

Nursing Assistant Program of Study and Complementary Course Standards



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Vision

All Nevada students are equipped and feel empowered to attain their vision of success

Mission

To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence



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Acknowledgements

The development of Nevada career and technical education (CTE) standards and assessments is a collaborative effort sponsored by the Nevada Department of Education (NDE) Office of Career Readiness, Adult Learning, and Education Options. The Nevada Department of Education relies on educators and industry representatives who have the technical expertise and teaching experience to develop standards and performance indicators that truly measure student skill attainment. More importantly, the NDE would like to recognize the time and commitment by the writing team members in developing the career and technical standards for Nursing Assistant.

Standards Development Members

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Business and Industry Validation

All CTE standards developed through the Nevada Department of Education are validated by business and industry through one or more of the following processes: (1) the standards are developed by a team consisting of business and industry representatives, or (2) a separate review panel is coordinated with industry experts to ensure the standards include the proper content, or (3) nationally recognized standards currently endorsed by business and industry.

The Nursing Assistant standards were validated through active participation of business and industry representatives on the development team. These standards integrated the HOSA: Future Health Professionals' event guidelines for Nursing Assistant and the National Healthcare Foundation Standards and Accountability Criteria. The Nursing Assistant standards were also validated with the adoption of the Nevada State Board of Nursing, and NRS 632. The State Board of Nursing approved the standards for classroom support at their State Board of Nursing meeting on November 17, 2021.

Introduction

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of a high school Nursing Assistant program of study. These standards are designed for a two-credit course sequence that prepares the student for a technical assessment directly aligned to the standards.

These exit-level standards are designed for the student to complete all standards through their completion of a program of study. These standards are intended to guide curriculum objectives for a program of study.

The standards are organized as follows:

- **Content Standards** are general statements that identify major areas of knowledge, understanding, and the skills students are expected to learn in key subject and career areas by the end of the program.
- **Performance Standards** follow each content standard. Performance standards identify the more specific components of each content standard and define the expected abilities of students within each content standard.
- **Performance Indicators** are very specific criteria statements for determining whether a student meets the performance standard. Performance indicators may also be used as learning outcomes, which teachers can identify as they plan their program learning objectives. The indicators are followed by designations that reflect the course sequence (e.g., 12 for the first-year course of a two-year program and 22 for the second-year course, C is to designate the indicators to be taught in the complementary courses) as referenced in the Core Course Sequence table.

The crosswalks and alignments are located in the Program Supplemental Program Resources document. These will show where the performance indicators support the Nevada Academic Content Standards. For individual course descriptions, please reference the Supplemental Program Resource or the Nevada CTE Catalog.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to the Nursing Assistant program. CTSOs are co-curricular national organizations that directly reinforce learning in the CTE classroom through curriculum resources, competitive events, and leadership development. CTSOs provide students the ability to apply academic and technical knowledge, develop communication and teamwork skills, and cultivate leadership skills to ensure college and career readiness.

The Employability Skills for Career Readiness identify the skills needed to be successful in all careers and must be taught as an integrated component of all CTE course sequences. These standards are available in a separate document.

The **Standards Reference Code** is only used to identify or align performance indicators listed in the standards to daily lesson plans, curriculum documents, or national standards. The Standards Reference Code is an abbreviated name for the program, and the content standard, performance standard and performance indicator are referenced in the program standards. This abbreviated code for identifying standards uses each of these items. For example, NURSE is the Standards Reference Code for Nursing Assistant. For Content Standard 2, Performance Standard 3 and Performance Indicator 4 the Standards Reference Code would be NURSE.2.3.4.

Nursing Assistant

Program Information

Program of Study: Nursing Assistant
Standards Reference Code: PRN HEALTH SCI/ NURSING ASST
Career Cluster: Health Science
Career Pathway(s): Support Services
Program Length: 2-year, completed sequentially
CTSO: HOSA: Future Health Professionals

Program Structure Required Program of Study Courses

The core course sequencing is provided in the following table. Complementary Courses are available and provided later in this document. The following courses provide a completed program of study. The Lab is a complementary course available concurrently with the Nursing Assistant course.

Core Course Sequence (R) with Lab Course(s) (C)

Required/ Complementary	Course Title	Abbreviated Name
R	Principles of Health Science	PRN HEALTH SCI
R	Nursing Assistant	NURSING ASST
C	Nursing Assistant Lab	NURSING ASST LAB

CONTENT STANDARD 1.0: INTEGRATE CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOs)**Performance Standard 1.1: Explore the History and Organization of CTSOs**

- 1.1.1 Discuss the requirements of CTSO participation/involvement as described in Carl D. Perkins Law (12, 22, C)
- 1.1.2 Research nationally recognized CTSOs (12, 22, C)
- 1.1.3 Investigate the impact of federal and state government regarding the progression and operation of CTSOs (e.g., Federal Statutes and Regulations, Nevada Administrative Code [NAC], Nevada Revised Statutes [NRS]) (12, 22, C)

