

# ***Nursing Assistant Supplemental Program Resources***



This document was prepared by:

Office of Career Readiness, Adult Learning, and Education Options  
Nevada Department of Education  
755 N. Roop Street, Suite 201  
Carson City, NV 89701

[www.doe.nv.gov](http://www.doe.nv.gov)

# Supplemental Program Resources

## Table of Contents

2022

<a href="#">Introduction</a> .....	3
<a href="#">Program of Study</a> .....	4
<a href="#">Program Structure</a> .....	5
<a href="#">Course Descriptions</a> .....	6
<a href="#">Equipment List(s)</a> .....	7
<a href="#">Crosswalks and Alignments</a> .....	10

## Introduction

This document provides supplemental information for the Nursing Assistant program of study. It may be updated or revised as the base program of study, or complementary programs, are added, removed, or otherwise updated. Please contact the appropriate Education Programs Professional with any questions.

The Program of Study Information document lists the approved courses, complementary courses, alignment(s) to industry, and postsecondary options.

The Equipment List includes, if applicable, additional items used only in the complementary course(s).

The Crosswalks and Alignments academically connect and support the Nursing Assistant standards for the Health Science program of study. Complementary course standards are not listed in the crosswalks and alignments.



# Supplemental Program Resources

2022

## Program Structure for Nursing Assistant

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.

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

Required/ Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
R	Principles of Health Science	PRN HEALTH SCI	51.0000	14	002	G	1.00	12	14002G1.0012
R	Nursing Assistant	NURSING ASST	51.3902	14	051	G	1.00	22	14051G1.0022
C	Nursing Assistant Lab	NURSING ASST L	51.3902	14	051	E	1.00	22	14051E1.0022

The complementary courses are provided in the following table. **The qualifying program of study must be completed prior to enrolling in the complementary course(s).** A program does not have to utilize the complementary courses for students to complete their program of study.

Required/ Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
C	Health Information Management for Nursing Assistant	HLTH INFO NURSE	51.0707	14	157	E	1.00	11	14157E1.0011
C	Pharmacy Practice for Nursing Assistant	PHARM NURSE ASST	51.0805	14	152	E	1.00	11	14152E1.0011
C	CTE Work Experience – Health Science	WORK EXPER HEALTH	99.0008	14	298	G	1.00	11	14298G1.0011
C	Industry Recognized Credential – Nursing Assistant	IRC NURSING ASST	51.3902	14	999	E	1.00	11	14999E1.0011

CIP Code – Classification of Instructional Programs (CIP) Codes

SCED – School Courses for the Exchange of Data that populates the State Infinite Campus System and the System for Accountability Information in Nevada (SAIN)

## Course Descriptions

### Principles of Health Science

*Prerequisite: None*

The course will introduce students to human structure and function. Areas of study include anatomy, healthcare delivery systems, medical terminology, emergency management, health information technology, and legal practices. Students will demonstrate skills in cardiopulmonary resuscitation (CPR) and first aid. The appropriate use of technology and industry-standard equipment is an integral part of this course.

### Nursing Assistant

*Prerequisite: Principles of Health Science*

\*Schools must be approved by the governing State Agency in order to offer this course\*

This course is designed to provide students with the knowledge and skills required for entry into the healthcare field. Students completing this program, including the clinical practicum, are eligible to apply independently for the Nevada State Board of Nursing Certifying Exam for Nursing Assistants. Due to certification requirements, a student must complete the program in its entirety. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education.

### Nursing Assistant LAB

*Prerequisite: Concurrent enrollment in Nursing Assistant*

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the classroom instruction. The coursework will encourage students to explore and develop advanced skills in their program area. The appropriate use of technology and industry-standard equipment is an integral part of this course.

### Health Information Management for Nursing Assistant

*Prerequisite: Completion of Nursing Assistant Program of Study*

This course is offered to students who have completed all content standards in the Nursing Assistant program of study. The Health Information Management course is designed to familiarize students with computerized account management and to help students develop confidence and skills necessary to become successful users of Medical Account Management software. Areas of study include understanding the legal aspects of HIPPA and responsibilities of medical office staff, utilizing a computer program to maintain patient files.

### Pharmacy Practice for Nursing Assistant

*Prerequisite: Completion of Nursing Assistant Program of Study*

This course is offered to students who have completed all content standards in the Nursing Assistant program of study. The Pharmacy Practice course provides students with an introduction to practices and fundamentals of pharmacology. Areas of study include pharmacy, calculations, routes, inventory management, and factors affecting drug activity.

### Industry-Recognized Credential – Nursing Assistant

*Prerequisite: Completion of Nursing Assistant Program of Study*

This course is offered to students who have completed all content standards in the Nursing Assistant program of study and desire to pursue an Industry-Recognized Credential that aligns with the standards and skills associated with the Nursing Assistant Program of Study. This course is designed to expand the students' opportunities to pursue certification aligned with employment standards in the industry aligned with this program of study. The supervising teacher will provide instruction aligned with the certification requirements, monitor progress toward certification, and provide the students with appropriate testing or certification opportunities associated with the intended Industry-Recognized Credential that is the subject of the course. This course may be repeated for additional instruction and credit.

