



# Bringing Attention to the Toolbox

CNA Educator Conference 2024

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Aide Testing

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# Program Organization

Tabitha Reeise, MSN-Ed, RN

# Binder Tabs

- ⑩ Sent out to all program codes
- ⑩ Use to organize and prepare required documents for each program code
- ⑩ If you did not receive or need more
  - Email [inat@siu.edu](mailto:inat@siu.edu)





## TOOLBOX FOR COORDINATORS AND INSTRUCTORS

The staff at Nurse Aide Testing are excited to have you on our team!

The **Toolbox for Coordinators and Instructors** is a collection of resources and assistive tools designed to help you navigate through the A-Z process of program approval and operation, as well as to provide program support.

This website provides a **Student Resource Section** that students should utilize to complete a nurse aide competency sample exam and to explore information related to exam testing. The **Exam Registration Section** will guide students through the certification process. Please share this information with students to make competency testing a stress-free process.

Be sure to visit the **CNAEA Educators** website ([www.cnaeducators.org](http://www.cnaeducators.org)) which provides information about the professional organization for instructors in Illinois to network and share best practices with each other.

**2024 SIU Nurse Aide Testing Train The Trainer Session**

Please Click Here or the image below to learn more

IDPH UPDATES

MASTER SCHEDULES/ALLOCATION OF HOURS FORM

NEW INSTRUCTOR APPROVAL FORMS & INFO

FORMS & INFO NEW PROGRAMS, BNATPS, HYBRIDS & ANATPS

EXAM APPLICATIONS REGISTRATION & TESTING

VOUCHER PURCHASE INFORMATION

MEET YOUR EDUCATION COORDINATORS

MONITORING VISITS

PROGRAM COORDINATOR GUIDE, SKILLS MANUAL & EDUCATIONAL RESOURCES

ILLINOIS ADMINISTRATIVE CODE & HEALTH CARE WORKER REGISTRY

CLUSTER SCORES, TASK ANALYSIS & TEST ITEM DEVELOPMENT

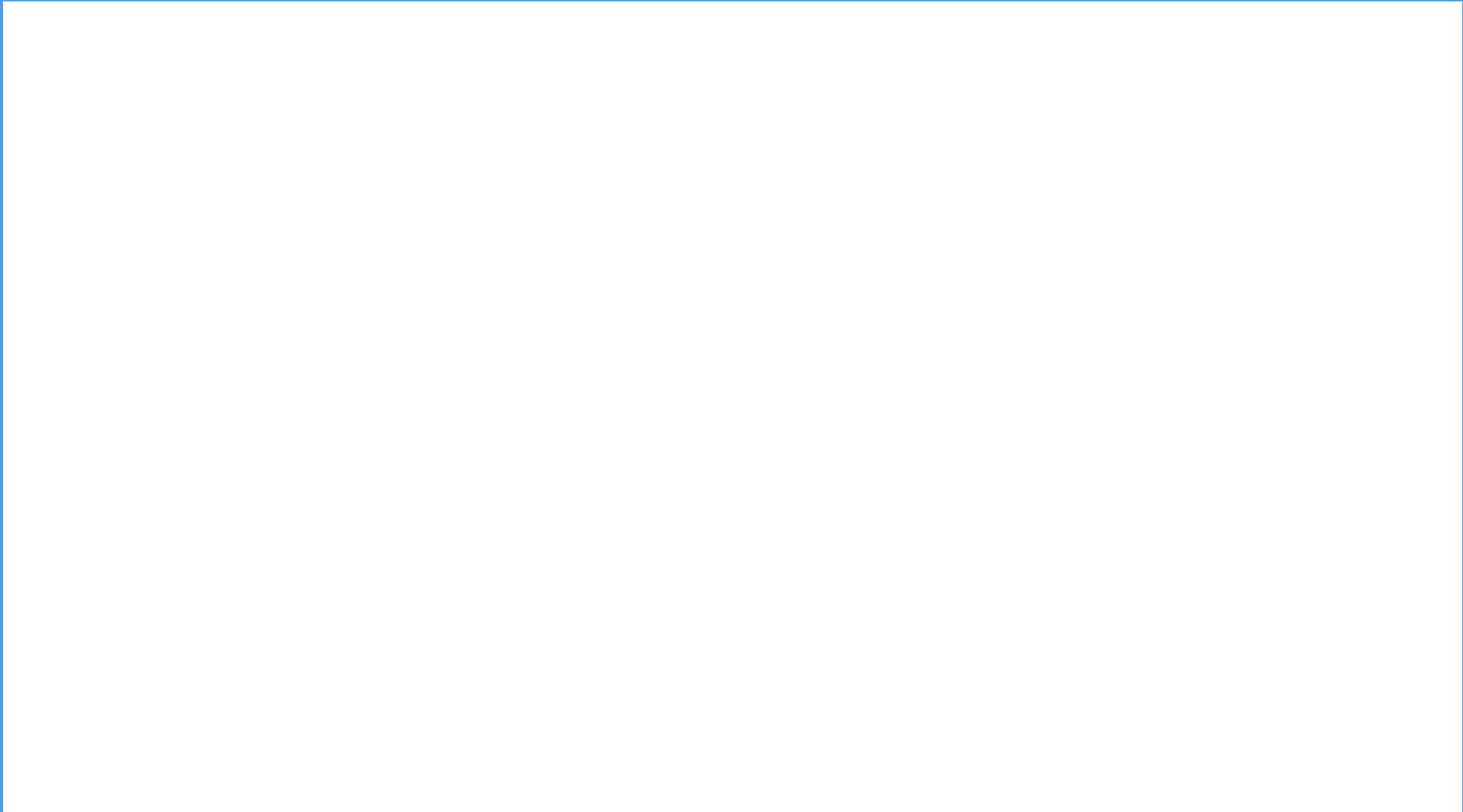
## Your New Landing Page

- **More Organized**