Performance Standard 1.2: Develop Leadership Skills

- 1.2.1 Discuss the purpose of parliamentary procedure (12, 22, C)
- 1.2.2 Demonstrate the proper use of parliamentary procedure (12, 22, C)
- 1.2.3 Differentiate between an office and a committee (12, 22, C)
- 1.2.4 Discuss the importance of participation in local, regional, state, and national conferences, events, and competitions (12, 22, C)
- 1.2.5 Participate in local, regional, state, or national conferences, events, or competitions (12, 22, C)
- 1.2.6 Describe the importance of a constitution and bylaws to the operation of a CTSO chapter (12, 22, C)

Performance Standard 1.3: Participate in Community Service

- 1.3.1 Explore opportunities in community service-related work-based learning (WBL) (12, 22, C)
- 1.3.2 Participate in a service learning (program related) and/or community service project or activity (12, 22, C)
- 1.3.3 Engage with business and industry partners for community service (12, 22, C)

Performance Standard 1.4: Develop Professional and Career Skills

- 1.4.1 Demonstrate college and career readiness (e.g., applications, resumes, interview skills, presentation skills) (12, 22, C)
- 1.4.2 Describe the appropriate professional/workplace attire and its importance (12, 22, C)
- 1.4.3 Investigate industry-standard credentials/certifications available within this Career Cluster™ (12, 22, C)
- 1.4.4 Participate in authentic contextualized instructional activities (12, 22, C)
- 1.4.5 Demonstrate technical skills in various student organization activities/events (12, 22, C)

Performance Standard 1.5: Understand the Relevance of Career and Technical Education (CTE)

- 1.5.1 Make a connection between program standards to career pathway(s) (12, 22, C)
- 1.5.2 Explain the importance of participation and completion of a program of study (12, 22, C)
- 1.5.3 Promote community awareness of local student organizations associated with CTE programs (12, 22, C)

CONTENT STANDARD 2.0: UNDERSTAND THE ROLE AND RESPONSIBILITY OF A NURSING ASSISTANT**Performance Standard 2.1: Understand Scope of Practice**

- 2.1.1 Follow guidelines of the Nevada State Board of Nursing (NSBN) Nurse Practice Act (22)
- 2.1.2 Explain the licensure requirements for Certified Nursing Assistants (CNA) in the State of Nevada (NRS 632) (22)
- 2.1.3 Differentiate scope of practice, skill guidelines, and job description (22)
- 2.1.4 Identify clinical facility procedures and policies (22)

Performance Standard 2.2: Describe Ethics and Law

- 2.2.1 Recognize the implications of social media (22)
- 2.2.2 Describe the ethical behavior of a nursing assistant (22)
- 2.2.3 Discuss legal issues related to nursing assistant practice, including liability, negligence, tort laws, and incident reporting (22)
- 2.2.4 Describe disciplinary actions which can be taken by the NSBN against a CNA (22)
- 2.2.5 Understand Health Information Portability and Accountability Act (HIPAA) regulations (22)

Performance Standard 2.3: Identify Residents' Rights

- 2.3.1 Describe residents' rights and how to promote dignity and quality of life (22)
- 2.3.2 Explain what is meant by elder abuse and the signs of elder abuse (22)
- 2.3.3 Explain how to report if elder abuse is suspected (22)
- 2.3.4 Explain CNA's role and responsibility as mandated reporters of abuse (22)
- 2.3.5 Explain federal guidelines for protection of vulnerable populations Omnibus Budget Reconciliation Act (OBRA) (22)
- 2.3.6 Understand the process of dealing with resident grievances (22)

Performance Standard 2.4: Understand how Role Fits into Overall Healthcare Environment

- 2.4.1 Differentiate between healthcare facilities (22)
- 2.4.2 Describe the nursing assistant's role in the continuum of healthcare (22)
- 2.4.3 Identify the members of the healthcare and nursing teams (22)

CONTENT STANDARD 3.0: DESCRIBE COMMUNICATION AND INTERPERSONAL RELATIONSHIPS**Performance Standard 3.1: Describe Communication and Interpersonal Relationships**

- 3.1.1 Describe elements in the communication process (22)
- 3.1.2 Describe barriers to communication (22)
- 3.1.3 Describe ways to promote effective communication (22)
- 3.1.4 Describe the nursing assistant's contribution to carrying out the plan of care (22)
- 3.1.5 Describe verbal and non-verbal communication (22)
- 3.1.6 Explore a plan of personal stress management (i.e., how to cope/deal effectively with residents and others in the workplace) (22)

Performance Standard 3.2: Use Proper Documentation Processes

- 3.2.1 Describe rules for recording and reporting (22)
- 3.2.2 Describe subjective and objective data (22)
- 3.2.3 Demonstrate the ability to document and chart correctly, including electronic formats (22)
- 3.2.4 Explain the purpose, sections, and information found in the medical record (22)

CONTENT STANDARD 4.0: EXPLAIN AND DEMONSTRATE INDIRECT CARE PRACTICES**Performance Standard 4.1: Promote Residents' Dignity**

- 4.1.1 Demonstrate respect for illnesses and vulnerable populations (22)
- 4.1.2 Demonstrate respect for cultural diversity (22)

