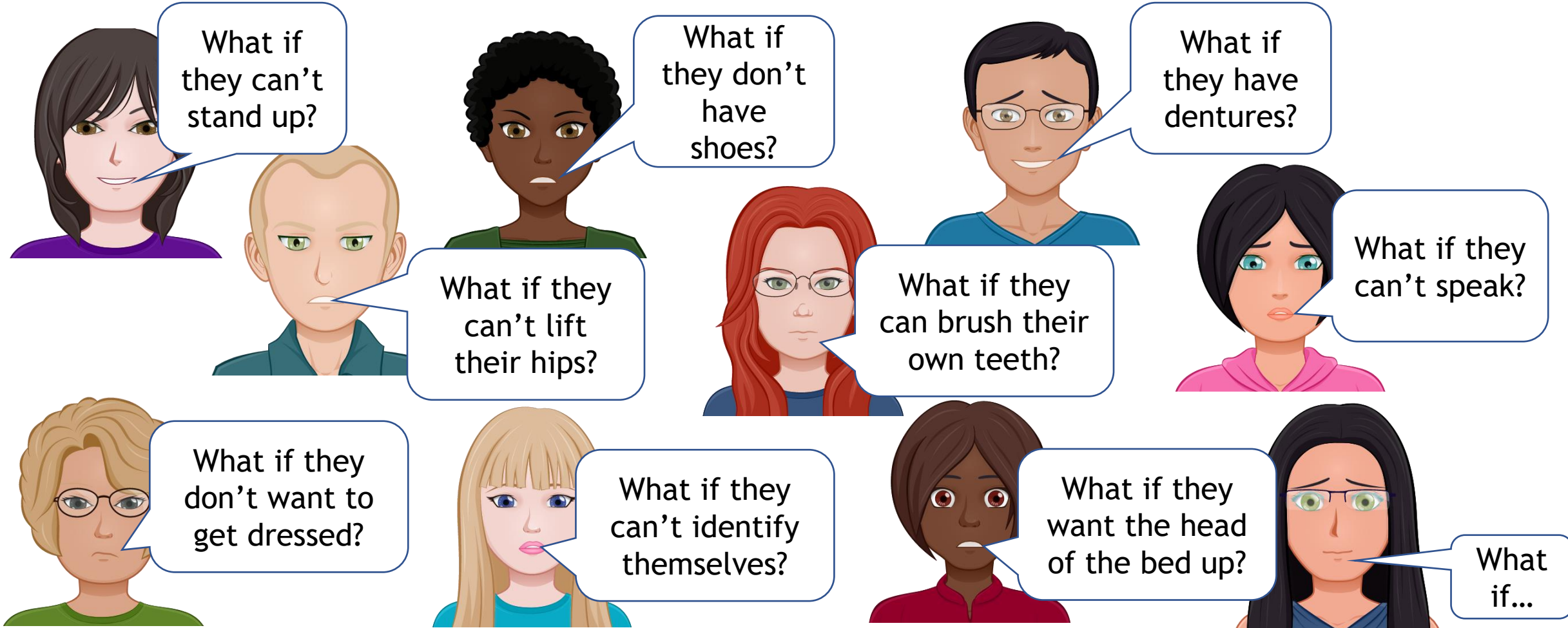
The 'Clinical Skills Checklists' card is a separate document with multiple columns of checkboxes for tracking various skills.

The “What if...” Gang!

In the beginning, CNA students have no idea what their scope of practice is. They will assume that they need to know **EVERYTHING**. This creates a lot of pressure and uncertainty. And that creates a **LOT** of student questions!

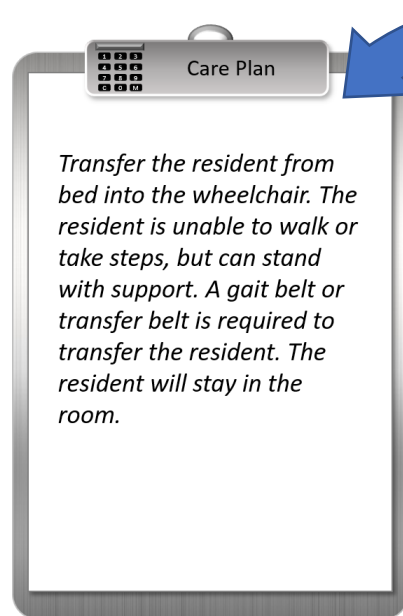


The “What if...” Gang!

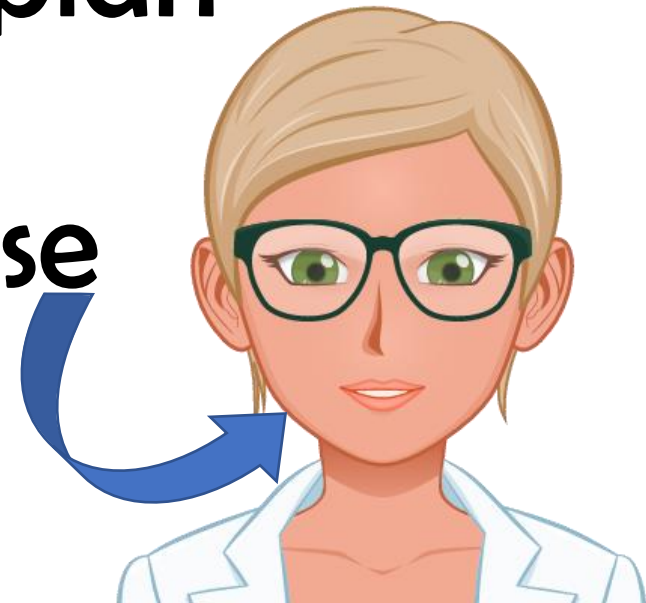


Two choices

It can be helpful to teach them that CNAs only have TWO choices:




**Follow the care plan
OR
Notify the nurse**

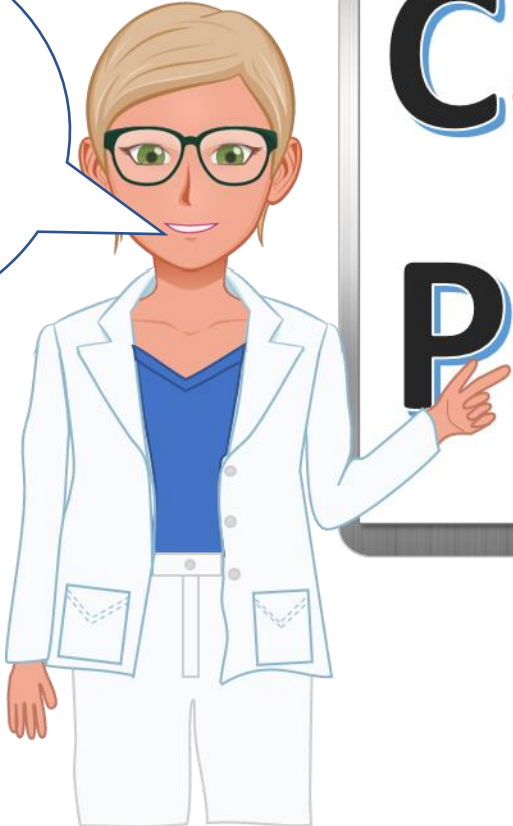


Two choices

So, the conversation should go like this:



What if the patient can't stand up?



