



**Career
Essentials:
Assessments**

Career Essentials: Assessments

Teacher Preparation Guide For Use with the Career Essentials: Assessment

*Discover, Develop and Validate Students'
Knowledge and Skill*

Nurse Assisting Assessment

Introduction to the Career Essentials: Assessment

The Career Essentials: Assessment can help both students and teachers discover students' occupational strengths. By implementing the Career Essentials: Assessment, students and teachers can collaboratively develop a life-long learning plan to validate and enhance students' skills and knowledge. Assessment data results are beneficial for students, teachers and administrators in validating student learning, and improving programs and their accountability.

This teacher preparation guide is a tool developed for instructors to help students capitalize on their unique strengths, which can improve individual student performance and provide a clear way forward for student success.

The Career Essentials: Assessment Teacher Preparation Guide provides an easy-to-follow road map to implement the Career Essentials: Assessment. The guide is not meant to be curriculum nor should it replace that which already exists.. It provides specific information regarding the Career Essentials: Assessment so teachers can identify existing curriculum areas that may need additional emphasis.

The guide ultimately helps teachers provide students with learning opportunities. Its goal is for students to become comfortable and successful with the Career Essentials: Assessment.

Inside the guide, teachers will find:

- Major content areas of the assessment
- A blueprint of the assessment competency areas
- A checklist of the various competency areas within the assessment
- Access to a trade- or technical-specific online 10-question demo assessment
- Resources used for the assessment development
- Access to an employability skills based, online 10-question practice assessment to help students navigate the assessment system

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What are Career Essentials: Assessment?

Career Essentials: Assessments are online assessments that evaluate technical and employability skills and knowledge. They are the way ahead for the next generation of our American workforce, and they help candidates validate their technical skills and knowledge to potential employers. They also help local instructors demonstrate the value of their programs, while supporting local industries with a pool of potential employees that has been tested by a system they can trust.

Each assessment was developed by a panel of industry, high school and college/postsecondary subject matter experts (SMEs) using national technical standards. Career Essentials: Assessment were created by industry to ensure relevance to entry-level skills, meet Perkins IV accountability requirements and provide certificates to students who achieve industry-defined scores. They ensure your students are workforce ready.

Career Essentials: Assessment incorporate photographs, videos, animations and illustrations to ensure clarity for each technical question. Drag-and-drop and multiple-choice questions appeal to visual and kinesthetic learners and test content knowledge rather than test-taking abilities. Even simple multiple-choice questions are brought to life through pictures and animations.

Assessments are available in more than 40 trade, industrial and technical areas. A rigorous and educationally sound process captures critical competencies, standards and criteria as defined by industry.

Academic core and critical skill areas also exist in each assessment. State-level academic curriculum specialists identified connections to national academic standards.

Each one-hour assessment includes 50 questions. Under the supervision of a proctor, the integrity of each test is ensured by offering multiple unique versions of the assessment, which

For complete information regarding the Career Essentials: Assessment and to see all assessment areas, please visit the website at:

www.careeressentials.org/assessments

measure the same core and critical competencies. Even within the same version, questions and answers are displayed in varying orders to prevent test takers from copying others. The Career Essentials: Assessment are designed to be user-friendly and intuitive for students.

Using the Career Essentials: Assessment

Every classroom is unique. You can use the Career Essentials: Assessment in a way that best suits your program and students. The following directions are SkillsUSA's suggested and preferred method to implement the assessments so that your students gain the most from the results.

The most important step in the Career Essentials: Assessment process is to select the correct assessment for your students. You are key to the selection process. Without your involvement, the wrong assessment may be selected. Assessment titles do not provide enough information for proper selection. Review the various assessment categories that best correspond to your program.

Next, look at each of the assessment titles within the category and the corresponding blueprint. The blueprint will tell you which competencies and subjects are addressed in the assessment.

Cross-walk the various blueprints with your classroom curriculum. The assessment blueprint will show what's emphasized and how competencies are weighed. Please remember the Career Essentials: Assessment are based on national industry standards, so the assessment may not perfectly align with the existing curriculum. Content may need to be added or emphasized to better prepare students for the Career Essentials: Assessment.

Once you have selected the assessment that best fits your program, administer that Career Essentials: Assessment at the beginning of your students' final program year. This could be considered a pre-test.