Performance Standard 4.2: Promote Residents' Rights

- 4.2.1 Describe residents' rights and how to promote a resident's quality of life (22)
- 4.2.2 Demonstrate the maintenance of residents to decrease the use of physical and chemical restraints (22)

Performance Standard 4.3: Promote Residents' Safety

- 4.3.1 List and recognize potential hazards in the resident's environment (22)
- 4.3.2 Identify safety measures used for resident care (22)
- 4.3.3 List corrective actions when hazards are identified (22)
- 4.3.4 Discuss components of fall prevention (22)
- 4.3.5 Understand the application of unsterile warm and cold treatments (22)
- 4.3.6 Understand safety and emergency procedures (Heimlich maneuver, etc.) (22)

CONTENT STANDARD 5.0: UNDERSTAND INFECTION PREVENTION CONCEPTS**Performance Standard 5.1: Explain Infection Prevention Processes**

- 5.1.1 Explain the chain of infection (22)
- 5.1.2 Follow Standard Precautions and Transmission-based Precautions (22)
- 5.1.3 Describe the Occupational Safety and Health Administration (OSHA) Bloodborne Pathogens standard (22)
- 5.1.4 Define healthcare-acquired infections (22)
- 5.1.5 Define multidrug-resistant infections (MDR) (22)
- 5.1.6 List the recommended immunizations for healthcare workers (22)
- 5.1.7 Utilize personal and environmental processes to prevent infection (22)

CONTENT STANDARD 6.0: UNDERSTAND HUMAN ANATOMY AND PHYSIOLOGY

Performance Standard 6.1: Understand Structure and Function of Body Systems

- 6.1.1 State the purpose of each body system (22)
- 6.1.2 Explain the impact of the aging process on each body system (22)
- 6.1.3 Discuss the impact of disease processes on each body system (22)

Performance Standard 6.2: Differentiate Between Growth and Development

- 6.2.1 Describe the principles of growth and development (22)
- 6.2.2 Differentiate between the stages of growth and development (22)

Performance Standard 6.3: Define Medical Terminology

- 6.3.1 Define vocabulary for each body system (22)
- 6.3.2 Define three-word elements used in medical terms (22)
- 6.3.3 Differentiate between accepted abbreviations used in healthcare (22)

CONTENT STANDARD 7.0: DEMONSTRATE PERSONAL CARE PROCEDURES**Performance Standard 7.1: Recognize and Implement Hygiene and Grooming Principles**

- 7.1.1 Explain the importance of hygiene and grooming (22)
- 7.1.2 Explain the importance of skin care, oral hygiene, bathing, dressing and undressing, shaving, and nail and hair care (22)
- 7.1.3 Describe the functions of skin (22)
- 7.1.4 Describe factors that compromise skin integrity (22)
- 7.1.5 Identify pressure points (22)
- 7.1.6 Describe nursing actions which prevent and treat pressure ulcers (22)

Performance Standard 7.2: Demonstrate Personal Care Procedures

- 7.2.1 List the tasks performed in hygiene and grooming (22)
- 7.2.2 Demonstrate skills related to skin care, oral hygiene, bathing, dressing and undressing, shaving, and nail and hair care (22)

Performance Standard 7.3: Demonstrate Safety in Performing Personal Hygiene Skills

- 7.3.1 Identify safety measures when performing hygiene and grooming (22)
- 7.3.2 Identify safety measures used during skin care, oral hygiene, bathing, dressing and undressing, shaving, and nail and hair care (22)
- 7.3.3 Describe reportable conditions as observed during care (22)

CONTENT STANDARD 8.0: EXPLAIN AND DISCUSS PHYSIOLOGICAL MEASUREMENTS**Performance Standard 8.1: Understand Vital Signs**

- 8.1.1 List the vital signs (22)
- 8.1.2 Explain why vital signs are measured (22)
- 8.1.3 Describe factors which can affect vital signs (22)
- 8.1.4 State the normal ranges for vital signs (22)
- 8.1.5 State the normal characteristics of each vital sign (22)

Performance Standard 8.2: Demonstrate Measurements

- 8.2.1 Explain the standards for reporting (22)
- 8.2.2 Demonstrate how to properly take a manual and electronic blood pressure, pulse and respiration, and temperature (22)
- 8.2.3 List signs and symptoms of pain (22)
- 8.2.4 Describe oxygen devices (22)
- 8.2.5 Demonstrate how to use a pulse oximeter (22)
- 8.2.6 Demonstrate how to measure height and weight accurately (22)

Performance Standard 8.3: Demonstrate Safety and Accuracy in Physiological Measurements

- 8.3.1 Demonstrate safe cleaning and disinfection of equipment to prevent the transmission of infection (22)
- 8.3.2 Describe factors which may cause equipment to malfunction (22)
- 8.3.3 Describe procedures to place malfunctioning equipment out of service (22)

CONTENT STANDARD 9.0: DIFFERENTIATE BETWEEN NUTRITIONAL REQUIREMENTS AND TECHNIQUES**Performance Standard 9.1: Identify General Nutritional Concepts**