- **Resources & Assistive Tools**
- **Direct Link to the Toolbox:**



<https://www.nurseaidetesting.com/instructorscoordinatorsnew/>

Special thanks to Bob Marlow for helping us to create this toolbox!





**Artificial Intelligence (AI)**

**The Potential of the  
Future**

# Pulled from the BNATP Model Program— Located in the Toolbox

## MODULE VI: CARE OF THE RESIDENT 45 Hours

OBJECTIVES	CONTENT OUTLINE	TEACHING/LEARNING ACTIVITIES
Discuss common communicable diseases affecting the skin.	<ul style="list-style-type: none"> <li>e. Fragility</li> <li>f. Allergic reactions</li> <li>g. Other</li> </ul>	
Identify the signs and symptoms of injuries to the skin.	2. Communicable Diseases	
List methods to prevent skin injuries.	<ul style="list-style-type: none"> <li>a. Shingles</li> <li>b. Scabies</li> <li>c. Fungal infections</li> <li>d. Pediculosis</li> <li>e. Other</li> </ul>	
Identify the persons at risk for developing pressure ulcer.	3. Injuries	
Identify the stages of pressure ulcers.	<ul style="list-style-type: none"> <li>a. Skin tears</li> <li>b. Contusions</li> <li>c. Burns</li> <li>d. Prevention</li> <li>e. Other</li> </ul>	
List the sites where pressure ulcers are likely to develop.	F. Pressure Ulcer	
List the causes of pressure ulcers.	1. Persons at risk	
Explain interventions the CNA can take to prevent pressure ulcers.	2. Stages	
Describe various treatments for pressure ulcers.	3. Sites	
Examine various actions taken by the CNA to care for the person with skin abnormalities.	4. Causes	
Recognize the CNA's role in preventing pressure ulcers.	5. Prevention	
	6. Treatment modalities	
	7. CNA role	
	<ul style="list-style-type: none"> <li>a. Person-directed strategies</li> <li>b. Observations</li> </ul>	

Can use as objectives when creating content and assignments with AI

← Example

- What problems or concerns do you want to address with your program or class?
- What areas of the model program do you want to build content for?
- What cluster score areas do you wish to improve?

# School AI



Give AI a try for yourself!