Assessment results are available as soon as your student completes the assessment. The report provides you with a gap analysis to identify your students' learning needs according to each competency area within the assessment. Dynamic reports compare your students' performance to the current state and national averages. Reports also enable you to track a student's progress on an individual basis. The assessment pre-testing results provide you with a benchmark for your students and identify student learning gaps. This data may help you adjust your own curriculum and identify areas that may need more or less emphasis. The data can be shared with students so everyone can focus on learning areas that need improvement during the school year.

Then, at the end of the school year or program semester, administer your specific Career Essentials: Assessment a second time as a post-test.

Use post-test data to improve or adjust curriculum once again for your next program year. This way, curriculum adjustments are made using the student testing data rather than arbitrarily making adjustments.

This pre- and post-test process is a "win-win" situation for the teacher and especially the student! To ensure a quality process, SkillsUSA is ready to help at any time.

Preparing Students for the Career Essentials: Assessment

Assessment System

Provide each student with a copy of their trade- or technical-specific Career Essentials: Assessment Blueprint. Do this at the beginning of your course. Review and discuss the blueprint with your class, providing insight on the assessment weighting and what is emphasized.

Have students discuss how they can assist each other to prepare for the assessment.

Place the Career Essentials: Assessment Blueprint on the classroom wall. The blueprint will help students focus on the appropriate course content areas that align with the assessment. It will also help everyone to be aware of the program's goals and expectations.

The Career Essentials: Assessment at a Glance

- **Select the correct assessment title. *Do not* have someone select the assessment for you, as there may be several titles that may relate to your program**
- **Review the assessment blueprint that best aligns with your existing curriculum**
- **Identify gaps in your curriculum, and use additional resources to enhance or align the curriculum**
- **Share the assessment blueprint with the students so everyone is aware of the expectation**
- **Have your students take the assessment at the beginning of their final program year as a pre-test**
- **Use pre-test data to identify learning gaps or strengths of individual students or the class**
- **Remediate the students using the data analysis from pre-test to enhance, emphasize and adjust learning objectives**
- **Have your students take the assessment a second time (as a post-test) at the end of the program year to determine learning gains/gaps**
- **Use post-test data to improve or adjust curriculum for your next program year**

Administer the Career Essentials: Assessment as a pre-test to identify student gaps. If possible, pre-test your students at the beginning of their final program year to identify learning gaps both individually and as a class. The data will provide an excellent “road map” to prepare students to take the assessment again (post-test) at the end of the program. Using the data, tailor the instruction to better prepare your students.

Use the Career Essentials: Assessment competency areas checksheets included in this guide to encourage class discussion and help students identify strengths and weaknesses.

Use the pre-test data to ascertain problematic learning areas. Have students identify discussion topics based on the various competency areas and their pre-test data results. Exercises, demonstrations and even questions can be developed by the students using their textbooks or other resources listed in this guide.

Assign homework that aligns to the assessment blueprint. Focus on a competency area within the assessment. Using the checksheets in this guide, have students develop questions and potential answers using the resources identified when developing the assessment. Use the questions for class discussion or “quiz bowl” activities.

Have students take the Career Essentials: Assessment trade- or technical-specific online 10-question demo assessment. This could be a homework assignment or done in class 30 days prior to taking the assessment the second time (as a post-test). This not only will provide students with specific sample questions and potential answers, but it will also allow students to experience the online system again and become more familiar with the types of questions they may encounter when taking the actual assessment.

Following the demo assessment, discuss the experience students had. What question(s) did they not understand? Did they have difficulty

navigating the online system? This experience will help students be more comfortable and confident when taking the final assessment.

Discuss as a class or individually with students which question(s) were difficult. Facilitate a discussion to glean more information regarding why certain answers were wrong. Offer techniques students can use to better determine correct answers.

Workplace-Ready Skills

Through the Career Essentials: Assessment, you have the option for your students take an Employability Assessment. This assessment tests a student’s workplace-ready skills such as communication, teamwork, time management and more. It can be used for any student in any occupational area as a practice test or a separate assessment.

If you use the Employability Assessment as a practice test have students take it in class. Not only can the Employability Assessment help students become familiar with the navigational tools of the assessment system, but it can also measure and make your students aware of another important skill set. It may also help them become comfortable in the testing environment.

See the Career Essentials: Assessment website for more information: www.careeressentials.org/assessments

The Employability Assessment is *not* intended to familiarize students with the nurse assisting assessment content.

Please note: For all Career Essentials: Assessments to be valid, instructors cannot be present in the room where their students will be taking the test. A proctor is required. Proctors can be other instructors, a school administrator or school counselor.