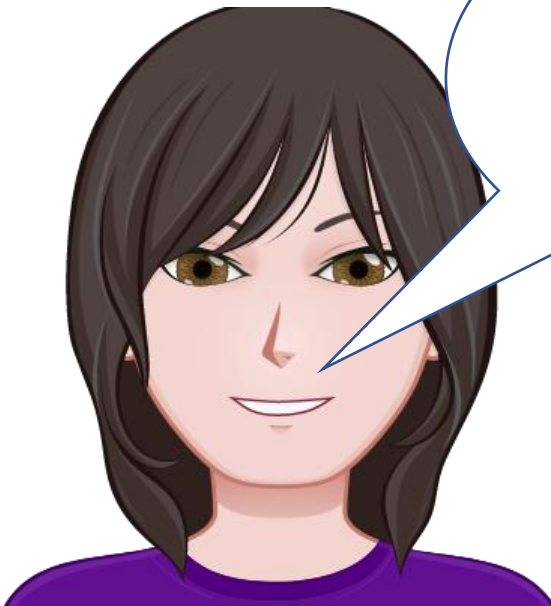
What does the care plan say?



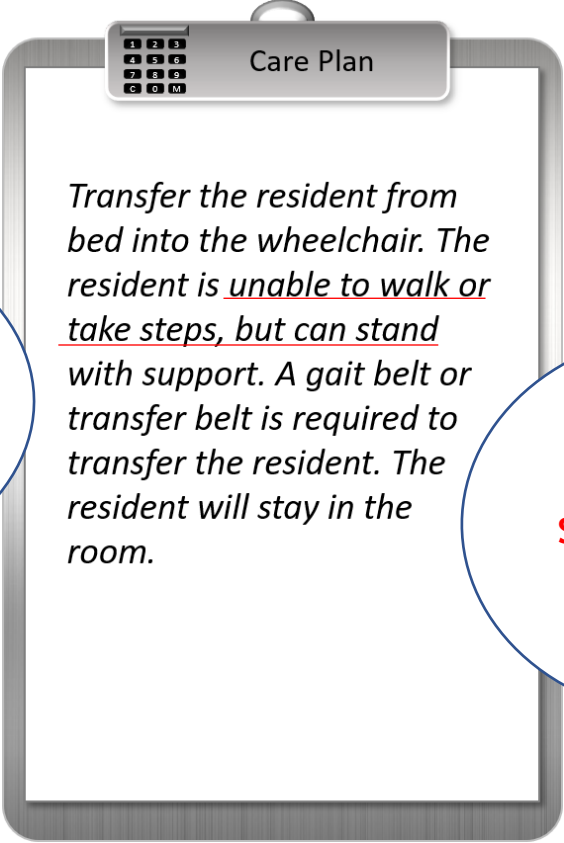
Care Plan

Two choices


And continue like this:



It says they can stand but can't take steps. But what if they CAN'T?



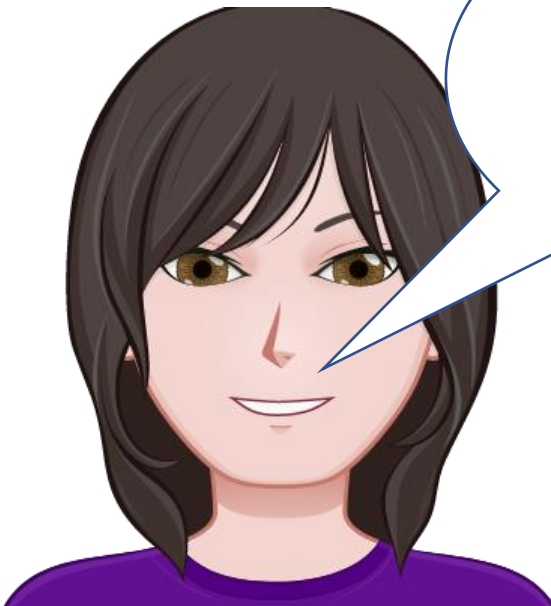
Transfer the resident from bed into the wheelchair. The resident is unable to walk or take steps, but can stand with support. A gait belt or transfer belt is required to transfer the resident. The resident will stay in the room.



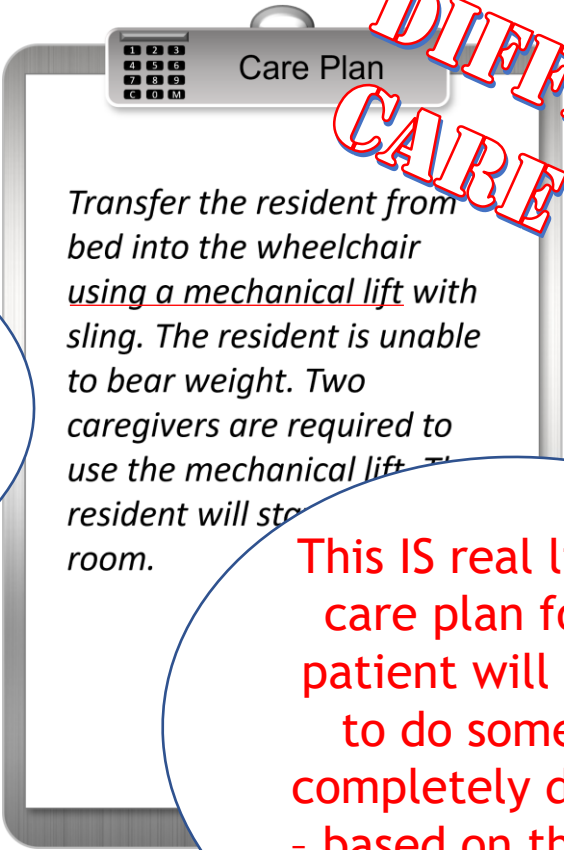
Then put them in a safe position and notify the nurse!

Two choices

And continue like this:

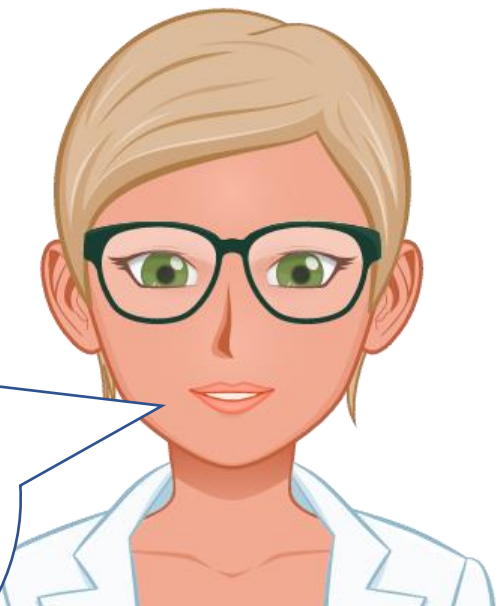


But I mean...in real life, what if they can't stand?



Care Plan

Transfer the resident from bed into the wheelchair using a mechanical lift with sling. The resident is unable to bear weight. Two caregivers are required to use the mechanical lift. The resident will stay in the room.



This IS real life! The care plan for that patient will tell you to do something completely different - based on the needs of THAT patient.


DIFFERENT CARE PLAN

First Answer...Always.

So, when a student asks “What if...”, the first answer is ALWAYS:



What if...?