- 9.1.1 Explain general nutritional requirements, including USDA recommendations (22)
- 9.1.2 Compare and contrast the various special diets for patients (22)
- 9.1.3 Discuss thickened liquids for the client with swallowing difficulties (22)
- 9.1.4 Describe fluid balance (22)
- 9.1.5 Describe signs and symptoms of dehydration (22)
- 9.1.6 Summarize dietary practices unique to various religious or ethnic groups (22)

Performance Standard 9.2: Demonstrate Skills

- 9.2.1 Summarize principles of serving residents' meals (22)
- 9.2.2 Demonstrate preparing, serving, and feeding of the client who requires assistance (22)
- 9.2.3 Demonstrate measuring and recording the intake and output (I and O) in milliliters (22)
- 9.2.4 Demonstrate calculating and recording meal percentages of foods consumed (22)
- 9.2.5 Discuss observations of the client receiving intravenous fluids (22)
- 9.2.6 Discuss observations of the patient receiving tube feedings (22)
- 9.2.7 Describe assistive devices available to assist patients in eating meals (22)

Performance Standard 9.3: Use Proper Food Handling

- 9.3.1 Summarize safe handling of food and prevention of foodborne illness (22)

Performance Standard 9.4: Demonstrate Proper Safety Standards

- 9.4.1 Describe diseases or conditions that may interfere with the normal eating process (22)
- 9.4.2 Explain aspiration and dysphagia (22)
- 9.4.3 Understand conditions that impair eating (22)

CONTENT STANDARD 10.0: UNDERSTAND PROCEDURES AND PROCESSES RELATED TO ELIMINATION**Performance Standard 10.1: Identify Normal and Abnormal Urinary and Bowel Elimination**

- 10.1.1 Differentiate between normal and abnormal characteristics of elimination (22)
- 10.1.2 Summarize observations which must be reported and documented (22)
- 10.1.3 Describe diseases or conditions that may interfere with normal elimination (22)
- 10.1.4 Describe nursing care required for the incontinent resident, including preventive measures (22)
- 10.1.5 Demonstrate external care of an established colostomy (22)

Performance Standard 10.2: Demonstrate Skills in Assisting with Elimination

- 10.2.1 Describe the use of elimination devices (22)
- 10.2.2 Perform accurate specimen collection (22)
- 10.2.3 Perform urinary catheter care (22)
- 10.2.4 Describe the use of a bladder scan (22)
- 10.2.5 Describe the procedure for administering enemas (22)

Performance Standard 10.3: Promote Safety in Elimination

- 10.3.1 Practice medical asepsis (22)
- 10.3.2 Provide adequate fluids and nutrition to residents (22)
- 10.3.3 State the importance of call light use, providing safe positioning, regular toileting, and promoting activity (22)
- 10.3.4 Describe procedures which promote privacy (22)

CONTENT STANDARD 11.0: UNDERSTAND THE IMPACT OF PROVIDING A QUALITY PATIENT ENVIRONMENT**Performance Standard 11.1: Understand Basic Human Needs**

- 11.1.1 Describe basic needs for maintaining life and mental well-being (22)
- 11.1.2 Summarize physical, mental, psychosocial, and sexual needs throughout the lifespan (22)
- 11.1.3 Compare and contrast, understand, and respect a resident's need for cultural, religious, and individual beliefs (22)
- 11.1.4 Integrate independence in all areas (22)
- 11.1.5 Recognize patient concerns regarding mental health and social services (22)
- 11.1.6 Demonstrate the care of cognitively impaired persons (22)

Performance Standard 11.2: Identify Physical and Environmental Needs

- 11.2.1 Explain importance of creating a comfortable, safe, and clean resident's environment (22)
- 11.2.2 Describe the OBRA room and environmental requirements (22)

CONTENT STANDARD 12.0: UNDERSTAND THE PRINCIPLES RELATED TO PATIENT MOBILITY**Performance Standard 12.1: Describe the Principles of Positioning and Transferring**

- 12.1.1 Demonstrate the principles of body mechanics (22)
- 12.1.2 Describe the principles of positioning (22)
- 12.1.3 Describe the principles of safe transfers (22)
- 12.1.4 Explain the importance of and list measures in preventing the complications of immobility (22)
- 12.1.5 Identify the principles of ambulation and use of assistive devices (22)

Performance Standard 12.2: Demonstrate Skills Related to Resident Mobility

- 12.2.1 Demonstrate Range of Motion (ROM), use of assistive devices, transfers, moving residents, and ambulation (22)
- 12.2.2 Demonstrate body positioning and alignment (22)

Performance Standard 12.3: Demonstrate Safety as Related to Resident Mobility

- 12.3.1 Discuss components of fall prevention (22)
- 12.3.2 Discuss prevention of injury to staff members (22)
- 12.3.3 Demonstrate the use of non-skid socks, shoes, and gait belts (22)

CONTENT STANDARD 13.0: DESCRIBE ADMISSION, TRANSFER, AND DISCHARGE PROCEDURES**Performance Standard 13.1: Describe the Components of Admission, Transfer, and Discharge Procedures**

- 13.1.1 Identify physical environments and visitor policies (22)
- 13.1.2 Explain process of admission, transfer, and discharge according to agency policy (22)