Assessment Competency Areas

Career Essentials: Assessment Nurse assisting Assessment covers 12 major technical competency areas (unit areas). In the online assessment, these 12 competencies are tested with 50 interactive, multiple-choice items. Each competency area has a different number of items. The chart lists the major technical competency areas and the percentage of the assessment in each one.

Technical Competency Areas for Nurse Assisting

Competency	Percentage of Area Assessment
Display Knowledge of Human Anatomy and Physiology	6%
Employ Knowledge Medical Mathematical Operations	4%
Exhibit Basic Employability Skills and Professional Demeanor When Writing a Resume, Completing a Job Application, and Interviewing in Accordance with Workforce Development Guidelines	4%
Explain Infection Control and Methods of Preventing the Spread of Infections	8%
Perform Nurse Assistant Skills/ Procedures Including Dressing, Undressing and Bathing Patients, Providing Hair and Oral Care, and Transferring, Turning and Assisting Patients with Walking	8%
Implement Knowledge of Patient Care Regarding Nutrition and Elimination	4%
Provide Patient with Basic Nursing Procedures and Restorative Care	8%
Monitor Patient's Vital Signs	8%
Perform Adult, Child and Infant CPR and First Aid in Accordance with Current Guidelines Provided by the American Heart Association or the American Red Cross	4%

Communicate Effectively with Co-Workers and Patients	16%
Manage Patient Care to Prevent Legal Issues	16%
Understand Basic Disease Processes as They Relate to Patient Care	6%

Academic Core and Critical Skill Areas

Academic Core and Critical Skill Areas also exist in each assessment. The SkillsUSA national technical committee identified that the following academic skills are embedded in the Nurse Assisting training program and assessment:

Math Skills

- Use fractions to solve practical problems
- Simplify numerical expressions
- Solve problems using Proportions, formulas and functions
- Perform basic mathematical computations
- Science Skills
- Use knowledge of patterns of cellular organization (cells, tissues, organs, systems)
- Describe basic needs of organisms
- Classify living organisms
- Use knowledge of temperature scales, heat, and heat transfer
- Describe the ideal environment for microorganism growth
- Prevent transmission of microorganisms

Language Arts Skills

- Provide information in conversations and in group discussions
- Provide information in oral presentations
- Demonstrate use of verbal communication skills, such as word choice, pitch, feeling, tone and voice
- Demonstrate use of nonverbal communication skills, such 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
- Organize and synthesize information for use in written and oral presentations

- Demonstrate knowledge of appropriate reference materials
- Use print, electronic databases and online resources to access information in books and articles
- Demonstrate narrative writing
- Demonstrate informational writing
- Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure and paragraphing

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. To view high school standards, visit:

www.nctm.org/standards/content.aspx?id=16909

Science Standards

- Understands the principles of heredity and related concepts
- Understands the structure and function of cells and organisms
- Understands the nature of scientific inquiry

Source: McREL compendium of national science standards. To view and search the compendium, visit: www2.mcrel.org/compendium/

Language Arts Standards

- 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 mean-

- ing 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 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.readwritethink.org/standards/index.html

Student Tools:

Access Directions for the Trade- or Technical-Specific Online 10-Item Demo Assessment

Have your students copy and paste this link www.careeressentials.org/assessments/demo-our-assessments/ into their browser. The sample programmatic questions will give you and your students an idea of the types of questions on the assessment and how the questions are generally written.

Student Tools:

Test-Taking Reminders

Encourage your students to have good study habits. Below are basic reminders to better prepare students for life-long learning and workplace success. You may want to have this discussion at the beginning of the year to encourage students to incorporate these strategies.

- Develop a regular study schedule
- Identify a specific location to study
- Always take notes while studying in class or on your own
- Take short breaks during your study session
- Perform “mini-testing” to make sure you

understand and comprehend the program concepts

- Join small study groups to help focus on the program content
- If you need special assistance in testing, tell your teacher or counselor so they can make accommodations.

Student Testing Tips

The most important tip for your students is to be prepared mentally and physically for the testing session. Make sure to tell them to get plenty of rest and eat healthy. Suggest they wear comfortable and appropriate clothing to the testing session. If they are able to bring items to the testing session, such as a non-programmable calculator, make sure they have the items ready the night before. Have students check our website at www.careeressentials.org/wp-content/uploads/2017/07/Permitted-Testing-Tools-Aids.pdf for permitted tools or job aids that can be used during testing. The more organized they are before the testing period, the more relaxed they will be during the actual testing session.

Encourage your students to be relaxed and positive. If they begin to panic during the testing, suggest they take some deep breaths to relax and think positive thoughts.