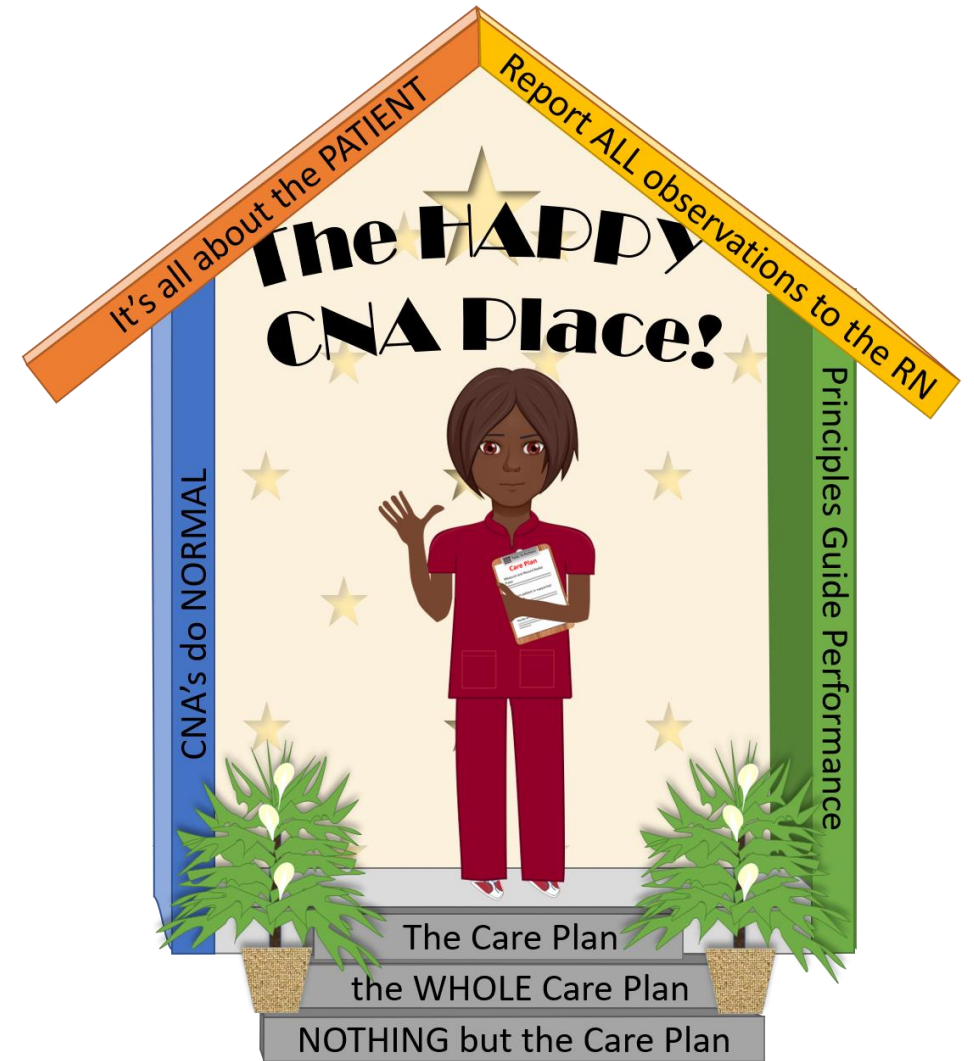
What does the care plan say?



Care Plan

The Five Phrases

There are 5 phrases that instructors can use to help keep CNAs safe within their Scope of Practice. These define the WHAT, WHY, HOW, WHO and WHEN that govern all CNA skills.



The Foundation

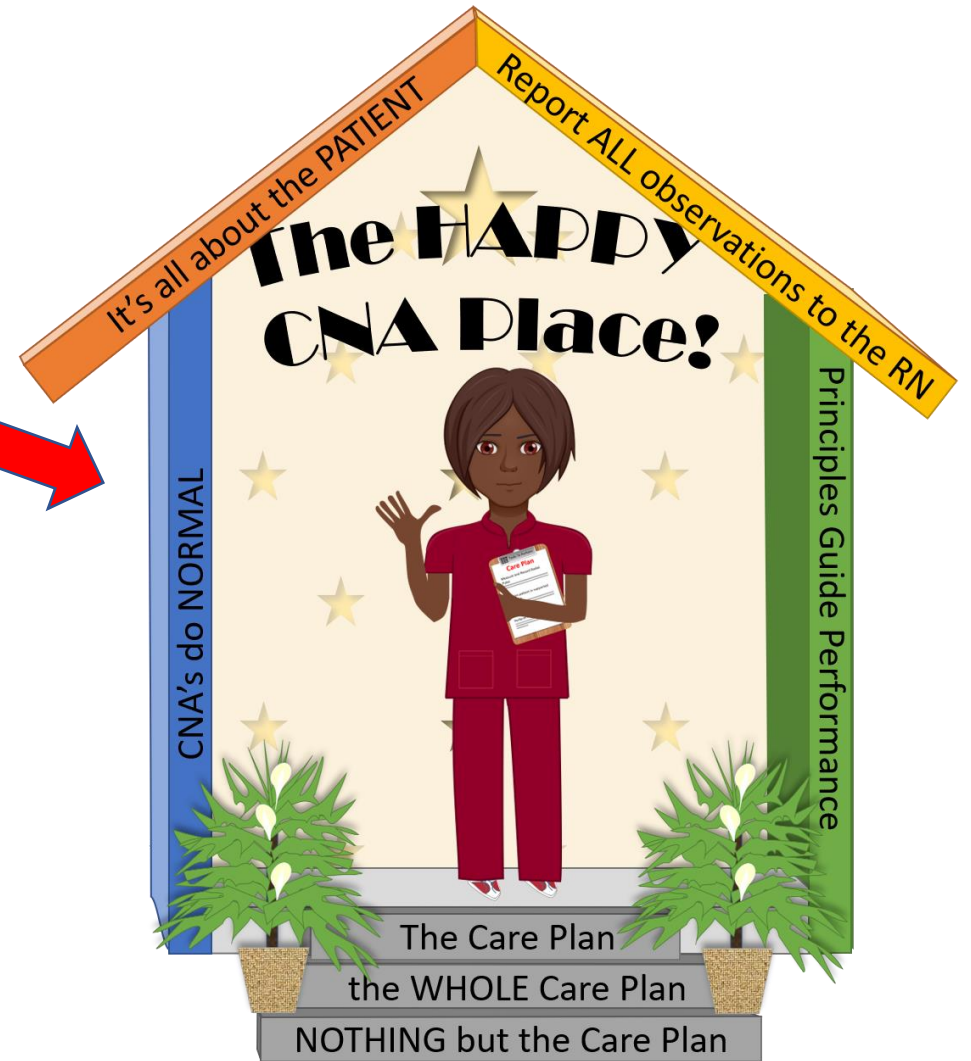
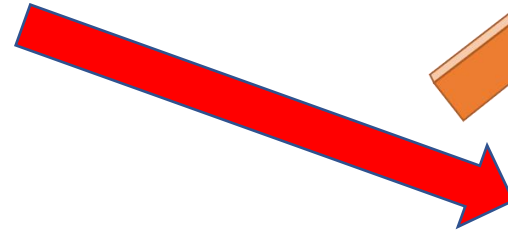
We have already covered the foundation of the CNA role:

**The Care Plan,
The WHOLE Care Plan &
Nothing but the Care Plan!**



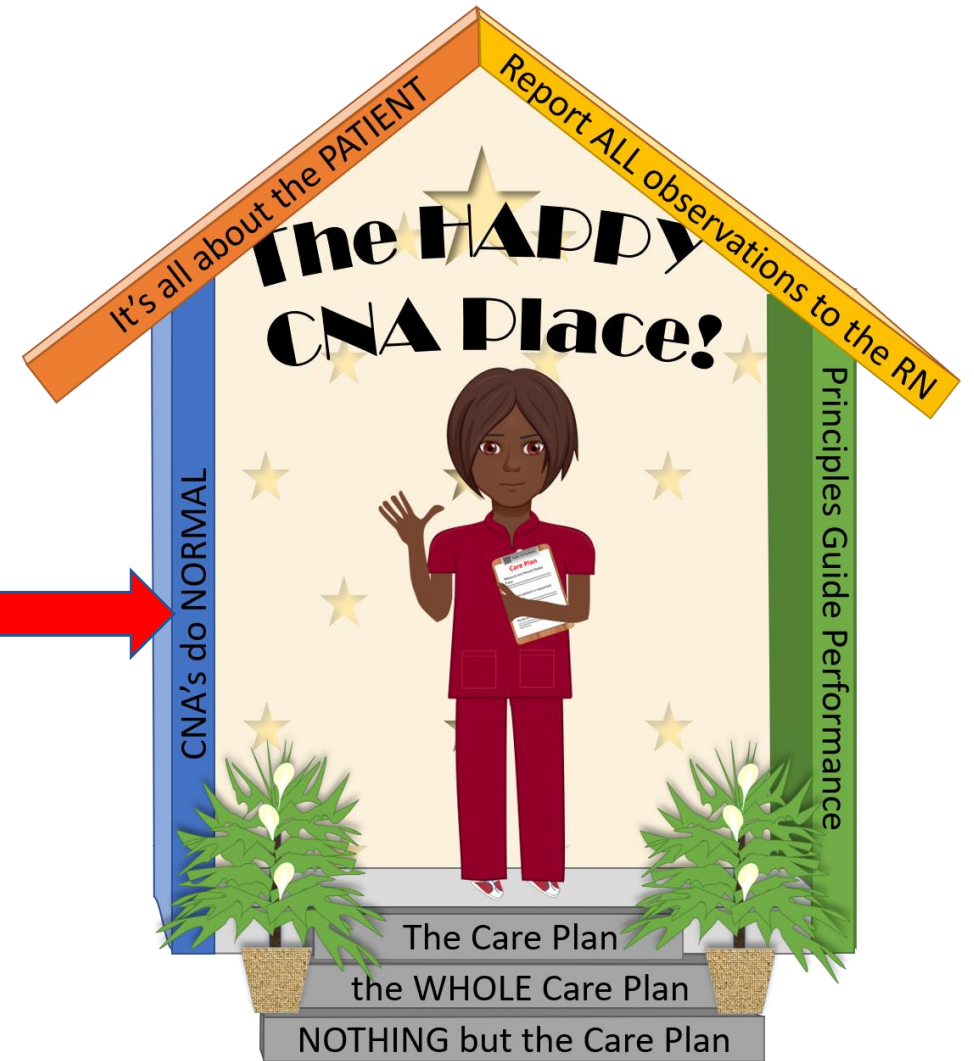
The Walls

To define the tasks that the CNA is allowed to do, the “walls” keep them securely in their scope of practice.



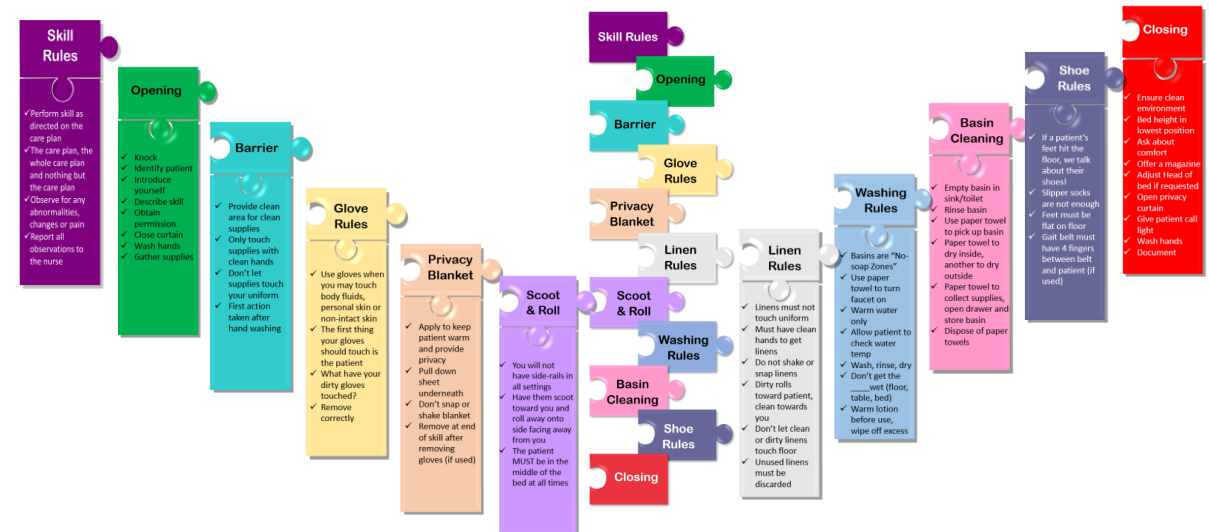
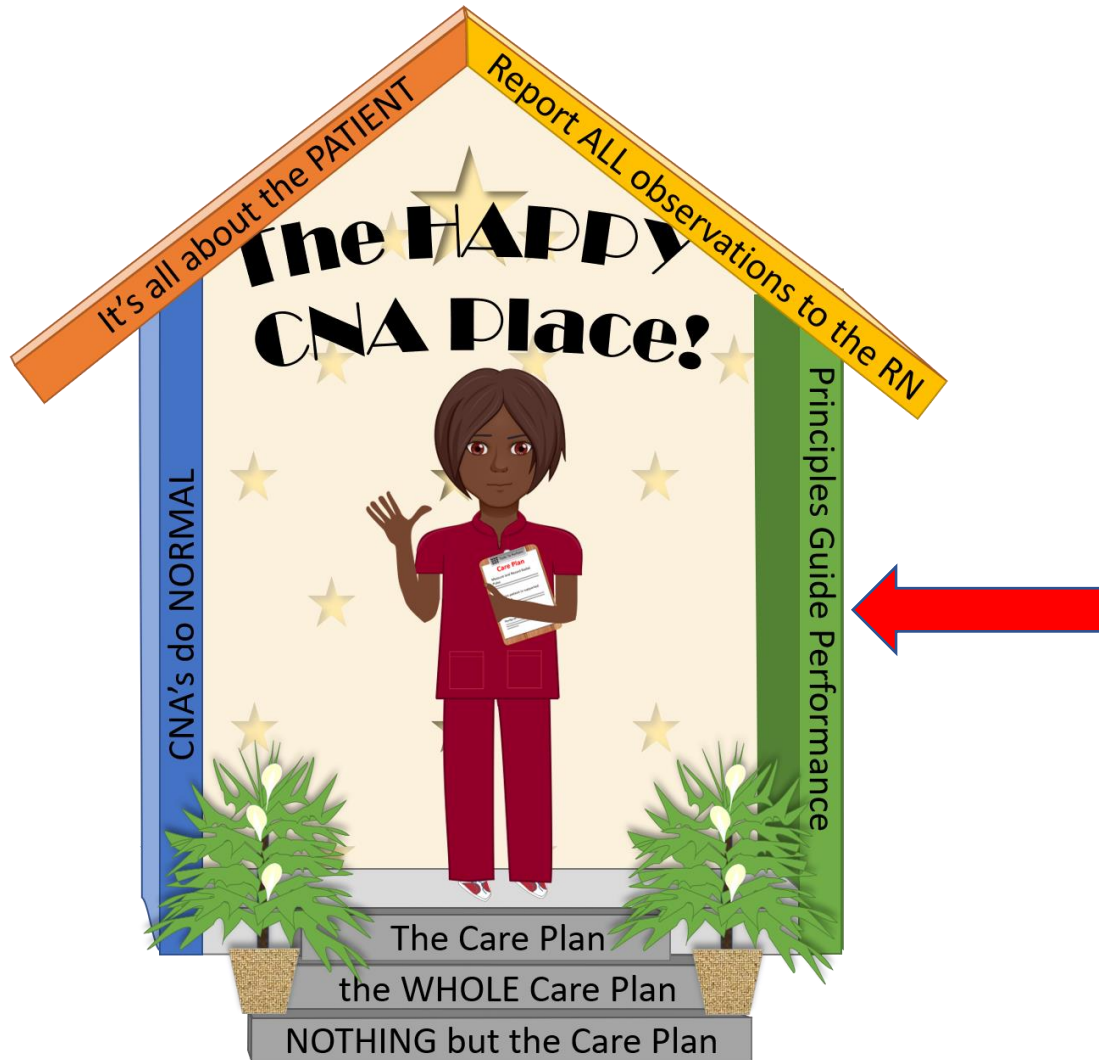
The Walls

CNAs are assistants that perform routine tasks on stable patients to free nurses up to do advanced tasks on unstable patients. In other words, “CNAs do NORMAL!”



