Nursing Assistant Evaluation Tool

2020 Curricular Materials Review

Idaho Health Professions and Public Safety (HPPS) Nursing Assistant Program Standards[[1]](#footnote-1)

**Note:** *The terms “resident,” “client,” and “patient” are interchangeable for the purposes of this document.*

**Publisher information**

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* Author:
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# Instructions:

Complete the Publisher Standards Alignment Report below. Please provide written justification as to how the material meets the standard along with location references. If a justification requires additional space, please submit response on an additional document.

# Publisher STANDARDS ALIGNMENT Report:

## Standard NURS.1.0: Role and Responsibility

### Performance Standard NURS.1.1 Scope of Practice

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE NURS.1.1.1 Explain the certification requirements for Certified Nursing Assistants (CNA) in the State of Idaho. |  |
| CTE NURS.1.1.2 Differentiate scope of practice, skill guidelines, and job description specific to the role of the CNA in the health care setting. |  |
| CTE NURS.1.1.3 Identify facility procedures and policies. |  |

### Performance Standard NURS.1.2 Ethics and Law

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE NURS.1.2.1 Recognize the implications and consequences of social media and confidentiality in regards to patients’ rights. |  |
| CTE NURS.1.2.2 Describe the ethical behavior of a nursing assistant. |  |
| CTE NURS.1.2.3 Discuss legal issues related to nursing assistant practice, including liability, negligence, tort laws, and incident reporting. |  |
| CTE NURS.1.2.4 Describe disciplinary actions which can be taken under OBRA (Omnibus Budget Reconciliation Act). |  |
| CTE NURS.1.2.5 Understand Health Information Portability and Accountability Act (HIPAA) regulations. |  |

### Performance Standard NURS.1.3 Residents’ Rights

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE NURS.1.3.1 Describe residents’ rights and how to promote dignity and quality of life. |  |
| CTE NURS.1.3.2 Explain what is meant by abuse and the signs of abuse. |  |
| CTE NURS.1.3.3 Explain how to report if abuse, neglect, and misappropriation of property is suspected. |  |
| CTE NURS.1.3.4 Explain CNA’s role and responsibility as mandated reporters of abuse. |  |
| CTE NURS.1.3.5 Explain federal guidelines for protection of vulnerable populations Omnibus Budget Reconciliation. |  |

### Performance Standard NURS.1.4 Role of Nursing Assistant in Overall Healthcare Environment

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE NURS.1.4.1 Define nursing assistant standards of practice and associated state regulations regarding delegated tasks. |  |
| CTE NURS.1.4.2 Describe the role of the nursing assistant within the nursing and health care team and across the continuum of health care delivery systems. |  |
| CTE NURS.1.4.3 Identify the members of the healthcare and nursing teams. |  |
| CTE NURS.1.4.4 Differentiate between healthcare facilities. |  |

## Standard NURS.2.0: Communication and Interpersonal Relationships

### Performance Standard NURS.2.1 Communication and Interpersonal Relationships

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE NURS.2.1.1 Describe elements in the communication process. |  |
| CTE NURS.2.1.2 Describe barriers to communication. |  |
| CTE NURS.2.1.3 Describe ways to promote effective communication. |  |
| CTE NURS.2.1.4 Describe the nursing assistant’s involvement to developing and carrying out the plan of care. |  |
| CTE NURS.2.1.5 Gather information on specific strengths, abilities, preferences of a resident. |  |
| CTE NURS.2.1.6 Describe verbal and non-verbal communication. |  |
| CTE NURS.2.1.7 Recognize how the nursing assistant’s behavior influences residents’ behavior. |  |
| CTE NURS.2.1.8 Use resources available to understand the residents’ behavior and better assist with their care. |  |
| CTE NURS.2.1.9 Explore a plan of personal stress management (i.e., how to cope/deal effectively with residents and others in the workplace). |  |
| CTE NURS.2.1.10 Understand how professionalism impacts residents, family, and coworkers. |  |

### Performance Standard NURS.2.2 Proper Documentation Processes

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE NURS.2.2.1 Describe rules for recording and reporting. |  |
| CTE NURS.2.2.2 Describe subjective and objective symptoms. |  |
| CTE NURS.2.2.3 Demonstrate the ability to document and chart correctly, using paper or electronic formats. |  |
| CTE NURS.2.2.4 Explain the purpose, sections, and information found in the medical record. |  |