Do not rush through the questions. Instruct your students to read the question and potential answers thoroughly. Tell them to make sure they know exactly what the question is asking before answering. Let them know that if they are unsure, they can mark the question and return to it. Other questions may have clues to the correct answer.

Use process of elimination. If your students are not sure of the correct answer, tell them to study the potential answers and eliminate the ones that they know are not correct.

If all else fails, tell students to *guess*. After they have exhausted all options, tell them to take their best guess at the correct answer. If they have studied the content area, they may in-

tuitively know the correct answer. The Career Essentials: Assessment system does not penalize students for guessing and they may guess correctly!

Student Tools:

Nurse Assisting Blueprint and Competency Area Knowledge Checksheets

The next section provides the assessment blueprint and detailed topics within each competency area covered within the nurse assisting assessment. Photocopy and share the following blueprints and checksheets with your students so they can better prepare for each of the competency areas within the nurse assisting assessment.

Summary and Quick Glance Testing Reminders

The Career Essentials: Assessment process is designed for program and curriculum improvement. This is a continuous improvement process to better meet the educational needs of your students by strategically using data results.

Advanced planning and preparation is a key component in implementing this process. Below we have attempted to summarize the steps in the suggested Career Essentials: Assessment implementation pre- and post-test process.

- Identify the correct assessment for your program
- Share the selected assessment blueprint with your students, parents, advisory board members and others. Place the blueprint on the classroom wall
- Pre-test your students at the beginning of their final programmatic year
- Use the data results to identify “learning gaps”
- Share the pre-test data with the student(s)
- Tailor learning experiences to meet student needs and supplement current curriculum
- Develop homework assignments around the competency knowledge checksheets located in this guide

- Have students take the demo 10-question practice test 30 days prior to the post-test
- For students that need more time in the actual testing environment, use the Employability Assessment to review navigational tools and to make students more comfortable in the testing lab
- Finally, review the blueprint and knowledge checksheets in totality before taking the post-test to ensure students are aware of the expectation

Using the above steps, you and your students should see improvement in the post-test assessment score report and a percentage of knowledge gained.

Nurse Assisting Blueprint

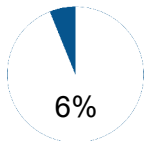
This Blueprint contains the subject matter content of this Career Essentials Assessment.

Note: To fully prepare for **Nursing Assisting** SkillsUSA Championships contest, refer to the current year's SkillsUSA Championships Technical Standard, now included with your SkillsUSA Professional Membership. If you need help in accessing this benefit, contact the SkillsUSA Membership Office at 1-800-355-8422.

Standards and Competencies

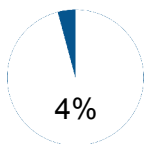
Competencies are weighted throughout the assessment. The percent shown is the weight of the competency. There are 50 questions per assessment.

Display knowledge of human anatomy and physiology



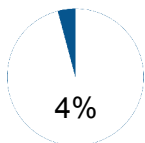
- Identify body parts on a mannequin
- Demonstrate knowledge of the function of basic body parts

Employ knowledge medical mathematical operations



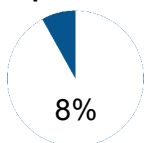
- Perform basic mathematical operations, including computations and weights and measures

Exhibit basic employability skills and professional demeanor when writing a résumé, completing a job application, and interviewing in accordance with workforce development guidelines



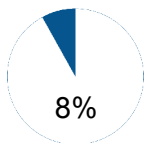
- Complete an error-free job application and résumé
- Demonstrate personal interview skills
- Exhibit professionalism in appearance
- Communicate professionally with both co-workers, supervisors and patients
- Demonstrate an understanding of the importance of ethical behavior in the workplace

Explain infection control and methods of preventing the spread of infections



- Define infection control
- Discuss appropriate hand hygiene principles
- Demonstrate correct hand-washing techniques
- Select and demonstrate use of appropriate personal protective equipment (i.e. gloves, masks, gowns)

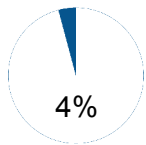
Perform nurse assistant skills/procedures including dressing, undressing and bathing patients, providing hair and oral care, and transferring, turning and assisting patients with walking



- Assist patient in dressing and undressing
- Provide or assist with bath
- Provide hair care
- Provide oral hygiene
 - Demonstrate denture care
- Demonstrate use of transfer belt
 - Assisting patient to stand using a transfer belt
 - Transfer patient to and from wheelchair using a transfer belt