## Prompt Ideas:

- ✓ Bell Ringers & Exit Tickets
- ✓ Study with AI prompts and see student progress in real time
- ✓ Create Lesson Plans & Rubrics
- ✓ Write IEP Goals & Plans
- ✓ Generate Quizzes & Time-Based Activities

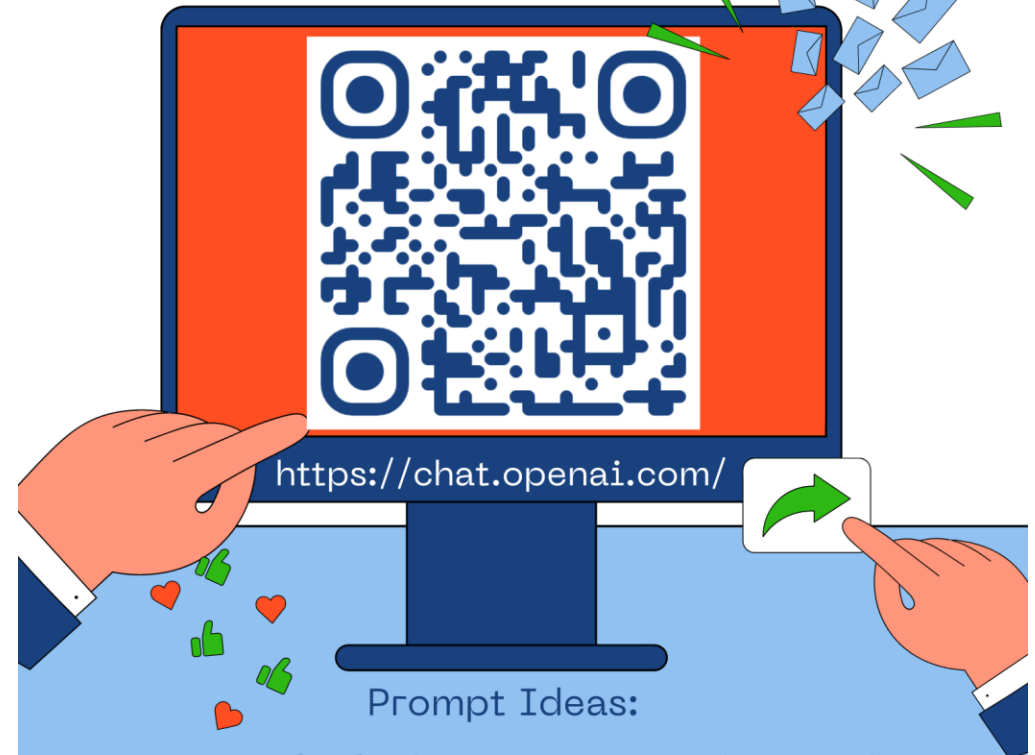




# Chat GPT



Give AI a try for yourself!



## Prompt Ideas:

- ✓ Create 3 multiple choice questions at the secondary level for intake and output knowledge assessment for nursing assistant students
- ✓ Create a skit for nursing assistant students showcasing caring for someone with dementia
- ✓ Create 3 learning objectives for completing oral care on a resident



Remember to always  
review AI content and materials before use



**Thank you!**

**-Tabitha**



Scan the code for  
a plethora of  
instructor  
resources!

# References:

*Chatgpt Chat Box*. New Chat. (n.d.). <https://chat.openai.com>

Miller, M. (2023). *AI for educators: Learning strategies, teacher efficiencies, and a vision for an artificial intelligence future*. Ditch That Textbook, whose printing operation is a division of Dave Burgess Consulting, Incorporated.