## Standard NURS.3.0: Care Practices

### Performance Standard NURS.3.1 Resident’s Dignity and Rights

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE NURS.3.1.1 Demonstrate respect for vulnerability of illness. |  |
| CTE NURS.3.1.2 Demonstrate respect and empathy for diverse cultures. |  |
| CTE NURS.3.1.3 Describe residents’ rights and how to promote a resident’s quality of life. |  |
| CTE NURS.3.1.4 Adjusts his or her own behavior to accommodate client or resident’s physical or mental limitations. |  |
| CTE NURS.3.1.5 Recognizes, promotes and respects the client’s right to make personal choices to accommodate their needs. |  |
| CTE NURS.3.1.6 Describe the impact of religious and cultural values on behaviors of self and others. |  |

### Performance Standard NURS.3.2 Resident’s safety

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE NURS.3.2.1 List and recognize potential hazards in the resident’s environment. |  |
| CTE NURS.3.2.2 Identify safety measures used for resident care. |  |
| CTE NURS.3.2.3 List corrective actions when hazards are identified. |  |
| CTE NURS.3.2.4 Discuss components of fall prevention. |  |

## Standard NURS.4.0: Infection Prevention Concepts

### Performance Standard NURS.4.1 Infection Prevention Processes

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE NURS.4.1.1 Explain the chain of infection. |  |
| CTE NURS.4.1.2 Follow Standard Precautions and Transmission-based Precautions. |  |
| CTE NURS.4.1.3 Describe the Center for Disease Control (CDC) standards. |  |
| CTE NURS.4.1.4 Define healthcare-acquired infections and prevention of the infections. |  |
| CTE NURS.4.1.5 Describe multi-drug resistant organisms (MDROs) and the diseases with which they are most often associated. |  |
| CTE NURS.4.1.6 List the signs and symptoms of localized and systemic infection. |  |
| CTE NURS.4.1.7 Explain the recommended immunizations for healthcare workers. |  |
| CTE NURS.4.1.8 Utilize personal and environmental processes to prevent infection. |  |
| CTE NURS.4.1.9 Demonstrate appropriate use of PPE and hand washing skills. |  |
| CTE NURS.4.1.10 Demonstrates knowledge of cleaning agents and methods which destroy microorganisms on surfaces. |  |

## Standard NURS.5.0: Human Anatomy and Physiology

### Performance Standard NURS.5.1 Structure and Function of Body Systems

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE NURS.5.1.1 State the purpose of each body system:   * The cardiovascular system * The respiratory system * The nervous system * The gastrointestinal system * The urinary system * The reproductive system * The integumentary system * The musculoskeletal system * The endocrine system * Cancer and the immune systems |  |
| CTE NURS.5.1.2 Identify basic structure and function of the system. |  |
| CTE NURS.5.1.3 Discuss age-related changes to the system. |  |
| CTE NURS.5.1.4 Identify common disorders of the system. |  |
| CTE NURS.5.1.5 Compare and contrast disease and disorder of the system and normal age related changes to the system. |  |
| CTE NURS.5.1.6 Describe nursing assistant observations related to the body system and when to report to the supervising nurse. |  |
| CTE NURS.5.1.7 Discuss nursing assistant measures to prevent or care for clients with diseases or disorders of that body system. |  |
| CTE NURS.5.1.8 Discuss safety measures related to nursing assistant care procedures and appropriate care of medical devices. |  |

### Performance Standard NURS.5.2 Growth and Development

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE NURS.5.2.1 Describe the principles of growth and development throughout the life span. |  |
| CTE NURS.5.2.2 Differentiate between the stages of growth and development throughout the life span. |  |

### Performance Standard NURS.5.3 Medical Terminology

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE NURS.5.3.1 Define vocabulary for each body system. |  |
| CTE NURS.5.3.2 Uses terminology and accepted abbreviations found in the health care setting to report and record observations and pertinent information. |  |

## Standard NURS.6.0: Personal Care Procedures

### Performance Standard NURS.6.1 Hygiene and Grooming Principles

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE NURS.6.1.1 Explain the importance of hygiene and grooming. |  |
| CTE NURS.6.1.2 Explain the importance of skin care, oral hygiene, bathing, dressing and undressing, shaving, and nail and hair care. |  |
| CTE NURS.6.1.3 Describe the functions of skin. |  |
| CTE NURS.6.1.4 Describe factors that compromise skin integrity. |  |
| CTE NURS.6.1.5 Identify pressure points. |  |