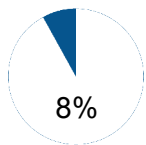
- Assist with ambulation
- Assist with assistive device (i.e. walker, cane)
- Turn and position patient
- Perform occupied and unoccupied bed making

Implement knowledge of patient care regarding nutrition and elimination



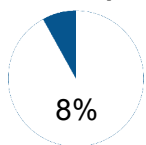
- Define nutrition
- Identify general/special diets and the reasons for them
- Ensure that the meal served matches the patient dietary needs
- Assist patient with meal tray
- Feed patient
- Measure and record food/fluid intake accurately
- Assist with bedpan
- Assist with hygiene as needed following elimination
- Observe, measure and record output
 - Urine
 - Feces
 - Identify when to report abnormal findings

Provide patient with basic nursing procedures and restorative care



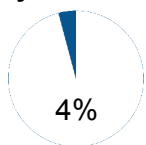
- Assist with or provide, range-of-motion exercises
- Assist with dangling

Monitor patient's vital signs



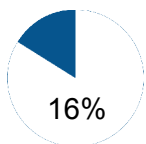
- Measure and record radial or apical pulse
- Identify pulse sites
- Measure and record temperature
- Measure and record respiration
- Measure and record blood pressure
- Recognize normal values for vital signs and take appropriate measures when necessary

Perform adult, child and infant CPR and first aid in accordance with current guidelines provided by the American Heart Association or the American Red Cross



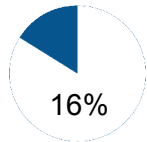
- Perform CPR
 - On an adult
 - On a child
 - On an infant
- Treat a choking patient in an emergency.
 - On an adult
 - On a child
 - On an infant

Communicate effectively with co-workers and patients



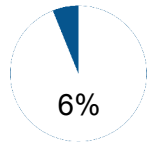
- Demonstrate ability to modify communication to meet patient needs
- Use medical terms and abbreviations correctly
- Display sensitivity to multicultural and multilingual needs

Manage patient care to prevent legal issues



- Observes all aspects of patient confidentiality
- Identify patient prior to providing care
- Observe, report and document pertinent patient data
- Describe malpractice, negligence and liability issues

Understand basic disease processes as they relate to patient care



- Identify patient needs specific to mental health diseases, such as depression, confusion and dementia
- Identify patient needs specific cancer, immune system and skin disorders
- Identify patient needs specific to cardiovascular and respiratory system disorders
- Identify patient needs specific to urinary and reproductive system disorders
- Identify patient needs specific to nervous and musculoskeletal system disorders
- Identify patient needs specific to digestive and endocrine system disorders

Committee Identified Academic Skills

The SkillsUSA National Technical Committee has identified that the following academic skills are embedded in the Nurse Assisting training program and assessment.

Math Skills

- Use fractions to solve practical problems
- Simplify numerical expressions
- Solve problems using Proportions, formulas and functions
- Perform basic mathematical computations

Science Skills

- Use knowledge of patterns of cellular organization (cells, tissues, organs, systems)
- Describe basic needs of organisms
- Classify living organisms
- Use knowledge of temperature scales, heat, and heat transfer
- Describe the ideal environment for microorganism growth
- Prevent transmission of microorganisms

Language Arts Skills

- Provide information in conversations and in group discussions
- Provide information in oral presentations
- Demonstrate use of verbal communication skills, such as word choice, pitch, feeling, tone and voice
- Demonstrate use of nonverbal communication skills, such 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
- Organize and synthesize information for use in written and oral presentations
- Demonstrate knowledge of appropriate reference materials
- Use print, electronic databases and online resources to access information in books and articles
- Demonstrate narrative writing
- Demonstrate informational writing
- Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure and paragraphing

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. To view high school standards, visit: <http://www.nctm.org/standards/content.aspx?id=16909>.

Science Standards

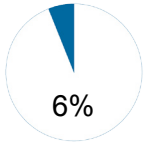
- Understands the principles of heredity and related concepts
- Understands the structure and function of cells and organisms
- Understands the nature of scientific inquiry

Source: McREL compendium of national science standards. To view and search the compendium, visit: www2.mcrel.org/compendium/

Language Arts Standards

- 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 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.readwritethink.org/standards/index.html.