Performance Standard 13.2: Demonstrate Skills of Admission, Transfer, and Discharge

- 13.2.1 Demonstrate how to secure and return personal belongings according to agency policy (22)
- 13.2.2 Understand the admission process (22)
- 13.2.3 Understand the transfer process (22)
- 13.2.4 Understand the discharge process (22)
- 13.2.5 Identify individual risk factors and needs during admission, transfer, and discharge processes (22)

Performance Standard 13.3: Demonstrate Safety in Admission, Transfer, and Discharge

- 13.3.1 Describe patient identifiers (22)
- 13.3.2 Demonstrate the functions of a bed as a principle of safety (22)

CONTENT STANDARD 14.0: UNDERSTAND THE CARE OF RESIDENTS WITH SPECIAL NEEDS**Performance Standard 14.1: Discuss Common Diseases and Disorders**

- 14.1.1 Identify and describe common diseases and disorders (22)
- 14.1.2 Discuss nursing measures to care for residents with common diseases and disorders (22)

Performance Standard 14.2: Demonstrate the Skills in Caring for Residents with Common Diseases and Disorders

- 14.2.1 Differentiate between the care specific diseases require (22)
- 14.2.2 List actions nursing assistants can use to help a resident with psychological, spiritual, social, and physical needs (22)
- 14.2.3 Utilize the care plan as a guide to care (22)

Performance Standard 14.3: Describe Safety in Caring for a Resident with Special Needs

- 14.3.1 Identify potential safety risks related to residents with special needs (22)
- 14.3.2 Follow safety protocols for identified risks for residents with special needs (22)

Performance Standard 14.4: Understand Rehabilitation and Restorative Care

- 14.4.1 Identify the goals of rehabilitation and restorative care (22)
- 14.4.2 Describe how rehabilitation involves the whole person (22)
- 14.4.3 Identify restorative care (22)
- 14.4.4 Explain how to promote quality of life (22)

Performance Standard 14.5: Describe the Death and Dying Process

- 14.5.1 Discuss the care of residents who are grieving, dying, or deceased (22)
- 14.5.2 Describe the signs and symptoms of approaching death and death itself (22)
- 14.5.3 Describe the rights of the dying resident (22)
- 14.5.4 Describe postmortem care (22)

Complementary Courses

State Complementary Skill Standards

State complementary skill standards are designed to clearly state what the student should know and be able to do upon completion of a **one-year** complementary course related to their career and technical education (CTE) program of study. **Completion of the qualifying Program of Study is required prior to enrollment in a complementary course.**

Employability Skills for Career Readiness Standards

Students have completed all program content standards and will pursue advanced study through investigation and in-depth research.

Complementary Course Standards Contributing Members

Course Contribution(s)	Name	Occupation/Title	Stakeholder Affiliation	School/Organization
Pharmacy Practice	Vivian Ho, PharmD	Pharmacist	Business and Industry Representative	Optum Infusion Pharmacy
Pharmacy Practice	Mark Brunton, CPhT	Dean of Education	Postsecondary	Northwest Career College
Pharmacy Practice	Mason Myers, Pharm D	Pharmacist	Business and Industry Representative	Oregon Health & Science University
Pharmacy Practice	Alexandra Forshee	Instructor	Secondary Educator	Southeast Career and Technical Academy, Clark County School District
Pharmacy Practice	Maria Manta Keller	Instructor	Secondary Educator	East Career and Technical Academy, Clark County School District
Health Information Management	Leonard Hamer, MBA CMPE	CEO	Business and Industry	Physician Select Management, LLC

Business and Industry Validation

All CTE standards developed through the Nevada Department of Education are validated by business and industry through one or more of the following processes: (1) the standards are developed by a team consisting of business and industry representatives, or (2) a separate review panel is coordinated with industry experts to ensure the standards include the proper content, or (3) nationally recognized standards currently endorsed by business and industry.

The Pharmacy Practice and Health Information Management complementary standards for Nursing Assistant program of study were validated through active participation of business and industry representatives on the development team.

Complementary Course Information for Nursing Assistant

Program Information

Qualifying Program of Study: Nursing Assistant

Career Cluster: Health Science

Career Pathway(s): Therapeutic Services

CTSO: HOSA: Future Health Professionals

Grade Level: 11-12

Program Structure for Complementary Courses

The complementary courses are provided in the following table. **The qualifying program of study must be completed prior to enrolling in the complementary courses** (except labs that are done concurrently with the second-year course). A program does not have to utilize the complementary courses for students to complete their program of study.

