

Continuing Skills Test

A brief review of critical items all screeners should know about the CST

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Agenda

- Preparing for the CST
- Allowable Resources
- Structure of 2021 CST-Scenario and Multiple Choice
- Sample Scenario and Questions
- Sample Multiple Choice Questions
- A look at the 2021 CST

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Preparing for the CST

The [UW-Oshkosh Functional Screener Learning Center](https://wss.ccdet.uwosh.edu/stc/dhsfunctscreen/psciis.dll?linkid=553315&mainmenu=DHSFUNCTSCREEN&top_frame=1) contains many study guides to help screeners prepare for the CST.

(https://wss.ccdet.uwosh.edu/stc/dhsfunctscreen/psciis.dll?linkid=553315&mainmenu=DHSFUNCTSCREEN&top_frame=1)

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Allowable Resources for CST

All answers to every question will be found in the following resources:

- ✓ LTCFS Instructions
- ✓ Diagnoses Cue Sheet

These resources may be helpful but the CST contains no questions that pertain only to these resources:

- ✓ Guide for I/DD per Federal Definition
- ✓ Functional Screen Form (aka the "paper form")
- ✓ Basic Information for Screeners
- ✓ Glossary of Acronyms

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Structure of CST

Scenarios and Multiple Choice Questions

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The Scenario

- A scenario is an in-depth look at a single individual being screened
- Each scenario is followed by several multiple-choice questions that pertain to the information included in the scenario
- Use only the information provided in the scenario – do not make assumptions about the person.

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Multiple Choice Questions

- These questions stand on their own and are not related to any other question on the CST.
- The Multiple Choice section is organized by Module
- Use only the information provided in the question – do not make assumptions about the person.

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Let's look at sample questions

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Sample Scenario: Dean

- Utilize study or reminder techniques
 - Highlight
 - Underline
 - Take notes
- Think about:
 - What needs are there
 - What diagnoses are causing the need
 - Is there any equipment used

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What selection should be made for the Bathing ADL on Dean's LTCFS?

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What is the need for assistance with Bathing?

- Needs prompts to initiate bathing
- Difficulty washing his hair

1: Help is needed to complete the task safely **but helper DOES NOT have to be physically present throughout the task**

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What diagnosis causes a need for assistance?

- Prompting and cueing due to cognitive impairment
 - **A7**-Other Congenital Disorders similar to Intellectual Disability
- Washing hair due to hypotonia
 - **D13** Other Musculoskeletal, Neuromuscular, or Peripheral Nerve Disorders

Both A7 and D13 should be part of the correct answer.

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What adaptive equipment should be selected?

- Uses Grab Bar(s)
- Uses Tub Bench

Both Adaptive Equipment should be listed as part of the correct answer.

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Putting this together

- 1: Help is needed to complete the task safely **but helper DOES NOT have to be physically present throughout the task**
- Fragile X, and hypotonia
- Uses grab bars, built in shower bench

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The correct answer is...

C. 1: Help is needed to complete the task safely **but helper DOES NOT have to be physically present throughout the task**

- Primary diagnosis: **A7** Other Congenital Disorders similar to Intellectual Disability
- Secondary diagnosis: **D13** Other Musculoskeletal, Neuromuscular, or Peripheral Nerve Disorders
- Uses Grab Bar(s) and Uses Tub Bench

Rationale: The correct answer is C. Dean is able to complete one, but not all, of the components of bathing, so a helper is needed only part of the time. Due to his cognitive impairment, Dean requires prompts to initiate the task of bathing. In addition, due to his physical impairment, he requires assistance with washing his hair.

Reference: Module 5.6

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What selection should be made for the Toileting ADL on Dean's LTCFS?

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Components of Toileting

- Locating the bathroom facility. (This component pertains only to people with a cognitive impairment.)
- Transferring on or off the toilet, commode, bedpan, or placing a urinal
- Maintaining regular bowel program*
- Cleansing of perineal (peri) area
- Changing of menstrual products and/or incontinence products
- Managing a condom catheter or the ostomy or urinary catheter collection bag (including emptying and/or rinsing the collection bag)
- Redressing the bottom half of the body
- Emptying the commode, bedpan, or urinal container
- Flushing the toilet

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What is the need for assistance with Toileting?

Locating the bathroom facility. (This component pertains only to people with a cognitive impairment.)

Transferring on or off the toilet, commode, bedpan, or placing a urinal

Cleansing of perineal (peri) area

Redressing the bottom half of the body

Flushing the toilet

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The correct answer is...