Review Dates:

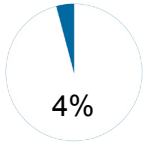
Competency Area 1: Display Knowledge of Human Anatomy and Physiology

Knowledge Check

How well do you know how to:

	Very Well	Somewhat Well	Not Well
1. Identify the body parts of a mannequin?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Demonstrate knowledge of the function of basic body parts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need To Review:



Review Dates:

Competency Area 2: Employ Knowledge Medical Mathematical Operations

Knowledge Check

How well do you know how to:

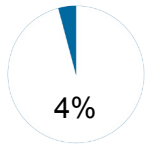
Very Well

Somewhat Well

Not Well

1. Perform basic mathematical operations, including computations and weights and measures?

Areas I Need To Review:



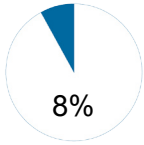
Review Dates:

Competency Area 3: Exhibit Basic Employability Skills and Professional Demeanor when Writing a Resume, Completing a Job Application, and Interviewing in Accordance with Workforce Development Guidelines

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Complete an error-free job application and resume?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Employ personal interview skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Exhibit professionalism in appearance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Communicate professionally with co-workers, supervisors and patients?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Recognize the importance of ethical behavior in the workplace?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need To Review:



Review Dates:

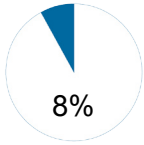
Competency Area 4: Explain Infection Control and Methods of Preventing the Spread of Infections

Knowledge Check

How well do you know how to:

	Very Well	Somewhat Well	Not Well
1. Define infection control?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Use appropriate hand hygiene principles?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Use the correct hand-washing techniques?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Use appropriate personal protective equipment (i.e. gloves, masks, gowns)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need To Review:



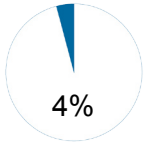
Review Dates:

Competency Area 5: Perform Nurse Assisting Procedures Including Dressing, Undressing and Bathing Patients; Providing Hair and Oral Care; and Transferring, Turning and Assisting Patients with Walking

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Assist patients in dressing and undressing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Provide or assist with a bath?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Provide oral hygiene and demonstrate denture care?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Demonstrate the use of transfer belt and assist patient to stand and transfer patient to and from a wheelchair using a transfer belt?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Use proper ambulance assisting procedures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Assist with assistive device (i.e. walker, cane)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Turn and position a patient appropriately?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Perform occupied and unoccupied bed making?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need To Review:



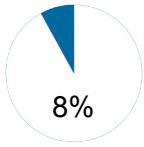
Review Dates:

Competency Area 6: Implement Knowledge of Patient Care Regarding Nutrition and Elimination

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Define nutrition?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify general/special diets and the reasons for them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Ensure that the meal served matches the patient's dietary needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Use the proper techniques to assist a patient with their meal tray?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Use proper patient feeding techniques?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Measure and record food/fluid intake accurately?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Assist with a bedpan?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Assist a patient with hygiene following elimination?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Observe, measure and record output of urine and feces and when to report abnormal findings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need To Review:



Review Dates:

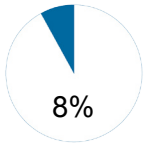
**Competency Area 7: Provide Patient with Basic Nursing Procedures
and Restorative Care**

Knowledge Check

How well do you know how to:

	Very Well	Somewhat Well	Not Well
1. Assist with or provide range-of-motion exercises?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Use assistance procedures for dangling?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need To Review:



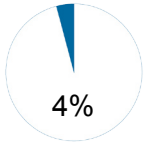
Review Dates:

Competency Area 8: Monitor Patient's Vital Signs

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Identify recording procedures for measuring and recording radial or apical pulse?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify pulse sites?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Measure and record temperature?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Measure and record respiration?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Measure and record blood pressure?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Recognize values for vital signs and take appropriate measures when necessary?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need To Review:



Review Dates:

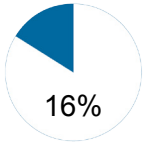
Competency Area 9: Perform Adult, Child, and Infant CPR and First Aid in Accordance with Current Guidelines Provided by the American Heart Association or the American Red Cross

Knowledge Check

How well do you know how to:

	Very Well	Somewhat Well	Not Well
1. Perform CPR on an adult, child and an infant?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Treat a choking patient (adult, child or infant) in an emergency?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need To Review:



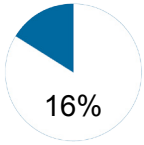
Review Dates:

Competency Area 10: Communicate Effectively with Co-Workers and Patients

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Demonstrate the ability to modify communication to meet patient needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Use correct medical terms and abbreviations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Display sensitivity to multicultural and multilingual needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need To Review:



Review Dates

Competency Area 11: Manage Patient Care to Prevent Legal Issues

Knowledge Check

How well do you know how to:

1. Identify all aspects of patient confidentiality?

Very Well

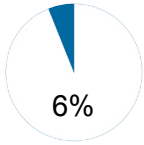
Somewhat Well

Not Well

2. Identify patient prior to providing care?

3. Define malpractice, negligence and describe liability issues?

Areas I Need To Review:



Review Dates:

Competency Area 12: Understand Basic Disease Processes as They Relate to Patient Care

Knowledge Check

How well do you know how to:	Very Well	Somewhat Well	Not Well
1. Identify patient needs specific to mental health diseases, such as depression, confusion or dementia?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify patient needs specific to cancer, immune system and skin disorders?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify patient needs specific to cardiovascular and respiratory system disorders?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Identify patient needs specific to urinary and reproductive system disorders?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Identify patient needs specific to nervous and musculoskeletal system disorders?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Identify patient needs specific to digestive and endocrine system disorders?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas I Need To Review:

Helpful Tips and Reminders

Access Directions to the Trade- or Technical-Specific Online 10-question Demo Assessment

Access the Web link www.careeressentials.org/assessments/demo-our-assessments/ with your browser. The sample programmatic questions will help give you an idea of the types of questions on the assessment and how they are generally written.

Test-Taking Reminders

Implementing good study habits is essential for any test or class. Below are basic reminders to better prepare you for life-long learning and workplace success. Incorporate these strategies into your everyday habits.

- Develop a regular study schedule
- Identify a specific location to study
- Always take notes while studying in class or on your own
- Take short breaks during your study session
- Perform “mini-testing” to make sure you understand and comprehend the program concepts
- Join small study groups to help focus on the program content
- If you need special assistance in testing, tell your teacher or counselor so he or she can make accommodations

Student Testing Tips

The most important tip for you is to be prepared mentally and physically for the testing session. Make sure to get plenty of rest and eat healthy. Wear comfortable and appropriate clothing to the testing session. Find out if you can bring items to the testing session, such as a non-programmable calculator, and make sure you have the items ready the night before. Check the website at www.careeressentials.org/wp-content/uploads/2017/07/Permitted-Testing-Tools-Aids.pdf for permitted tools or job aids that can be used during testing. The more organized you are before the testing period, the more relaxed you will be during the actual testing session.

Be relaxed and positive. If you begin to panic during the testing, take some deep breaths to relax, and think positive thoughts.

Do not rush through the questions. Read the question and potential answers thoroughly. Make sure you know exactly what the question is asking before answering. If you are unsure, note the question and return to it. Other questions may have clues to the correct answer. Use process of elimination. If you are not sure of the correct answer, study the potential answers and eliminate the ones that you know are not correct.

If all else fails – *guess*. After you have exhausted all options, take your best guess at the correct answer. If you have studied the content area, you may intuitively know the correct answer. The Career Essentials: Assessment does not penalize you for guessing, and you may guess correctly!

Sample Assessment Questions

The following questions are examples of the types of questions you may see within the assessment test. The questions could be in the form of a video clip, drop and drag, sequential or a typical multiple choice. At the bottom of each question there is a comment about the section or portion of the Blueprint that it came from.

Question 1

The nursing assistant has noticed that Mr. Martin has been urinating excessively. He is also drinking more fluids than usual. What could be the MOST likely cause?

Choose one answer.

- Diabetes mellitus*
- Cystitis
- Hydronephrosis
- Renal calculi

Mapped skill standards

Nurse Assisting - Career Essentials: Assessment Blueprint Implement knowledge of patient care regarding nutrition and elimination. Observe, measure and record output. Identify when to report abnormal findings.

Nurse Assisting - Career Essentials: Assessment Blueprint Communicate effectively with co-workers and patients. Use medical terms and abbreviations correctly.

Question 2

Which of the following is an example of a privileged communication that is exempt by law?

Choose one answer.

- Name
- Dates of birth and death*
- Date of admission
- Gender

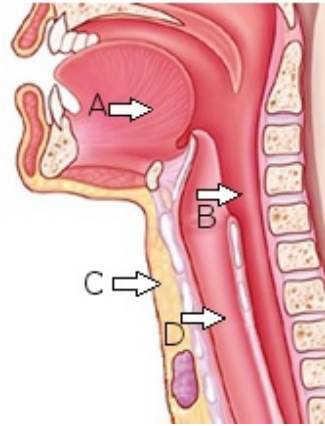
Mapped skill standards

Nurse Assisting - Career Essentials: Assessment Blueprint Manage patient care to prevent legal issues. Observes all aspects of patient confidentiality.