Miller, M. (2024, February 14). *Templates*. Ditch That Textbook.  
<https://ditchthattextbook.com/resources/templates/>

*Schoolai Website Tools*. app.schoolai.com. (n.d.). <https://app.schoolai.com/>





# Increasing Instructor Support

## Angela Pavlick, BSN, RN



# Importance of Coordinator and Instructor Support

- ⑩ Building confidence
- ⑩ Share resources
- ⑩ Enhance the quality of education
- ⑩ Foster growth

# Build professional relationships

- ⑩ Professional Associations
- ⑩ Conferences
- ⑩ Mentoring
- ⑩ Forum and Groups





# Professional Associations

- **CNAE assist in quality education**
- **CNA Instructor Conference**
  - **Receive updates and collaborate with others**
- **Mentoring where experienced instructors can guide and support newer instructors and coordinators.**
- **Forums and groups where program coordinators and instructors can connect.**





# **C & C Club**

- **Comrade & Confident Club**
- **Open and maintain communication channels**
- **Resource sharing**
- **Establish connections to share feedback and solicit input from others.**

# QR Code

**Scan the QR code to complete the form to be matched up with a colleague.**





Measure Twice Cut Once  
Beth Young, RN, MSN-Ed



**EXPLORE THE FOLLOWING QUESTIONS:**

**WHAT IS THE TEST MADE OF?**

**HOW CAN DUTY AREA SCORES BE UTILIZED?**

**HOW WILL TASKS BE IDENTIFIED TO IMPROVE SCORES?**



# Recipe

## BEST STATE TEST SCORES EVER!

### Ingredients

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12 Q Duty Area 1: Communicating Information  
22 Q Duty Area 2: Basic Nursing Skills  
16 Q Duty Area 3: Personal Care  
16 Q Duty Area 4: Restorative Care  
4 Q Duty Area 5: Mental Health & Social Service  
5 Q Duty Area 6: Resident's Rights

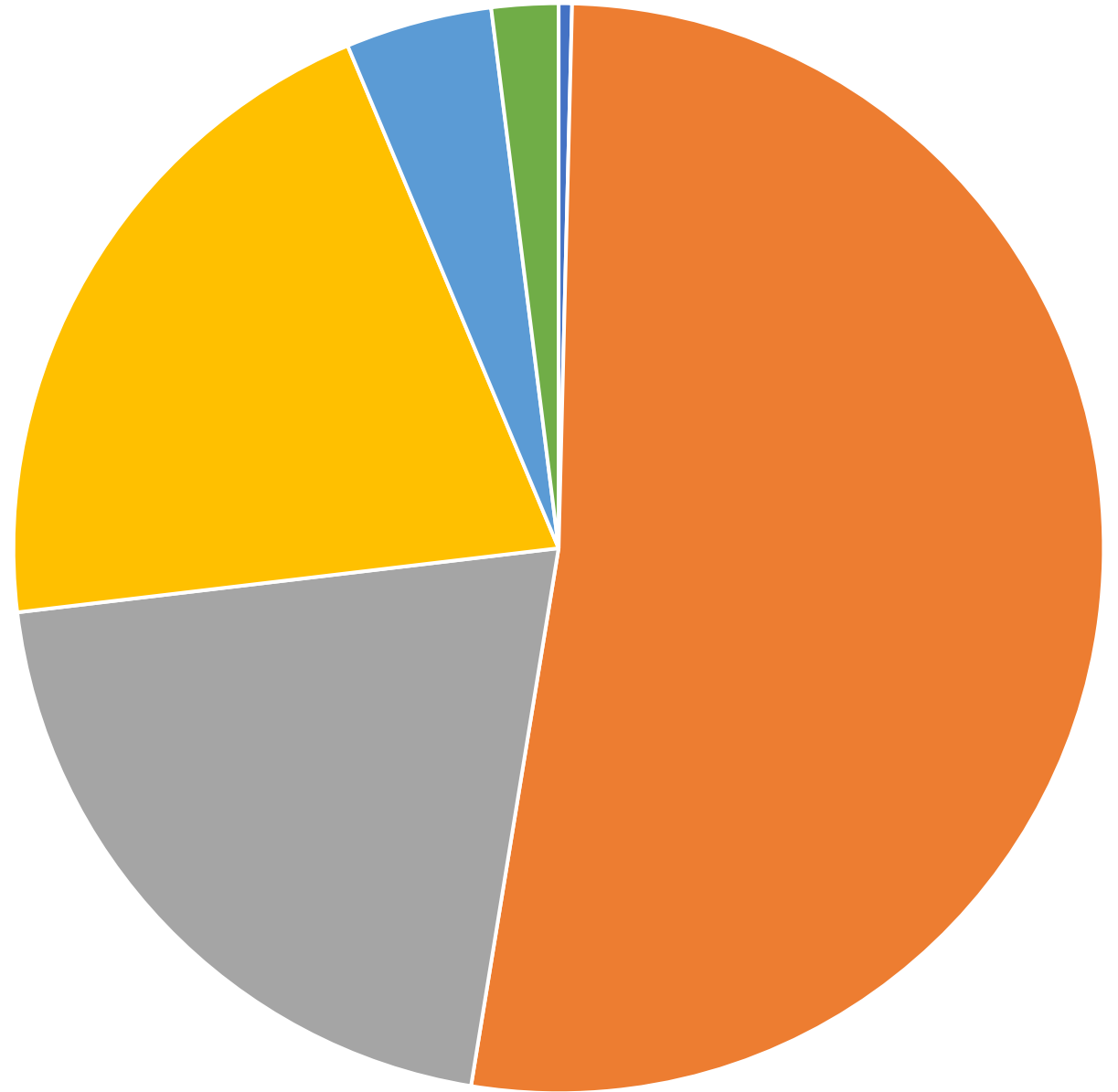
Cluster Score Summary Reports  
Duty Area Task Analysis Sheets  
Final Exam  
Lesson Plans  
Assessments: quizzes, tests, skills  
Theory, Clinical, & Lab Activities  
State Exam Prep