B. 1: Help is needed to complete the task safely **but helper DOES NOT have to be physically present throughout the task**

- o Primary diagnosis: **A7** Other Congenital Disorders similar to Intellectual Disability
- o Secondary diagnosis: None

Rationale: The correct answer is B. Although Dean can complete most of the tasks of toileting independently, he does require a reminder to flush the toilet due to his cognitive impairment. Although he is reminded to wash his hands when he is done in the bathroom, hand washing after toileting is not a component of the task of toileting.

Reference: Module 5.10

What selection should be made on the HRS Table for Behaviors requiring interventions on Dean's LTCFS?

Criteria for HRS Behaviors

The behavior must meet the screen definition of Wandering, Self Injurious, or Offensive and Violent.

To record a behavior on the HRS Table, all of the following criteria must be present:

- Person has a cognitive impairment.
- Interventions are required from another person.
- A behavior plan to prevent or respond to the behavior.

Putting this together

- ☒ Cognitive impairment.
- ☒ Interventions are required from another person.
- ☒ A behavior plan to prevent or respond to the behavior
- ☐ The behavior must meet the screen definition of Wandering, Self-Injurious Behavior, or Offensive or Violent Behavior to Others.

The correct answer is...

A. Not Applicable

Rationale: The correct answer is A. Dean does have maladaptive behaviors, and interventions are in place to mitigate those behaviors. However, the yelling and swearing is not verbally or physically threatening to others to the point where law enforcement would be contacted to intervene.

Reference: Module 7.10

Multiple Choice Questions

Module 5 ADLs and IADLs

How should Medication Administration and Medication Management be selected in the IADLs?

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Need for Assistance

Need for Assistance: To be selected as a primary or secondary diagnosis that causes a need for assistance or support from another person, the need must be due to a physical, cognitive, or memory loss impairment, with one exception as outlined in the section titled "Exception to Physical, Cognitive, or Memory Loss Impairment Requirement."

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Medications

- IADL
 - Medication Administration and Medication Management
- HRS Table
 - Medication Administration
 - Medication Management

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Putting this together

Definition of Medication Administration: A person's need for assistance from another person to **take or be given** a medication by any route except intravenously (IV)

Definition of Medication Management: A person's need for assistance from another person to set up or monitor his or her prescribed and regularly scheduled and used medications.

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The correct answer is...

A. 0 – Independent (with or without assistive devices)

Rationale: The correct answer is A. Lucille does not have a physical, cognitive or memory loss impairment requiring the need for assistance. Although Lucille takes the medications for her diagnoses of diabetes and hypertension, these diagnoses are not causing her need for assistance. In addition, although Lucille occasionally needs reminders, she does not currently have a diagnosis of memory loss or a cognitive impairment that would require assistance with this task.

Reference: Modules 5.1 and 5.4

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Module 5 ADLs and IADLs

Which of the following is a reason to make a selection for needing assistance with the Laundry and/or Chores IADL?

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Laundry and/or Chores Definition and Specific Response Guidance

Gardening
Painting rooms in the house
Drapery cleaning
Retrieving or laying out clothes

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The correct answer is...

D. Needs help retrieving or laying out clothes

Rationale: The correct answer is D. The need for assistance to have clothes retrieved and/or laid out for the individual is a task included in the Laundry and/or Chores IADL. Gardening, painting, and drapery cleaning are not captured as reasons for needing assistance.

Reference: Modules 5.7 and 5.16

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Module 6 - Additional Supports

What selection should the screener
make under Educational
Information for "Are you currently
participating in an educational
program?"

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Definition of an Educational Program

Simon has been attending technical school taking various leadership enrichment courses for the last year.

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The correct answer is...

B. No

Rationale: The correct answer is B. Simon is taking various leadership enrichment courses, which are not captured on the LTCFS. Educational programs include, but are not limited to, degree programs such as high school, technical schools, and colleges. This does NOT include extracurricular or enrichment programs.

Reference: Module 6.5

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Module 7-Health Related Services (HRS) Table

How should the Ostomy-related Skilled Services be selected on the HRS Table?

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Putting this together

Skilled tasks related to an ostomy to **INCLUDE** on the HRS Table:

Changing the wafer

Special skin care and application of a wafer for a new ostomy

Irrigation of new ostomy

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The correct answer is...

D. Weekly

- Primary Diagnosis: **I1 Blind**
- Secondary Diagnosis: None

Rationale: The correct answer is D. Only skilled tasks can be recorded on the Ostomy-related Skilled Services row on the HRS Table. In this example, the only skilled task being completed is the changing of the ostomy wafer every week. Selecting I1 Blind as the primary diagnosis is correct because it is due to his blindness that he cannot complete the tasks independently.