Complementary Courses

Required/ Complementary	Course Title	Abbreviated Name
C	Pharmacy Practice for Nursing Assistant	PHARM NURSE ASST
C	Health Information Management for Nursing Assistant	HLTH INFO NURSE
C	CTE Work Experience – Health Science	WORK EXPER HEALTH

Complementary Course Standards

Pharmacy Practice

CONTENT STANDARD 1.0: IDENTIFY THE ROLE OF THE PHARMACY PROFESSION IN HEALTH CARE

Performance Standard 1.1: Roles and Services

- 1.1.1 Explain the role of the pharmacist
- 1.1.2 Explain the role of the pharmacy technician
- 1.1.3 Identify the role of the different prescribers (i.e., primary prescriber, nurse prescriber, dentists, etc.)
- 1.1.4 Explain the prescription processing operations
- 1.1.5 Compare pharmacy settings and the services they provide

CONTENT STANDARD 2.0: UNDERSTAND THE LEGAL AND ETHICAL RESPONSIBILITIES WITHIN THE PHARMACY PRACTICE

Performance Standard 2.1: Perform Duties According to Regulations, Policies, and Laws

- 2.1.1 Understand Nevada Administrative Code (NAC), and pharmacy record keeping in relation to pharmacy technicians
- 2.1.2 Understand pertinent federal laws in regard to pharmacy practice
- 2.1.3 Describe licensure, certification, registration of pharmacy technicians
- 2.1.4 Compare the legislative scope of practice of pharmacy professionals
- 2.1.5 Understand United States Pharmacopeia (USP) Guidelines 795, 797, 800
- 2.1.6 Practice Health Information Portability Accountability Act (HIPPA)
- 2.1.7 Recognize Drug Enforcement Administration (DEA) Code of Federal Regulations (number validation)
- 2.1.8 Understand the role of the Food and Drug Administration (FDA)
- 2.1.9 Understand the related guidelines of the Occupational Safety and Health Administration (OSHA) and safety data sheets (SDS)
- 2.1.10 Distinguish between accrediting bodies
- 2.1.11 Demonstrate knowledge of continuing education and training

Performance Standard 2.2: Professional Standards and Interpersonal Skills

- 2.2.1 Practice customer service
- 2.2.2 Model professional standards of pharmacy workers as they apply to hygiene, dress, language, confidentiality, civil behavior, substance use and abuse
- 2.2.3 Understand various cultural differences and beliefs and how they impact pharmacy practice
- 2.2.4 Understand the implications of social media in professional liability

Performance Standard 2.3: Apply Critical Thinking Skills

- 2.3.1 Evaluate case studies related to pharmacy

CONTENT STANDARD 3.0: PROCESSING AND HANDLING OF MEDICATION AND MEDICATION ORDERS/PRESCRIPTIONS**Performance Standard 3.1: Analyzing Prescriptions**

- 3.1.1 Differentiate between a prescription and medication order
- 3.1.2 Understand pharmacy terminology and abbreviations
- 3.1.3 Interpret the prescription/medication order

Performance Standard 3.2: Assisting the Pharmacist

- 3.2.1 Collect relevant patient information
- 3.2.2 Utilize technology to input pharmacy data
- 3.2.4 Describe the prescription refill process
- 3.2.5 Assist with identifying the patient's needs for medical counseling
- 3.2.6 Demonstrate reconstitution of antibiotics prescriptions

Performance Standard 3.3: Assist Pharmacist in Special Handling and Documentation

- 3.3.1 Explain immunization and wellness programs
- 3.3.2 Demonstrate hazardous drug compounding (USP 800 Guidelines)
- 3.3.3 Understand Total Parenteral Nutrition (TPN)
- 3.3.4 Identify controlled substances and their documentation or dispensing processes
- 3.3.5 Identify controlled substances and their storage and handling
- 3.3.6 Identify drugs categorized as Risk Evaluation Mitigation Strategies (REMS)

Performance Standard 3.4: Review medication Therapy Programs

- 3.4.1 Understand medication therapy management

CONTENT STANDARD 4.0: STERILE AND NON-STERILE COMPOUNDING**Performance Standard 4.1: Compounding Sterile Products**

- 4.1.1 Follow universal precautions and aseptic technique for sterile compounding
- 4.1.2 Research the scope of USP 797 Guidelines
- 4.1.3 Understand how to read a label
- 4.1.4 Identify the equipment and technology used in sterile compounding
- 4.1.5 Determine the correct amounts of ingredients needed to compound a product
- 4.1.6 Demonstrate compounding of sterile products

Performance Standard 4.2: Compounding Non-Sterile Products

- 4.2.1 Follow universal precautions for non-sterile compounding
- 4.2.2 Research the scope of USP 795 Guidelines
- 4.2.3 Understand how to read a prescription for compounding
- 4.2.4 Identify the equipment, apparatus, and technology used in non-sterile compounding
- 4.2.5 Determine the correct amounts of ingredients
- 4.2.6 Demonstrate proficiency in the compounding of non-sterile products

CONTENT STANDARD 5.0: SUMMARIZE PROCUREMENT, BILLING, REIMBURSEMENT, AND INVENTORY MANAGEMENT**Performance Standard 5.1: Assist in the Adjudication of Billing**

- 5.1.1 Identify third party plans
- 5.1.2 Resolve a third party rejection

Performance Standard 5.2: Apply Accepted Procedures in Purchasing Pharmaceuticals

- 5.2.1 Describe various procedures in purchasing pharmaceuticals
- 5.2.2 Explain controlled substance ordering systems (DEA Form 222)