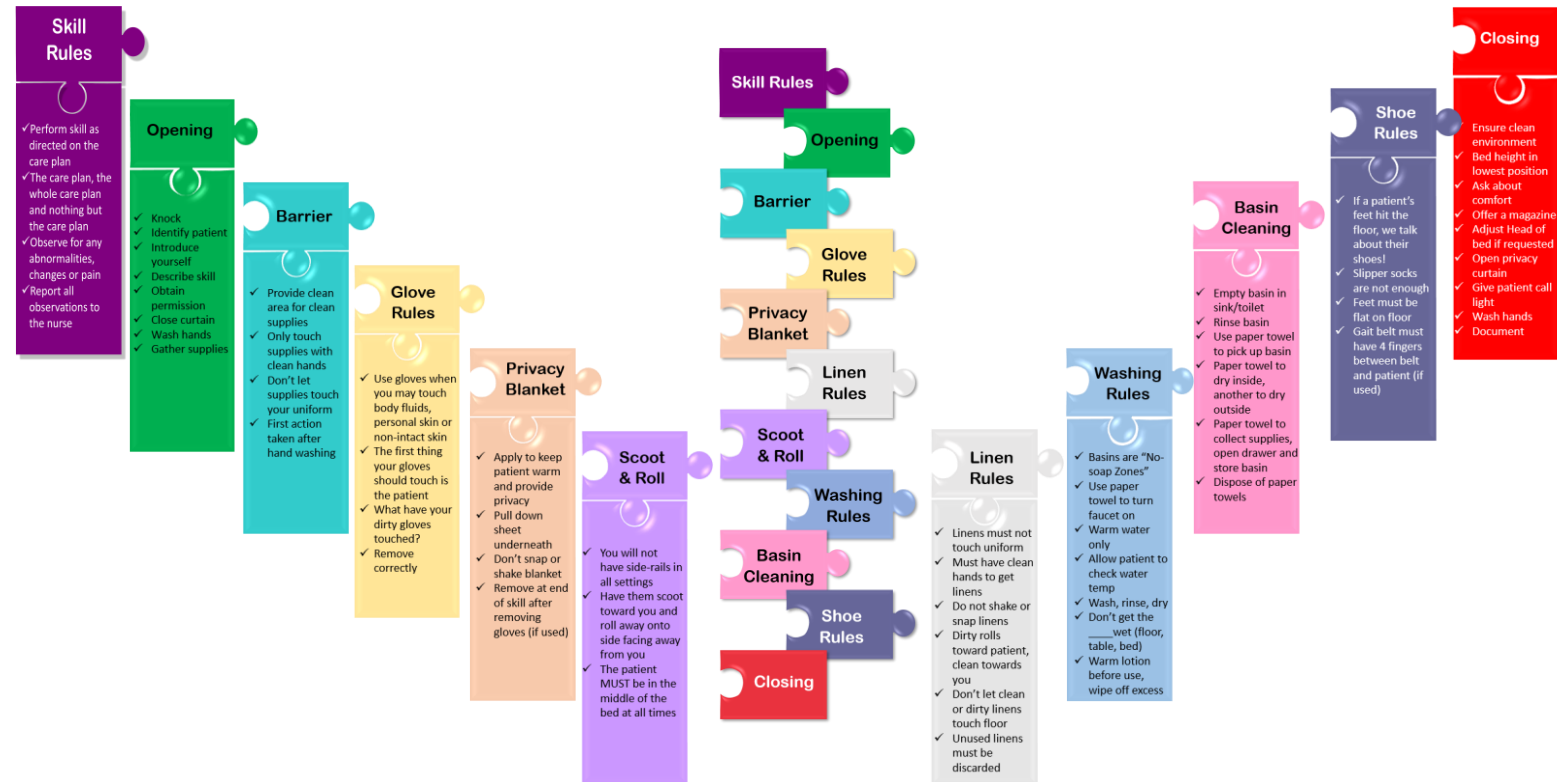
The Walls

4YourCNA teaches skills using PRINCIPLES that apply to all patients (general skill “Rules”) that dictate how the skill will be done.



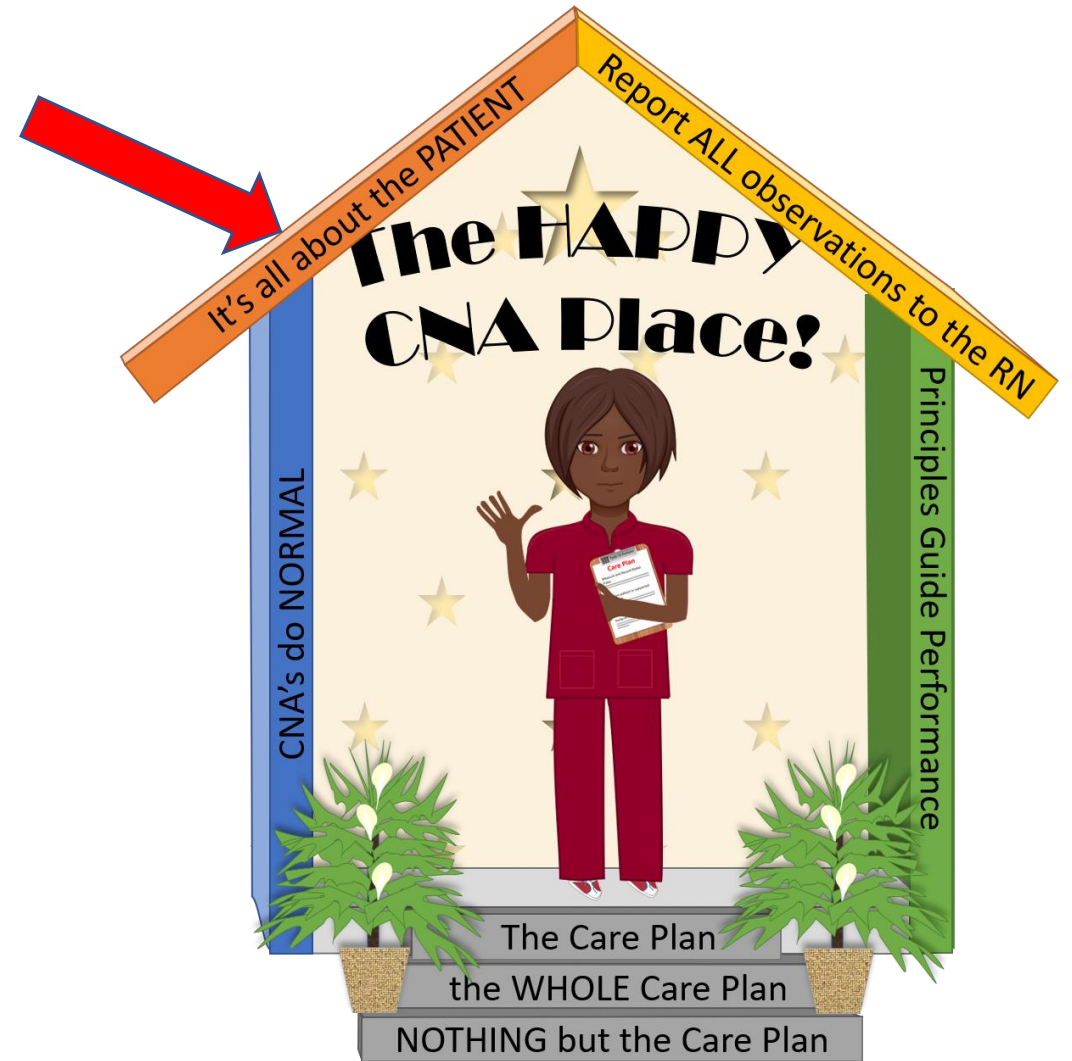
Introducing the Principles

These uniform principles, demonstrated in skill after skill, takes the guess work out of skill performance - both on the test and in the workplace.