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### Directions

1. PC to access Program Cluster Score Summary Reports in INACE, check Show Clusters box to get detailed report.
2. Evaluate each Duty Area % focusing on Areas below or near goal % set forth by DPH.
3. Identify Tasks missed in each Area.
4. Focus on Tasks missed by high performers 85% & up and low performers 75-60% range first. Tasks missed by both will identify specific Tasks to look at first.
5. Reflect, asking if Task was covered in the following: State Test Prep, Final Exam, Assessments, Lesson Plans, and Activities.
6. If the task was not covered add it, if the Task was covered it could indicate the students are not learning the content or the content itself needs to be adjusted.
7. Go to the Duty Area Task Analysis sheets to find the specific task on the exam and review the knowledge, skills, and attributes the student should be familiar with.
8. Update lesson plans, assessments, and activities to include the specific Tasks asked about on the exam using the Task Analysis sheets.
9. Brainstorm questions related to the task using the standards, conditions, knowledge, skill, and attributes.
10. Set up final exam to model the Tasks asked about on the exam.
11. Create a study guide for students to complete listing all the Tasks asked about on the exam.

- COMMUNICATION
- BASIC NURSING
- PERSONAL CARE
- RESTORATIVE
- MENTAL HEALTH
- RESIDENT RIGHTS



# INGREDIENTS

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12 Q Duty Area 1: Communicating Information

22 Q Duty Area 2: Basic Nursing Skills

16 Q Duty Area 3: Personal Care

16 Q Duty Area 4: Restorative Care

4 Q Duty Area 5: Mental Health & Social Service

5 Q Duty Area 6: Resident's Rights

# INGREDIENTS

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Cluster Score Summary Reports

Duty Area Task Analysis Sheets

Final Exam

Lesson Plans

Assessments: quizzes, tests, skills

Theory, Clinical, & Lab Activities

State Exam

# WHAT DO WE KNOW?

## Scores by Cluster for this Location/Instructor

Test Content Cluster	<u># of Questions</u>	Percent of Items	Mean	<u>Goals</u>
Communicating Information	<u>12</u>	16%	100.00%	<u>50%</u>
Performing Basic Nursing Skills	<u>22</u>	29%	81.82%	<u>70%</u>
Performing Personal Care Skills	<u>16</u>	21%	81.25%	<u>70%</u>
Performing Basic Restorative Skills	<u>16</u>	21%	93.75%	<u>70%</u>
Providing Mental Health and Social Skills	<u>4</u>	5%	75.00%	<u>50%</u>
Providing Resident's Rights	<u>5</u>	6%	100.00%	<u>50%</u>