### Performance Standard NURS.6.2 Personal Care Procedures

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE NURS.6.2.1 List the tasks performed in hygiene and grooming. |  |
| CTE NURS.6.2.2 Demonstrate skills related to skin care, oral hygiene, bathing, dressing and undressing, shaving, and nail and hair care. |  |
| CTE NURS.6.2.3 Demonstrate ability to bathe a person without conflict. |  |

### Performance Standard NURS.6.3 Safety and Person Centered Practices in Performing Personal Hygiene Skills

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE NURS.6.3.1 Identify safety measures when performing hygiene and grooming. |  |
| CTE NURS.6.3.2 Identify safety measures used during skin care, oral hygiene, bathing, dressing and undressing, shaving, and nail and hair care. |  |
| CTE NURS.6.3.3 Describe reportable conditions as observed during care. |  |
| CTE NURS.6.3.4 Contribute to the safe, calm, stable, home-like environment for a person. |  |
| CTE NURS.6.3.5 Demonstrate the ability to meet the individual person’s needs, preferences, and abilities and techniques to encourage independence. |  |
| CTE NURS.6.3.6 Recognize and support individual preferences and habits. |  |

## Standard NURS.7.0: Physiological Measurements

### Performance Standard NURS.7.1 Vital Signs

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE NURS.7.1.1 List the vital signs. |  |
| CTE NURS.7.1.2 Explain why vital signs are measured. |  |
| CTE NURS.7.1.3 Report to the licensed nurse any recognized abnormality in client’s vital signs and symptoms. |  |
| CTE NURS.7.1.4 Describe factors which can affect vital signs, e.g. pain. |  |
| CTE NURS.7.1.5 Demonstrate how to measure height and weight accurately. |  |

### Performance Standard NURS.7.2 Measurements

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE NURS.7.2.1 Explain the standards for reporting. |  |
| CTE NURS.7.2.2 Demonstrate how to take an accurate blood pressure reading, pulse and respiration, and the use of thermometers. |  |
| CTE NURS.7.2.3 Describe oxygen devices. |  |
| CTE NURS.7.2.4 Demonstrate how to use a pulse oximeter. |  |
| CTE NURS.7.2.5 Demonstrate how to measure height and weight accurately. |  |

### Performance Standard NURS.7.3 Safety and Accuracy in Physiological Measurements

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE NURS.7.3.1 Demonstrate safe cleaning of equipment to prevent the transmission of infection. |  |
| CTE NURS.7.3.2 Describe factors which may cause equipment to malfunction. |  |
| CTE NURS.7.3. Describe procedures to place malfunctioning equipment out-of-service. |  |

## Standard NURS.8.0: Nutritional Requirements and Techniques

### Performance Standard NURS.8.1 General Nutrition Concepts

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE NURS.8.1.1 Explain general nutritional requirements including state and federal guidelines. |  |
| CTE NURS.8.1.2 Compare and contrast the various special diets for patients. |  |
| CTE NURS.8.1.3 Discuss thickened liquids for the client with swallowing difficulties. |  |
| CTE NURS.8.1.4 Describe fluid balance. |  |
| CTE NURS.8.1.5 Describe signs and symptoms of dehydration. |  |
| CTE NURS.8.1.6 Summarize dietary practices unique to various religious or ethnic groups. |  |

### Performance Standard NURS.8.2 Skill Demonstration

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE NURS.8.2.1 Summarize principles of serving residents’ meals. |  |
| CTE NURS.8.2.2 Demonstrate preparing, serving, and feeding of the client who requires assistance. |  |
| CTE NURS.8.2.3 Demonstrate measuring and recording the intake and output (I & O) record. |  |
| CTE NURS.8.2.4 Demonstrate calculating and recording meal percentages. |  |
| CTE NURS.8.2.5 Discuss observations of the client receiving intravenous fluids. |  |
| CTE NURS.8.2.6 Discuss observations of the patient receiving tube feedings. |  |
| CTE NURS.8.2.7 Describe assistive devices available to assist patients in eating meals. |  |
| CTE NURS.8.2.8 Describe the nursing assistant’s role in providing a dignified dining experience. |  |

### Performance Standard NURS.8.3 Skill Explanation

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE NURS.8.3.1 Summarize safe handling of food and prevention of food borne illness. |  |
| CTE NURS.8.3.2 Describe diseases or conditions that may interfere with the normal eating process. |  |
| CTE NURS.8.3.3 Explain aspiration and dysphagia. |  |