Question 3

Identify the esophagus in the image shown.

- A
- B*
- C
- D



Mapped skill standards

Nurse Assisting - Career Essentials: Assessment Blueprint 1 Display knowledge of human anatomy and physiology. Identify body parts on a mannequin.

Question 4

Which of the following symptoms is expected if the patient has a diagnosis of prostatic hypertrophy?

Choose one answer.

- Dysuria
- Polyuria
- Polydypsia
- Urinary retention*

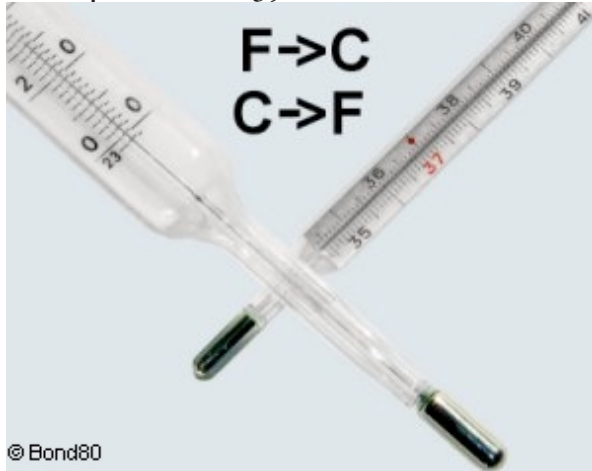
Mapped skill standards

Nurse Assisting - Career Essentials: Assessment Blueprint Communicate effectively with co-workers and patients. Use medical terms and abbreviations correctly.

Nurse Assisting - Career Essentials: Assessment Blueprint Understand basic disease processes as they relate to patient care. Identify patient needs specific to urinary and reproductive system disorders

Question 5

Joey Black's temperature is 39°C. What is the Fahrenheit conversion?



Choose one answer.

- 98.6° F
- 99.8° F
- 101.2° F
- 102.2° F*

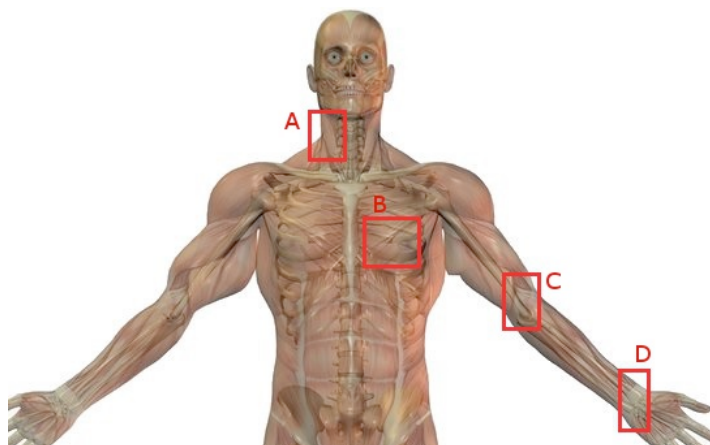
Mapped skill standards

Nurse Assisting - Career Essentials: Assessment Blueprint Employ knowledge medical mathematical operations. Perform basic mathematical operations, including computations and weights and measures.

Question 6

In the image below, identify the place where an apical pulse would be taken.

- A
- B*
- C
- D



Mapped skill standards

Nurse Assisting - Career Essentials: Assessment Blueprint > 8 Monitor patient's vital signs Measure 30

and record radial or apical pulse. Identify pulse sites.

Question 7

Alzheimer's disease behaviors frequently increase at night. This is known as:

Choose one answer.

- sundowning.*
- temporary mental confusion.
- a false dementia.
- wandering.

Mapped skill standards

Nurse Assisting - Career Essentials: Assessment Blueprint Communicate effectively with co-workers and patients. Use medical terms and abbreviations correctly.

Nurse Assisting - Career Essentials: Assessment Blueprint Understand basic disease processes as they relate to patient care. Identify patient needs specific to mental health diseases, such as depression, confusion and dementia.

Resources

Additional Resources

Below are resources that will be helpful in preparing for the Assessments which were created based on industry standards nationwide. Use the Career Essentials: Assessment Blueprint as a guideline for competencies tested. Use the resources below to find curriculum or additional study guides for industry standards.

Nurse Assisting Resources:

<http://www.nursingassistants.net/>