The Limiters

The roof phrases are there to keep the CNA grounded. Reminding them that it is ALWAYS about the patient reinforces patient centered care.



The Limiters



Reporting observations is the most important job the CNA has - and it must be reinforced daily during training so the student doesn't try to make decisions or think critically with incomplete information.

But It All Begins with the Care Plan

This one small change will make all the difference when preparing your students for the CNA State Exam and the workplace.



Test-specific Demonstrations

4YourCNA uses Prometric testing care plans in all of our skills demonstration videos - so the student can easily see how the skill should look for the test.

Provide Partial Bedbath and Backrub CNA Skill NEW

Opening ✓ Barrier ✓ Glove Rules ✓ Privacy Blanket Washing Rules

Care Plan

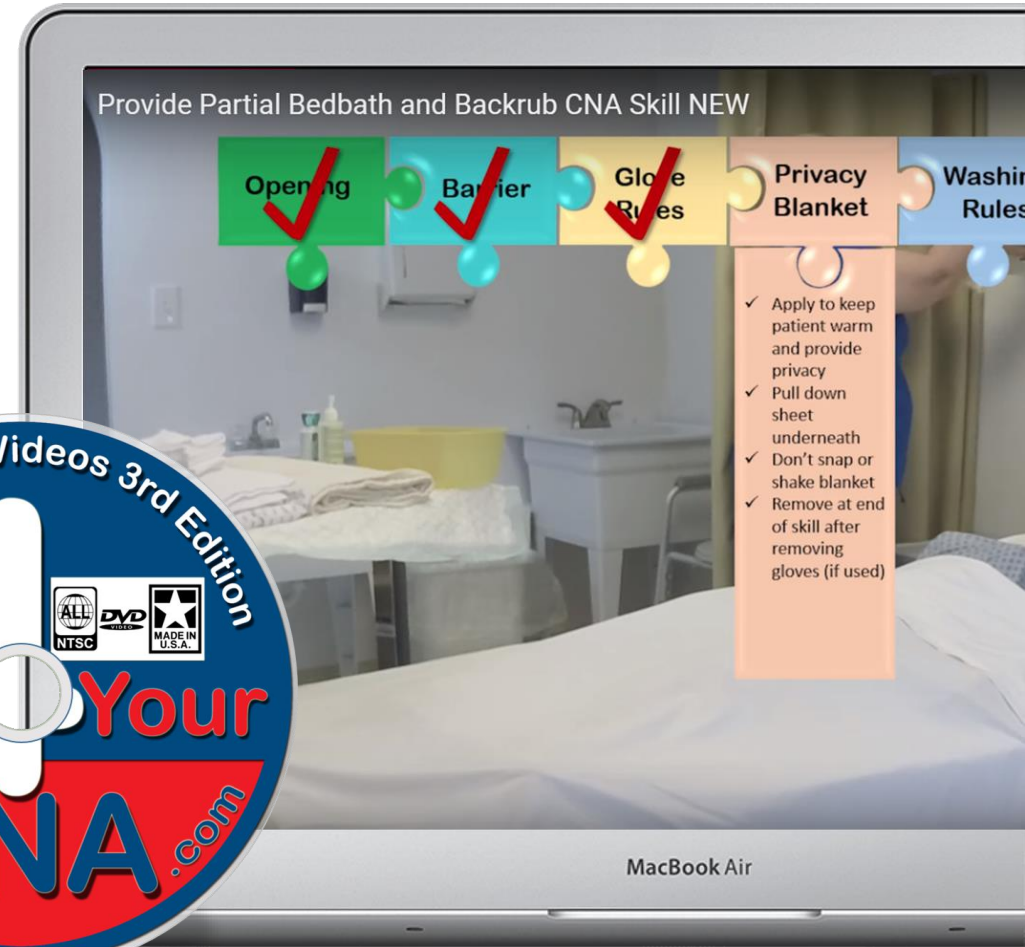
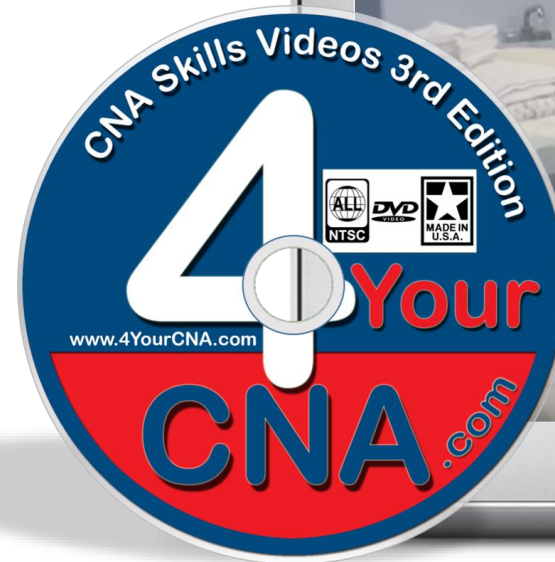
Give the resident a partial bedbath and a backrub. Wash the resident's face, neck, chest, abdomen, back and one arm and hand with soap and water. Provide a brief backrub with lotion. Dress the resident in a hospital gown. Patient is lying on back in center of bed and can roll as directed, but is too weak to assist with bathing.

- ✓ Apply to keep patient warm and provide privacy
- ✓ Pull down sheet underneath
- ✓ Don't snap or shake blanket
- ✓ Remove at end of skill after removing gloves (if used)

MacBook Air

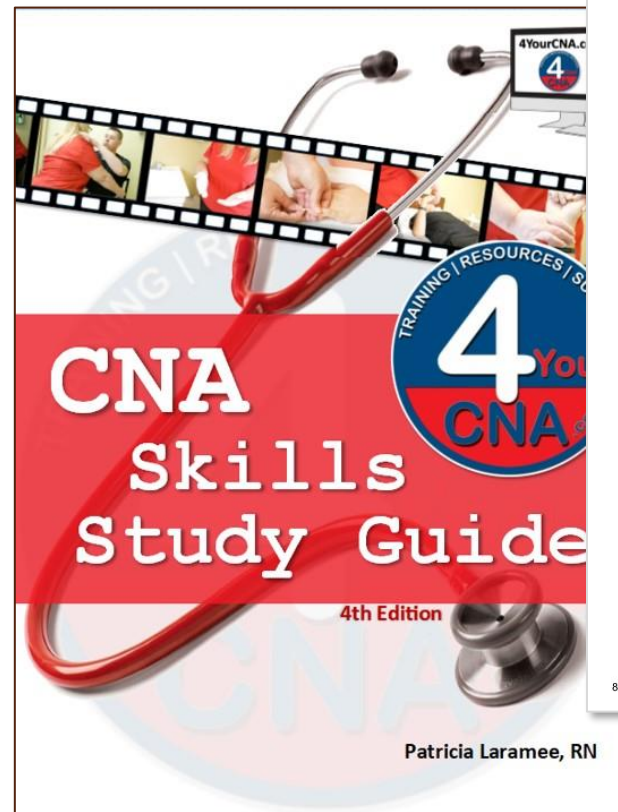
Test-specific Demonstrations

This isn't the ONLY way the skill can be done...but the demonstration DOES meet testing standards. These skills videos are available on DVD for classroom review on you can view them for free on our website.