## Standard NURS.9.0: Procedures and Processes Related to Elimination

### Performance Standard NURS.9.1 Normal and Abnormal Urinary and Bowel Elimination

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE NURS.9.1.1 Differentiate between normal and abnormal characteristics of elimination. |  |
| CTE NURS.9.1.2 Summarize observations which must be reported and documented. |  |
| CTE NURS.9.1.3 Describe diseases or conditions that may interfere with normal elimination. |  |
| CTE NURS.9.1.4 Describe nursing care required for the incontinent resident, including preventive measures. |  |

### Performance Standard NURS.9.2 Skills in Assisting with Elimination

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE NURS.9.2.1 Describe the use of elimination devices. |  |
| CTE NURS.9.2.2 Perform accurate specimen collection. |  |
| CTE NURS.9.2.3 Perform urinary catheter care. |  |
| CTE NURS.9.2.4 Perform a bladder scan measurement. |  |
| CTE NURS.9.2.5 Describe the procedure for administering enemas. |  |
| CTE NURS.9.2.6 Perform proper perineal care using infection prevention principles. |  |
| CTE NURS.9.2.7 Describe the use of elimination devices Perform accurate specimen collection Perform urinary catheter care. |  |
| CTE NURS.9.2.8 Perform a bladder scan measurement. |  |

### Performance Standard NURS.9.3 Safety in Elimination

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE NURS.9.3.1 Practice medical asepsis. |  |
| CTE NURS.9.3.2 Provide adequate fluids and nutrition to residents. |  |
| CTE NURS.9.3.3 State the importance of call light use, providing safe positioning, regular toileting, and promoting activity. |  |
| CTE NURS.9.3.4 Describe procedures which promote privacy. |  |

## Standard NURS.10.0: Providing a Quality Patient Environment

### Performance Standard NURS.10.1 Basic Human Needs

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE NURS.10.1.1 Describe basic needs for maintaining health and mental well-being. |  |
| CTE NURS.10.1.2 Respect and understand physical, mental, psychosocial, and sexual needs throughout the lifespan. |  |
| CTE NURS.10.1.3 Compare and contrast, understand, and respect a resident’s need for cultural, religious, and individual beliefs. |  |
| CTE NURS.10.1.4 Integrate independence in all areas. |  |
| CTE NURS.10.1.5 Understand a basic hierarchy of needs. |  |

### Performance Standard NURS.10.2 Physical and Environmental Needs

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE NURS.10.2.1 Explain the importance of creating a comfortable, safe, and clean resident’s environment. |  |
| CTE NURS.10.2.2 Describe the OBRA room and environmental requirements. |  |

## Standard NURS.11.0: Principles Relating to Patient Mobility

### Performance Standard NURS.11.1 Principles and Skills of Positioning and Transferring

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE NURS.11.1.1 Demonstrate the principles of proper body mechanics. |  |
| CTE NURS.11.1.2 Demonstrate the proper techniques for safe transfers and ambulation. |  |
| CTE NURS.11.1.3 Describe principles of transfer safety as it relates to wheelchairs, beds, gurneys, mechanical lifts, etc. |  |
| CTE NURS.11.1.4 Identify the principles of ambulation and use of assistive devices. |  |
| CTE NURS.11.1.5 Demonstrate care guidelines related to moving and positioning. |  |
| CTE NURS.11.1.6 Explain the importance of and list measures in preventing the complications of immobility. |  |
| CTE NURS.11.1.7 Discuss the benefits of exercise and activity. |  |
| CTE NURS.11.1.8 Describe use of various positioning aids. |  |

### Performance Standard NURS.11.2 Safety Relating To Resident Mobility

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE NURS.11.2.1 Discuss common components of fall prevention. |  |
| CTE NURS.11.2.2 Describe unsafe practices which can result in decreased mobility and increased risk for injury. |  |
| CTE NURS.11.2.3 Discuss prevention of injury to staff members. |  |

## Standard NURS.12.0: Admission, Transfer, and Discharge Procedures

### Performance Standard NURS.12.1 Admission, Transfer, and Discharge Procedures and Skills

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE NURS.12.1.1 Identify physical environments and visitor policies. |  |
| CTE NURS.12.1.2 Explain process of admission, transfer, and discharge according to agency policy. |  |
| CTE NURS.12.1.3 Demonstrate how to secure and return personal belongings according to agency policy. |  |
| CTE NURS.12.1.4 Demonstrate recording the admission, transfer, and discharge in the medical record. |  |
| CTE NURS.12.1.5 Identify individual risk factors and needs during admission, transfer, and discharge processes. |  |
| CTE NURS.12.1.6 Define the admission process, including unit orientation and the significance of meeting a new resident or patient for the first time. |  |