Performance Standard 5.3: Apply Accepted Procedures in Inventory Control

- 5.3.1 Differentiate inventory control systems for various drug classifications
- 5.3.2 Explain legal aspects of drug returns from patients
- 5.3.3 Describe reasons for recalled drugs
- 5.3.4 Explain standard procedures for reviewing and removing outdated drug products
- 5.3.5 Explain the procedures for returning filled prescriptions to inventory stock
- 5.3.6 Understand formularies in the pharmacy

Performance Standard 5.4: Processing Payment Options for Medical Products and Services

- 5.4.1 Practice on a Point of Sale (POS) system and collect payments
- 5.4.2 Verify patient information to assure proper dispensing
- 5.4.3 Understand required forms of identification for drug transactions and signature requirements
- 5.4.4 Understand age limits and purchase limits in dispensing certain pharmaceuticals

CONTENT STANDARD 6.0: UNDERSTAND SAFETY**Performance Standard 6.1: Practice Patient Safety**

- 6.1.1 Practice effective infection control procedures
- 6.1.2 Define and recognize a possible Drug Utilization Review (DUR)
- 6.1.3 Describe the role of Institute for Safe Medical Practices (ISMP), Medical Error Reporting Program (MERP), The Joint Commission (TJC)
- 6.1.4 Explain the “5 Rights” of medication use
- 6.1.5 Explain the “5 Whys” of “root cause analysis”

Performance Standard 6.2: Practice Medication Safety

- 6.2.1 Identify sound-alike/look-alike drugs
- 6.2.3 Identify high alert/high risk medications
- 6.2.4 Identify common safety strategies in regard to medication handling

CONTENT STANDARD 7.0: UNDERSTAND TECHNOLOGY AND INFORMATICS**Performance Standard 7.1: Use Proper Pharmaceutical Dispensing**

- 7.1.1 Identify National Association Boards of Pharmacy (NABP) requirements in labeling prescriptions
- 7.1.2 Understand the different types of pharmacy software

CONTENT STANDARD 8.0: DESCRIBE PHARMACOLOGY**Performance Standard 8.1: Understanding Pharmacokinetics**

- 8.1.1 Understand absorption, distribution, metabolism, excretion (ADME) and the related organs

Performance Standard 8.2: Understanding Pharmacodynamics

- 8.2.1 Understand drug classifications
- 8.2.2 Recognize names of common medications
- 8.2.3 Identify drug interactions/side effects
- 8.2.4 Explain strengths/dosage, dosage forms
- 8.2.5 Differentiate routes of administration

Performance Standard 8.3: Recognizing Over-the-Counter and Alternative Therapies

- 8.3.1 Recognize over-the-counter (OTC) products
- 8.3.2 Understand vitamin and minerals
- 8.3.3 Understand herbal supplements
- 8.3.4 Understand and contrast dietary/nutritional supplements
- 8.3.5 Identify devices and durable medical equipment (DME), like testing devices, first aid, and wound care

CONTENT STANDARD 9.0: APPLICATION OF PHARMACEUTICAL MATHEMATICS**Performance Standard 9.1: Apply Mathematics in Pharmaceutical Practice**

- 9.1.1 Demonstrate knowledge of Measurement Systems (apothecary, English, and metric)
- 9.1.2 Demonstrate ratios and proportions (dimensional analysis)
- 9.1.3 Understand drug strengths in percentages
- 9.1.4 Demonstrate dosage calculations (weight, body surface area, and IV rates)
- 9.1.5 Calculate “Days Supply”
- 9.1.6 Calculate “Quantity to Dispense”
- 9.1.7 Understand “Allegations”

CONTENT STANDARD 10.0: RECOGNIZE AND IMPLEMENT QUALITY ASSURANCE

Performance Standard 10.1: Application of Assurance Practices

- 10.1.1 Understand National Drug Code (NDC)
- 10.1.2 Differentiate reporting agencies (MedWatch, Poison Control, pharmaceutical manufacturer, FDA Hotline)
- 10.1.3 Recognize fraudulent prescriptions
- 10.1.4 Understand pharmacy diversion
- 10.1.5 Explain a pharmacy board audit

Complementary Course Standards Health Information Management

CONTENT STANDARD 1.0: IDENTIFY CAREERS IN HEALTH INFORMATION MANAGEMENT

Performance Standard 1.1: Examine the History of Health Information Management

- 1.1.1 Explain the relationship between healthcare and information management
- 1.1.2 Describe the evolution of health information management

Performance Standard 1.2: Explore Careers

- 1.2.1 Identify career pathways in health information management
- 1.2.2 Differentiate between different healthcare environments
- 1.2.3 Define roles and responsibilities in healthcare

Performance Standard 1.3: Understand Working Infrastructure

- 1.3.1 Describe the relationship between health information management and external/internal customers
- 1.3.2 Practice excellent customer service
- 1.2.3 Define Continuum of Care
- 1.2.4 Describe regulatory agencies and professional standards

CONTENT STANDARD 2.0: DEMONSTRATE COMMUNICATION SKILLS

Performance Standard 2.1: Apply Effective Communication Skills

- 2.1.1 Demonstrate effective communication in verbal and written forms
- 2.1.2 Distinguish between formal and informal communication
- 2.1.3 Recognize the need to adapt and apply effective communication skills to various audiences and circumstances
- 2.1.4 Develop and apply effective teamwork skills