Lots of Learning Options

These videos coordinate with our **CNA Skills Study Guide** for step-by-step skills instruction featuring the testing care plans, along with theory lessons, learning activities and quizzes.



Washing Basics

No Soap Zones and the Patient Environment

Basins are "No Soap Zones"

All bathing skills require three specific steps: washing, rinsing and drying. Therefore, you will need water for washing and water for rinsing—you cannot use the soapy "washing" water for rinsing. You can use two separate basins of water to accomplish this. Double the preparation must be an easier way!

Designating your basins as "No Soap Zones" is a problem for you! When prepping a patient, do not add soap to the basin on the washcloth instead of the appropriate area without adding water in the basin remains clean. In addition, do not place washcloths into the water after you set any used washcloths off to the side. This ensures that all that has held is clean water, which prevents your cleaning process from becoming contaminated.

Many clinical facilities will use cleansers. This type of cleanser is still a good idea to rinse any lint's skin to avoid skin irritation.

One Hand? What if?

For the state exam, the care you will only wash one hand at a time. It is vitally important that the way it is described in the care plan is followed. But not only have to wash one hand?

For the exam, if the evaluator wash, rinse, dry, clean and fill the basin. Then they don't need to see because they can see that the basin is clean. For the exam, this is...

Part I

Face to Wash

Face to Wash

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Provide a Partial Bed Bath to a Resident in Bed

Care Plan: Give the resident a partial bedbath and a backrub. Wash the resident's face, neck, chest, abdomen, back and one arm and hand with soap and water. Provide a brief backrub with lotion. Dress the resident in a hospital gown. Patient is lying on back in center of bed and can roll as directed, but is too weak to assist with bathing.

PARTIAL BED BATH SUPPLIES				
Barrier for table	Bath Basin	Soap	Lotion	4 Washcloths
	Privacy (Bath) Blanket	Clean Gown	2 Towels	Gloves

Unit 4: Show What You Know!

- Which of the following is an important washing principle?
 - ask the patient to check the water temperature
 - soapy washcloths go back in the basin
 - basins must be sterilized before use
 - rinsing is not necessary with lather-free soap
- You are performing hand and nail care on one hand per the care plan. When the patient asks you why you are not washing her other hand. What is an appropriate response?
 - "I'm not really sure. The care plan told me to wash your right hand only. I can get the nurse for you, if you would like to know more."
 - "That's none of your business."
 - "How am I supposed to know? I'm just the CNA. No one tells me anything around here."
 - "You are scheduled to have an ABG in your left wrist later this morning and soap may interfere with the pH levels in the blood, because as the needle enters your skin, soap residue can contaminate it."
- When performing foot care on a patient, what is an important technique for drying the foot?
 - only dry the surfaces that look wet
 - blot between the toes with an edge of the towel
 - wipe visible soap bubbles off with towel
 - use a hair dryer on low speed
- During washing skills, where is the soap applied?
 - in the basin
 - on the patient's skin
 - on the dry washcloth
 - on the wet (wrung-out) washcloth
- You are assigned to perform a partial bed bath including the face, neck, chest, abdomen, both arms and hands and back. Which of the following is true regarding this skill?
 - gown
 - gloves
 - mask
 - eyewear
- When should the "leaves method" of washing be used?
 - anytime the patient is uncovered or undressed
 - when the patient requests it
 - when washing wet body openings
 - only during foot care
- The ideal breeding environment for pathogens (bacteria, yeast, viruses, etc.) would be described as:
 - cold, damp, dark
 - warm, dark, moist
 - wet, bright, cold
 - hot, humid, sunny
- A potential consequence of aging that may affect washing skills on older patients would be:
 - all older people lose all feeling in their hands
 - they may lose the layer of fat beneath their skin
 - they may need to bathe several times a day
 - older patients should not be asked to check the water temperature
- Treating every patient as if they have an unknown infectious disease is called:
 - rudeness and disrespectful
 - standard precautions
 - transmission based precautions
 - donning and doffing
- The first item to be put on when applying PPE is:
 - gown
 - gloves
 - mask
 - eyewear

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Online CNA Test Prep

Best of all, 4YourCNA offers a **FREE** online CNA Test Prep Interactive Course, which is included for free with all **BULK** orders of 10 or more *CNA Skills Study Guides!*

The image displays the cover of the **CNA Skills Study Guide, 4th Edition** by Patricia Laramie, RN, published by 4YourCNA.com. The cover features a stethoscope, a film strip, and the text "CNA Skills Study Guide 4th Edition Patricia Laramie, RN".

Below the cover are two screenshots of the online interactive course. The top screenshot shows a "Handwashing" lesson with three steps: "Read The Care Plan", "Watch The Video", and "Do The Activities". The bottom screenshot shows a "Self-Assessment Quiz" for handwashing with a "Now You Try It!" section containing a drag-and-drop activity with images of handwashing steps.

Lots of Learning Options

Student flashcards and a fun CNA Principles card game expand learning options. Classroom banners provide great visual displays of the concepts!




Student Practice Kit

Moving your program outside of the clinical lab is much easier with our Student Practice Kits, which allows students to practice ANYWHERE!



Prometric Skill Sets

If you are looking for classroom practice tools, Prometric skills testing care plans are a great place to start! These sets follow a very specific format used by Prometric testing agency. During testing, each student will receive one set of three pre-selected skills. This is called a “Skill Set”.

Skill Set 1 

Clinical Skills Exam

Measure and Record Contents of Urinary Drainage Bag
Empty the resident's urinary drainage bag into a graduate container and measure and record urinary output (in ml's or cc's) on intake and output form.

Transfer Resident from Bed to Wheelchair
Transfer the resident from bed into the wheelchair. The resident is unable to walk or take steps, but can stand with support. A gait belt or transfer belt is required to transfer the resident. The resident will stay in the room.

Provide Hand and Nail Care
Provide hand and nail care to one hand. The patient is sitting in a chair at the bedside and can move as directed.