### Performance Standard NURS.12.2 Safety in Admission, Transfer, and Discharge

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE NURS.12.2.1 Describe patient identifiers. |  |
| CTE NURS.12.2.2 Explain the use of the call light as a principle of safety. |  |
| CTE NURS.12.2.3 Describe safety issues upon admission, transfer, and discharge. |  |
| CTE NURS.12.2.4 Provides an environment with adequate ventilation, warmth, light and quiet. |  |
| CTE NURS.12.2.5 Promotes a clean, orderly, and safe environment including equipment for a client or resident. |  |
| CTE NURS.12.2.6 Demonstrate respect for rights and property of clients and coworkers |  |

## Standard NURS.13.0: Care of Residents with Complex Needs

### Performance Standard NURS.13.1 Common Diseases and Disorders

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE NURS.13.1.1 Identify and describe common diseases and disorders (including mental health and cognitive disorders). |  |
| CTE NURS.13.1.2 Discuss nursing measures to care for residents with common diseases and disorders. |  |

### Performance Standard NURS.13.2 Caring for Residents with Common Diseases and Disorders

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE NURS.13.2.1 Differentiate between the care that specific diseases require. |  |
| CTE NURS.13.2.2 List actions nursing assistants can use to help a resident with physical, cognitive, psychosocial, and spiritual needs. |  |
| CTE NURS.13.2.3 Utilize the care plan as a guide to care. |  |

### Performance Standard NURS.13.3 Safety in Caring For a Resident with Complex Needs

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE NURS.13.3.1 Identify potential safety risks related to residents with complex needs. |  |
| CTE NURS.13.3.2 Follow safety protocols for identified risks for residents with complex needs. |  |
| CTE NURS.13.3.3 Discuss indicators of suicide risk, immediate interventions and reporting guidelines. |  |

### Performance Standard NURS.13.4 Rehabilitation and Restorative Care

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE NURS.13.4.1 Define the difference between rehabilitation and restorative care. |  |
| CTE NURS.13.4.2 Identify the goals of rehabilitation and restorative care. |  |
| CTE NURS.13.4.3 Describe how rehabilitation involves the whole person. |  |
| CTE NURS.13.4.4 Explain how to promote quality of life. |  |
| CTE NURS.13.4.5 Recognize the role of family in the rehabilitation team. |  |
| CTE NURS.13.4.6 Describe how physical and mental deficits (disability) may impact a person’s ability to perform Activities of Daily Living (ADL). |  |

### Performance Standard NURS.13.5 End of Life Care

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE NURS.13.5.1 Explain factors affecting attitudes about death, i.e., age, culture, religion, degree of illness. |  |
| CTE NURS.13.5.2 List and describe the grieving process. care. |  |
| CTE NURS.13.5.3 Describe strategies for meeting the physical, psychological, social and spiritual needs of a dying person. |  |
| CTE NURS.13.5.4 List the rights and choices of the dying person. |  |
| CTE NURS.13.5.5 Describe needs unique to the loved ones in the life of the dying person. |  |
| CTE NURS.13.5.6 Identify the goal of hospice care. |  |
| CTE NURS.13.5.7 Discuss legal and ethical issues surrounding death. |  |
| CTE NURS.13.5.8 List the signs of dying, including the signs of imminent death. |  |
| CTE NURS.13.5.9 List the signs of death. |  |
| CTE NURS.13.5.10 Describe nursing assistant measures in caring for the dying and deceased person. |  |

## Standard NURS.14.0: Safety and Emergency

### Performance Standard NURS.14.1 Safety and Emergency

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE NURS.14.1.1 List general rules of safety and accident prevention in health care settings for residents and staff. |  |
| CTE NURS.14.1.2 Identify major causes of fire in any setting and list prevention guidelines. |  |
| CTE NURS.14.1.3 List guidelines for safe oxygen use. |  |
| CTE NURS.14.1.4 Demonstrate how to recognize and respond to medical emergencies and disasters. |  |
| CTE NURS.14.1.5 Apply safety concepts in the work place. |  |