Reference: Modules 4.4 and 7.15

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Let's Review

- Use the LTCFS Instructions and Diagnosis Cue Sheet to find answers
- Use only the information provided in the scenario or question – do not make assumptions about the person.
- Utilize techniques helpful to you, such as highlighting, underlining or taking notes

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2021 CST

- Online
- Runs on HTML 5
- Not like 2014
- Screen shots

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Welcome to the 2021 Continuing Skills Test

Please enter your Functional Screener ID number to login to the skills test

Enter your
Functional
Screener ID

C1234567

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Functional Screener ID: 565656
Email: shannon.smith@dhs.wisconsin.gov
First Name: Shannon
Middle Initial:
Last Name: Smith

Please verify the information is correct.
If it is incorrect, contact regstaff@uwosh.edu.

If your information is correct, please click **Confirm** to continue

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Confirm

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Welcome to the 2021 Continuing Skills Test for Adult Long Term Care Functional Screeners.

This test contains 78 total questions and is broken into multiple sections including scenarios asking you to screen a fictional client.

Please make sure your internet connection is reliable and consistent; we recommend using an ethernet connection if possible.

You can move between sections of this test by using the navigation buttons at the bottom of the page or by using the Table of Contents.

To view the Table of Contents, click the Table of Contents button at the bottom of the screen. The Table of Contents will appear on the left side of your screen.

Your answers and your test will not be submitted until you have clicked the final submit button at the end.

Please click the next button to navigate to the Non-Disclosure Agreement.

Your test will not begin until you have accepted the NDA.

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2021 Continuing Skills Test Non-Disclosure Agreement

The CST is designed to determine competency in completing Adult Long Term Care Functional Screens. Any effort to obtain assistance from any source other than those reference materials allowed by DHS will result in your exam being voided.

When participating in Continuing Skills Testing (CST), you will have access to information that is and should remain confidential.

By clicking ACCEPT, you agree to all the rules listed below:

Your agreement continues until the Department of Health Services (DHS) formally releases the answers to the CST and specifically releases you from this Non-Disclosure Agreement.

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pertain to the LICFS other than the designated Allowable Resources.

9. I will close all scenarios and browser windows after submitting the test.

10. I understand my continuing obligation to exercise all reasonable precautions to preserve the security and confidentiality of all CST examination information.

By clicking ACCEPT, you indicate that you understand the above policies and that you agree to cooperate in carrying them out.

When you click ACCEPT, your testing time will begin.

[Decline and Exit CST](#) [Accept and Begin CST](#)

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Scenario 1: Henry

[Click Here to Open the Scenario in a New Tab / Window](#)

Henry is 45 years old and lives by himself in his own apartment. He has a current verified diagnosis of mild intellectual disability with no known IQ. He has lived alone in his apartment for many years. Over time, he has learned many skills that enable him to be very independent. Henry's other current verified diagnoses are anxiety, sleep apnea, asthma, and allergies. Henry has good natural supports in his life. He has an older brother named Hudson, who took on the role of Power of Attorney (POA) for Finance for Henry when his parents passed away. Henry is happy that Hudson is involved in various areas of his life. Hudson visits Henry weekly and helps out with little things around the apartment.

LTCFS Scenario 1

Henry is 45 years old and lives by himself in his own apartment. He has a current verified diagnosis of mild intellectual disability with no known IQ. He has lived alone in his apartment for many years. Over time, he has learned many skills that enable him to be very independent. Henry's other current verified diagnoses are anxiety, sleep apnea, asthma, and allergies. Henry has good natural supports in his life. He has an older brother named Hudson, who took on the role of Power of Attorney (POA) for Finance for Henry when his parents passed away. Henry is happy that Hudson is involved in various areas of his life. Hudson visits Henry weekly and helps out with little things around the apartment.

Hudson also calls him every day to double check how his day was and determine if anything unexpected came up. Henry has no need for assistance with his ID, as he learned those skills when he was younger and living with his parents. Henry plans a weekly meal with his brother each Wednesday. The plan is made for his brother and for any new recipes that he has found. Sometimes, due to his intellectual disability, his support staff will help him look through a recipe or make sure their support person is able to help him with cooking, but not on his own. But you could suggest for Henry to prepare. Each week, Henry will go to the store and gather what he needs to make his brother a nice dinner.

On occasion, Henry might need to ask an employee at the grocery store to help him find something. He will always thank the person and let them know that the support staff helped him find it. Sometimes, Henry is able to do this on his own. He has always been very proud of his ability to do this. Henry will call Hudson when he starts looking to see if he needs help with anything and let him know what time it should be ready. Henry has learned how to use his medication for his sleep and his asthma. He understands the various medications he takes and why he takes them. Additionally, because of confusion due to his intellectual disability, Henry has learned being alone is important for his health.