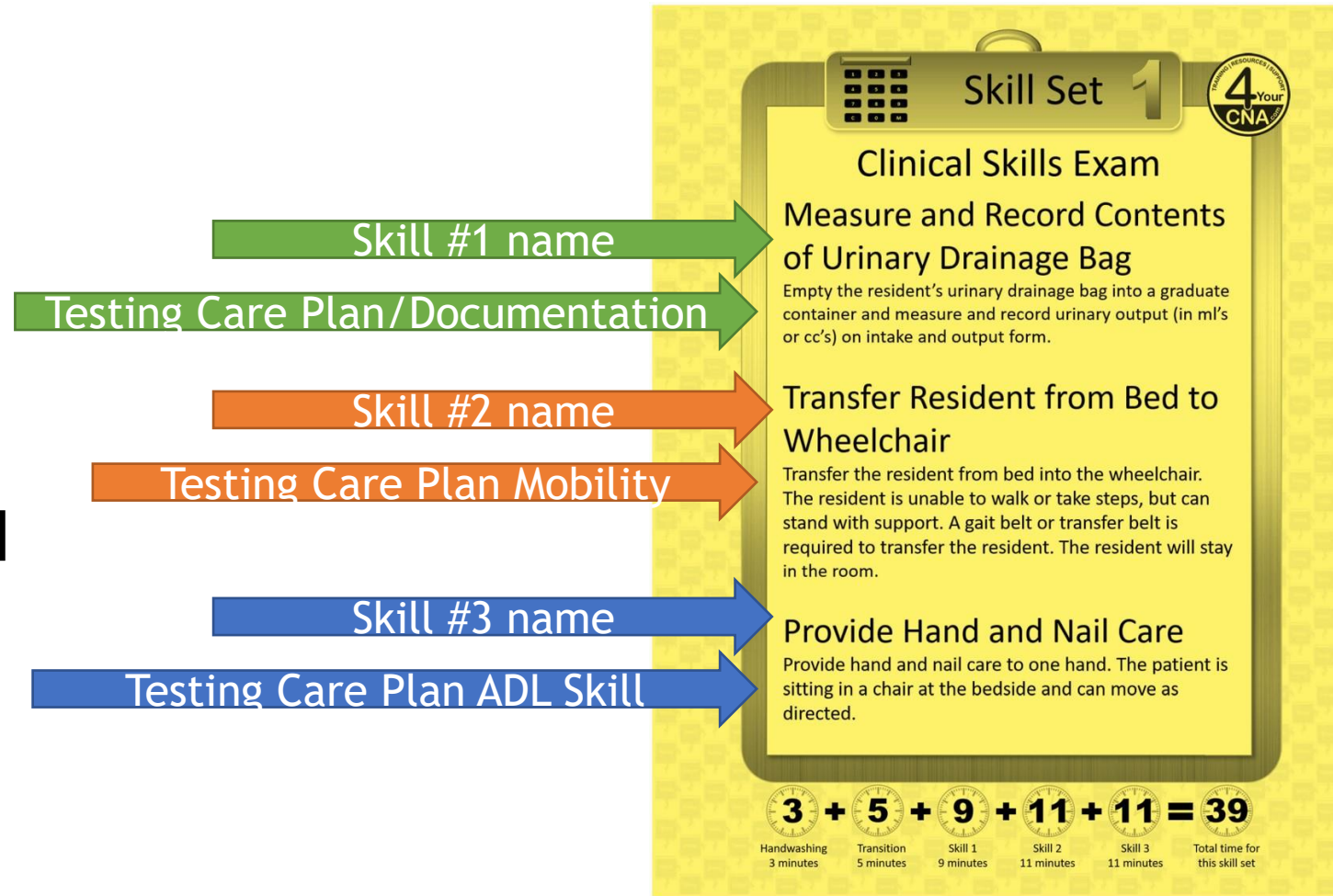
3 + 5 + 9 + 11 + 11 = 39

Handwashing 3 minutes Transition 5 minutes Skill 1 9 minutes Skill 2 11 minutes Skill 3 11 minutes Total time for this skill set



Skill Set Composition

Each “Skill Set” will contain a care plan for each of the three pre-selected skills. There will be one Documentation Skill, one Mobility Skill and one ADL Skill on each “Skill Set”.



Testing Care Plans

The “Care Plan” for each skill will give the student specific instructions on how that skill is to be done. The grading checklist is on the back for easy test simulation. Each set also contains test timing information to use in your classroom.

Skill Set 1

4 Year CNA

Clinical Skills Exam

Measure and Record Contents of Urinary Drainage Bag

Empty the resident's urinary drainage bag into a graduate container and measure and record urinary output (in ml's or cc's) on intake and output form.

Transfer Resident from Wheelchair

Transfer the resident from bed into the wheelchair. The resident is unable to walk or take stand with support. A gait belt or transfer board is required to transfer the resident. The transfer is done in the room.

Provide Hand and Nail Care

Provide hand and nail care to one hand sitting in a chair at the bedside and can be directed.

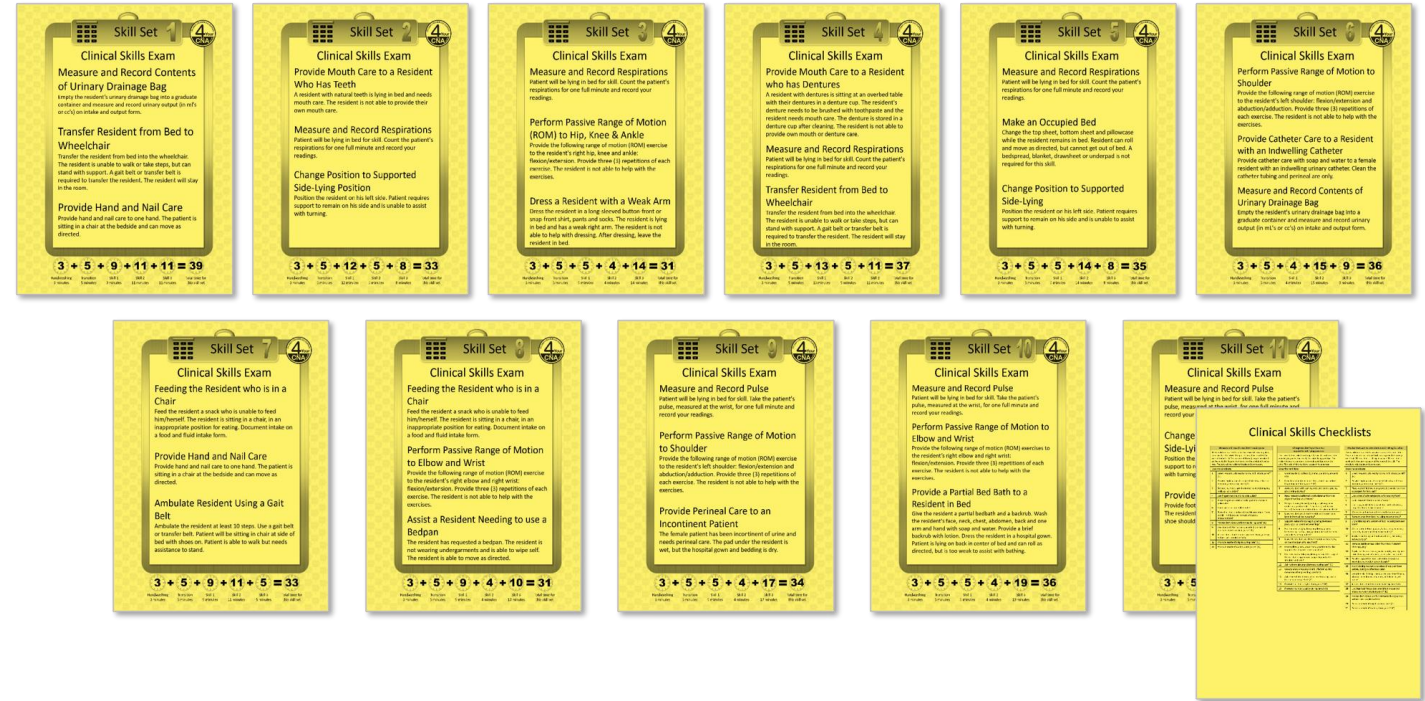
Clinical Skills Checklists

3 + 5 + 9 + 11 +

Handwashing 3 minutes Transition 5 minutes Skill 1 9 minutes Skill 2 11 minutes

All About the Skill Sets

There are 11 total “Skill Sets” used by Prometric testing. Testing students WILL get one of these specific “Skill Sets”. You can order your Testing Care plans Bundle from 4YourCNA!



4YourCNA is Here to Help!

We are here to help! With over 15 years of experience with CNA Program Administration and Prometric Testing Standards, we know the test inside and out! Stop by our booth to learn more!