# HOW CAN DUTY AREA SCORES BE UTILIZED?

- Total Number Tested from this Program: 1
- Mean % Score for this Location: 85.33
- Form Number: INAT004-2

## Scores by Cluster for this Location/Instructor

Test Content Cluster	Mean
Communicating Information	100.00%
Performing Basic Nursing Skills	72.73%
Performing Personal Care Skills	87.50%
Performing Basic Restorative Skills	93.75%
Providing Mental Health and Social Skills	75.00%
Providing Resident's Rights	80.00%

# REVIEW WHAT TASKS STUDENTS ARE MISSING.

## PERFORMING BASIC NURSING SKILLS

Task	No. Answered	No. Missed
Adjust bed and side rails.	2	1
Assist with the set-up and maintain supplies for an isolation	1	1
Change colostomy/ileostomy bag.	2	0
Clean and disinfect unit.	1	0
Collect 24-hour urine specimen.	1	1
Collect clean catch urine specimen.	1	0
Collect specimen from resident in isolation.	1	0
Collect stool specimen.	1	1
Follow licensed staff's instructions for providing assistance	1	1

State Test Prep  
Final Exam  
Assessments  
Lesson Plans  
Activities





Finally, we are utilizing a new tool called the Test Item Worksheet Submission Form as a way to get the most impact out of the test item development process. As CNA Educators, you have a vested interest in the competency evaluation process. By submitting a question for review and possible field test, you have a direct means to add your expertise to the final evaluation process. This method of development will broaden the input, involve more CNA Educators in the process and ultimately improve the quality and quantity of items that are available to field test. This will also make it a year-round process instead of a more concentrated effort every three years. Thank you in advance for your participation.

Working together is how we continue to strive for perfection knowing we will achieve excellence. Thank you for all that you do to

## Links

[2016 Test Item Development Power Point Presentation](#)

[Duty Area A Task Analysis](#)

[Duty Area B Task Analysis](#)

[Duty Area C Task Analysis](#)

[Duty Area D Task Analysis](#)

[Duty Area E Task Analysis](#)

[Duty Area F Task Analysis](#)

[Multiple Choice Test Writing Rules](#)

[Checklist for Evaluating Multiple Choice Questions](#)

**DUTY AREA:** **PERFORMING BASIC NURSING SKILLS**

**TASK: B 036** **Collect 24-hour urine specimen.**

**STANDARD:** **CNA able to set-up, collect and take 24-hour specimen and requisition to the laboratory according to facility policy.**

**CONDITIONS:** **Knowledge of 24 hour urine specimen collection, Urine container preservative if ordered, Bucket with ice/Refrigeration, Labels, Funnel, Disposable gloves, Urine, Urine container, Facility policies, Nun's cap to collect urine (urine hat)**

KNOWLEDGE (NEED TO KNOW)	SKILLS (NEED TO DO)	ATTITUDES/SAFETY
Facility policy and procedures, Infection control, Collecting a 24 hour urine specimen procedure, Identify resident, Know when to collect urine, Know how/when to store urine, Know standard precautions, How to use PPE, know when to stop collection.	Understanding of collecting 24 hour urine specimen (labels), infection control, Common use of urinal, bedpan, Equipment cleaning, Intake and output skill, Filling out label requisition, Explain to resident, Make all staff aware of need to save urine, properly store urine collection (refrigerator/ice), prior to procedure, have patient empty bladder and discard urine.	Safety-infection control, Gloving, Resident's rights/privacy, Standard precautions, Blood borne pathogen standard, Hand washing, Use clean container.



# EXAM STUDY GUIDE

## COMMUNICATING INFORMATION

Assist with unit discharge procedure.

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Calculate, report and record food and fluid intake.

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Calculate, report and record output.


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Communicate need for changes in care plan.

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Communicate with dementia residents.

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**Thank YOU so much for  
all you do!  
Reach out to us with  
any questions you may  
have.**

**We are here to support  
you!**

**Beth Young, MSN-Ed, RN  
Angela Pavlick, BSN, RN  
Tabitha Reeise, MSN-Ed, RN**