# Indicators of quality Rubric:

Standards aligned and Integrated Curriculum:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The curriculum is based on industry-validated technical standards and competencies. |  |
| 1. The curriculum is aligned with relevant content and standards for core subjects, such as reading, math and science, including federal, state and/or local standards, as appropriate. |  |
| 1. The curriculum incorporates employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications and workplace etiquette. |  |
| 1. The curriculum allows for student application of integrated knowledge and skills in authentic scenarios. |  |
| 1. Materials used reflect current workplace, industry and/or occupational practices and requirements. |  |

Access and Equity:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Materials are provided in a way that ensures all students have the opportunity to achieve success in the program of study, including by meeting Title IX, Americans with Disabilities Act and other accessibility requirements. |  |
| 1. Materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study. |  |
| 1. Contains guidance to support differentiated and culturally responsive (i.e., purposefully represents diverse cultures, linguistic backgrounds, learning styles and interests) instruction in the classroom so that every student’s need are addressed by including:    1. Suggestions for how to promote equitable instruction by making connections to culture, home, neighborhood, and community as appropriate.    2. Appropriate scaffolding, interventions, and supports, including integrated and appropriate reading, writing, listening, and speaking alternatives (e.g., translations, picture support, graphic organizers) that neither sacrifice content nor avoid language development for English language learners, special needs, or below grade level readers.    3. Digital and print resources that provide various levels of readability.    4. Modifications and extensions for all students, including those performing above their grade level, to deepen understanding of the content.    5. Materials in multiple language formats. |  |

Student Focus:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material supports the sequential and cumulative development of foundational skills and progresses in specificity to build students’ depth of knowledge and skills. Those skills are necessary for a student’s independent comprehension of grade-level complex texts and mastery of tasks called for by the standards. |  |
| 1. Content and standards within the program of study are non-duplicative and vertically aligned to prepare students to transition seamlessly to the next level of education. |  |
| 1. The material provides many and varied opportunities for students to work with each standard within the grade level. |  |
| 1. The material cross-refers and integrates other content areas. |  |
| 1. The material has a balance of text types and lengths that encourage close, in-depth reading and rereading, analysis, comparison, and synthesis of texts. |  |
| 1. The material includes sufficient supplementary activities or assignments that are appropriately integrated into the text. |  |
| 1. The material has activities and assignments that develop problem-solving skills and foster synthesis and inquiry at both an individual and group level. |  |
| 1. The material has activities and assignments that reflect varied learning styles of students. |  |
| 1. The material includes appropriate instructional strategies. |  |
| 1. Project-based learning and related instructional approaches, such as problem-based, inquiry-based and challenge-based learning, are fully integrated into the material. |  |

Pedagogical Approach:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Provides guidance for teachers throughout for how learning experiences build on each other to support students in developing a deep understanding of the content. |  |
| 1. Provides scaffolded supports for teachers to facilitate learning of the content so that students are increasingly responsible for making sense of the content. |  |
| 1. The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text. |  |
| 1. The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand. |  |
| 1. Includes appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, reviewed, and augmented with visual representations when appropriate. |  |
| 1. Allows teachers to access, revise, and print form digital resources (e.g., readings, labs, assessments, rubrics). |  |
| 1. Uses varied modes (selected, constructed, project-based, extended response, and performance tasks) of instruction-embedded pre-, formative, summative, peer, and, self-assessment measures of learning. |  |
| 1. Includes editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for assessing student performance and to support teachers in planning instruction and providing ongoing feedback to students. |  |
| 1. Provides multiple opportunities for students to demonstrate and receive feedback on performance of practices connected with their understanding of concepts. |  |

Presentation and Design:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material has an aesthetically appealing appearance. |  |
| 1. Digital and print materials are consistently formatted, visually focused, and uncluttered for efficient use. |  |
| 1. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size. |  |
| 1. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving. |  |
| 1. Non-text content (performance clips, images, maps, globes, graphs, pictures, charts, databases, and models) are accurate and well integrated into the text. |  |

Technology:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Technology and digital media support, extend, and enhance learning experiences. |  |
| 1. The material has “platform neutral” technology (i.e., cloud based) and availability for networking. |  |
| 1. The material has a user-friendly and interactive interface allowing the user to control (shift among activities). |  |

For Questions Contact

Content & Curriculum

Idaho State Department of Education

650 W State Street, Boise, ID 83702

208 332 6800 | [www.sde.idaho.gov](http://www.sde.idaho.gov/)

1. [Idaho HPPS Nursing Assistant Program Standards](https://cte.idaho.gov/wp-content/uploads/2019/09/Nursing-Assistant-Program-Standards-Final-Rev-9.2019.pdf) [↑](#footnote-ref-1)