His support staff found that Henry was very happy with the staff of his apartment. He would not be confused about what staff do and when to see them. His support staff will make sure that he is comfortable and that he is not missing anything. He also takes an interest in his life. Henry plans to go to the grocery store every week to buy his food. He has learned how to use the staff of his apartment. He will always thank the person and let them know that the support staff helped him find it. Sometimes, Henry is able to do this on his own. He has always been very proud of his ability to do this. Henry will call Hudson when he starts looking to see if he needs help with anything and let him know what time it should be ready. Henry has learned how to use his medication for his sleep and his asthma. He understands the various medications he takes and why he takes them. Additionally, because of confusion due to his intellectual disability, Henry has learned being alone is important for his health.

His staff would check that the household is clean and safe and that the staff of his apartment are happy. Henry has learned how to use the staff of his apartment. He will always thank the person and let them know that the support staff helped him find it. Sometimes, Henry is able to do this on his own. He has always been very proud of his ability to do this. Henry will call Hudson when he starts looking to see if he needs help with anything and let him know what time it should be ready. Henry has learned how to use his medication for his sleep and his asthma. He understands the various medications he takes and why he takes them. Additionally, because of confusion due to his intellectual disability, Henry has learned being alone is important for his health.

Scenario 1: Henry

[Click Here to Open the Scenario in a New Tab / Window](#)

What selection should be made for the Medication Administration and Medication Management IADL on Henry's LTCFS?

- ☐ A. Independent
- ☐ B. Needs help 1 to 3 days a week or less often
- ☒ C. Primary diagnosis: Mild Intellectual Disability
- ☐ D. Secondary diagnosis: None

LTCFS Scenario 1

Henry is 45 years old and lives by himself in his own apartment. He has a current verified diagnosis of mild intellectual disability with no known IQ. He has lived alone in his apartment for many years. Over time, he has learned many skills that enable him to be very independent. Henry's other current verified diagnoses are anxiety, sleep apnea, asthma, and allergies. Henry has good natural supports in his life. He has an older brother named Hudson, who took on the role of Power of Attorney (POA) for Finance for Henry when his parents passed away. Henry is happy that Hudson is involved in various areas of his life. Hudson visits Henry weekly and helps out with little things around the apartment.

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Scenario 1: Henry

[Click Here to Open the Scenario in a New Tab / Window](#)

What selection should be made for the Medication Administration and Medication Management IADL on Henry's LTCFS?

☐ A. Independent

☒ B. Needs help 1 to 2 days a week or less often
 • Primary diagnosis: **A1** Intellectual Disability
 • Secondary diagnosis: None

☐ C. Needs help 1 to 2 days a week or less often
 • Primary diagnosis: **A10** Unspecified Diagnosis that may meet state or federal definitions of DD, depending on IQ
 • Secondary diagnosis: None

☐ D. Needs help 1 to 2 days a week or less often
 • Primary diagnosis: **A1** Intellectual Disability
 • Secondary diagnosis: **M1** Anxiety Disorder

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How many substantial functional limitations are needed in areas of major life activity to meet the Federal Definition of Intellectual/Developmental Disability target group?

☐ A. 1 area of major life activity

☐ B. 2 areas of major life activity

☐ C. 3 or more areas of major life activity

☐ D. 6 areas of major life activity

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Navigate Between Sections of the CST using the Table of Contents

- Scenario 1: Steven
- Scenario 2: Michelle
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- Diagnoses**
- ADLs and IADLs
- Additional Supports
- Health Related Services Table
- Communication and Cognition
- Answer Check

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You have reached the end of the 2021 CST. Click the next button to see if you have any unanswered questions.

Please use the Table of Contents or the navigation buttons at the bottom of the screen to navigate to any questions you wish to revisit or to make changes to your answers.

Navigate Between Sections of the CST using the Table of Contents

- Scenario 1: Steven
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You have successfully answered all of the questions on the 2021 CST. Please check your answers one final time.

When you are satisfied with your answers, return to this page and click the final submit button.

Once your test is submitted you will no longer be able to change your answers and your test will be final!

You will receive an email at the address we have on file in approximately 30 minutes confirming your test has been submitted.

Please contact regstaff@uwosh.edu with any questions.

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Submit My 2021 CST

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Thank you for completing the 2021 CST

You will receive an email at the address on your registration in approximately 30 minutes to confirm your 2021 CST has been submitted

If you have any questions please contact
registoff@uwosh.edu

Have a nice day

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Questions

- Screeners please reach out to your liaisons with questions.
- Screen liaisons may contact DHS through the CST mailbox (DHSLTCFSCST@dhs.wisconsin.gov) with CST questions.
- Screen liaisons may contact DHS through the Team mailbox (DHSLTCFSTeam@dhs.wisconsin.gov) with general questions.

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Thank You

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