CONTENT STANDARD 3.0: IDENTIFY AND UTILIZE DATA MANAGEMENT

Performance Standard 3.1: Demonstrate Computer Skills: Hardware, Software, and Data

- 3.1.1 Analyze and apply effective hardware integration skills
- 3.1.2 Create and utilize word processing and spreadsheets
- 3.1.3 Utilize a scheduling application
- 3.1.4 Perform a query in a database and format a query report

Performance Standard 3.2: Perform Data Integration

- 3.2.1 Acquire and apply the proper process for scanning and digital information conversion
- 3.2.2 Apply formatting and indexing to existing information
- 3.2.3 Aggregate existing and new data into a database

CONTENT STANDARD 4.0: APPLY CLINICAL TERMINOLOGY**Performance Standard 4.1: Relate Clinical Terminology to the Principles of Anatomy and Physiology**

- 4.1.1 Understand and apply proper medical terminology
- 4.1.2 Describe the need for compliant clinical documentation
- 4.1.3 Describe the use and importance of International Classification of Diseases 10th revision (ICD-10) and Current Procedural Terminology (CPT) coding systems

Performance Standard 4.2: Examine Pathophysiology

- 4.2.1 Define and explain pathophysiology and its physiological processes
- 4.2.2 Identify the most common chronic diseases

Performance Standard 4.3: Examine Pharmacology

- 4.3.1 Define pharmacology
- 4.3.2 Identify and describe the top five lab tests in a clinical setting

CONTENT STANDARD 5.0: EXPLORE HIPAA/ETHICS**Performance Standard 5.1: Research Legislation**

- 5.1.1 Summarize the Health Insurance Portability and Accountability Act (HIPAA)
- 5.1.2 Define medical ethics
- 5.1.3 Discuss patient's rights

Performance Standard 5.2: Evaluate Privacy

- 5.2.1 Define protected health information
- 5.2.2 Define confidentiality and release of information as it relates to protected health information
- 5.2.3 Define "who needs to know"
- 5.2.4 Explain use, disclosure, and proper destruction of protected health information

Performance Standard 5.3: Understand Security and Access

- 5.3.1 Describe a security user access agreement form
- 5.3.2 Recognize components of risk identification and mitigation
- 5.3.3 Investigate the impact of cybersecurity

Performance Standard 5.4: Research Regulations and Compliance

- 5.4.1 Define and describe the role of the Office for Civil Rights
- 5.4.2 Research and explain Nevada Revised Statutes in relation to health information management
- 5.4.3 Describe the purpose of auditing and compliance
- 5.4.4 Describe the process of reporting violations

CONTENT STANDARD 6.0: RECOGNIZE AND MANAGE PATIENT RECORDS**Performance Standard 6.1: Examine Patient Records**

- 6.1.1 Identify components of patient records in different healthcare environments
- 6.1.2 Compare and contrast paper records versus electronic records
- 6.1.3 Identify who is permitted to document in patient records
- 6.1.4 Assess the patient record for documentation integrity
- 6.1.5 Research and compare state and federal laws regarding record retention and destruction

Performance Standard 6.2: Demonstrate Workflow Process

- 6.2.1 Use health record data collection tools (such as input screens, document templates, digital conversion)
- 6.2.2 Verify accurate collection of proper patient demographic and insurance information
- 6.2.3 Demonstrate the process for successfully scheduling an appointment, registering/admitting a patient into a clinic or healthcare facility, and discharging a patient from a clinic visit/facility admission
- 6.2.4 Demonstrate the process for successfully fulfilling a “release of information” request
- 6.2.5 Demonstrate the process for reporting and developing a mitigation plan for a breach of electronic protected health information (PHI)

CONTENT STANDARD 7.0: UNDERSTAND HEALTH INFORMATICS**Performance Standard 7.1: Explore Health Informatics**

- 7.1.1 Examine the history of health informatics
- 7.1.2 Understand the purpose and requirements of “meaningful use”
- 7.1.3 Define and discuss the benefits and challenges to interoperability
- 7.1.4 Examine the value of a health information exchange, electronic health records, and electronic medical records
- 7.1.5 Explore future trends of health informatics (e.g. telehealth)

Performance Standard 7.2: Explore Consumer Informatics

- 7.2.1 Define consumer health informatics
- 7.2.2 Explain patient-centered care
- 7.2.3 Explain the benefits of patient portals

CONTENT STANDARD 8.0: UNDERSTAND THE REVENUE CYCLE**Performance Standard 8.1: Understanding Revenue**

- 8.1.1 Define revenue and the revenue drivers in healthcare
- 8.1.2 Outline the revenue cycle in healthcare
- 8.1.3 Explain revenue sources within healthcare (Medicaid, Medicare, private insurance, etc.)

Performance Standard 8.2: Understanding Billing and Reimbursement

- 8.2.1 Discuss the impact of coding
- 8.2.2 Outline the billing process
- 8.2.3 Discuss principles of reimbursement