### CTE Work Experience – Health Science

*Prerequisite: Completion of Level 2 course in the qualifying program of study*

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth CTE work experience that applies the processes, concepts, and principles as described in the classroom instruction. This course will encourage students to explore and develop advanced skills through work-based learning directly related to the program of study. The course must follow NAC 389.562, 389.564, 389.566 regulations.

**Equipment List**

This recommended list is based upon a classroom size of 25 students. All costs are estimated and may be adjusted once verified and justified by districts with current quotes. No specific equipment vendor or brand names are endorsed due to various possibilities, but school districts should consult with stakeholders to ensure industry-recognized equipment and software are purchased. The intent of this list is to provide school districts with guidance on the equipment needed to implement the state standards for a Nursing Assistant program.

**CTE Classroom Equipment**

**Total: \$1,360**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
2	Storage Cabinets (36" x 12" x 72") (lockable)	\$300	\$600
1	Eyewash Station	\$300	\$300
2	Fire Extinguisher	\$130	\$260
1	Sink with Soap Dispenser	\$100	\$100
1	First Aid Kit	\$100	\$100

**Program Equipment**

**Total: \$87,600**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
25	Student Computers	\$1,000	\$25,000
1	Technology Storage/Charging System	\$2,000	\$2,000
1	Manual or Hydraulic Patient Lift	\$2,500	\$2,500
3	Long-term Care Beds (electronic)	\$1,000	\$3,000
3	Manikins (anatomically correct)	\$1,700	\$5,100
1	Anatomy table (optional)	\$50,000	\$50,000

**Instructional Materials**

**Total: \$3,485**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
25	Student Textbooks (Approved by NDE) CTE Instructional Materials list can be found <a href="#">here</a> .	\$100	\$2,500
1	Teacher Textbook Edition and Resources	\$500	\$500
1	Basic Life Support Cardiopulmonary Resuscitation (CPR) Instructor Kit	\$110	\$110
25	Basic Life Support Student Manuals	\$15	\$375

## Supplemental Program Resources

**2022**

**Instructional Supplies**

**Total:**

**\$10,380**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
5	Automated External Defibrillator (AED) Trainers	\$300	\$1,500
3	Bedside Stands	\$250	\$750
1	Wheelchair (working brakes and removable footrests)	\$250	\$250
1	Commode	\$200	\$200
2	Privacy Curtains	\$150	\$300
5	Adult CPR Manikins	\$100	\$500
5	Child CPR Manikins	\$100	\$500
5	Infant CPR Manikins	\$90	\$450
2	Laundry Hampers	\$75	\$150
3	Fracture Bed Pans	\$75	\$225
10	Stethoscope and Cuff Sets	\$75	\$750
3	Overbed Tables	\$60	\$180
1	Teaching Stethoscope	\$60	\$60
3	Standard Bed Pans	\$50	\$150
1	Biohazard Waste Can	\$50	\$50
1	Biohazard Sharps Container	\$25	\$25
1	Wall Clock	\$25	\$25
25	Adult Bag Valve Masks (BVMs)	\$25	\$625
25	Infant BVMs	\$25	\$625
1	Call Bell	\$15	\$15
5	Gait or Transfer Belts	\$15	\$75
5	Output Graduated Containers	\$15	\$75
5	Water Pitchers with Glasses	\$10	\$50
10	Thermometers	\$10	\$100
Varies	Computer Accessories (cases, covers, etc.) (optional)	\$500	\$500
Varies	Linens (pillows, top linens, towels, waterproof pads, etc.)	\$500	\$500
Varies	Personal Protective Equipment (PPE) (gloves, isolation gowns with ties, etc.)	\$500	\$500
Varies	Catheters and Tubing	\$200	\$200
Varies	Denture Sets	\$200	\$200
Varies	Sanitizers (alcohol, soap, toilet paper, etc.)	\$200	\$200
Varies	Skin, Oral, and Nail Care Products (creams, shavers, toothbrushes, clippers, emery boards, etc.)	\$200	\$200
Varies	Urinary Drainage Bags with Tubing	\$150	\$150
Varies	Food Trays, Plates, and Silverware	\$100	\$100



## Supplemental Program Resources

**2022**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
Varies	Sample Food Items	\$100	\$100
Varies	Wash and Emesis Basins	\$100	\$100

**Other**

**Total:**

**\$200**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
1	Basic Life Support CPR Instructor Training	\$200	\$200

**Category Totals:**

Classroom Equipment	\$1,360
Program Equipment	\$87,600
Instructional Materials	\$3,485
Instructional Supplies	\$10,380
Other	\$200
<b>Estimated Program Total</b>	<b>\$103,025</b>

## Crosswalks and Alignments for Program of Study Standards

Crosswalks and alignments are intended to assist the teacher make connections for students between the technical skills within the program and academic standards. The crosswalks and alignments are not intended to teach the academic standards but to assist students in making meaningful connections between their CTE program of study and academic courses. The crosswalks are for the required program of study courses, not the complementary courses.

### **Crosswalks (Academic Standards)**

The crosswalks of the Nursing Assistant Standards show connections with the Nevada Academic Content Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Nursing Assistant program connect with and support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the Nevada Academic Content Standards in English Language Arts, Mathematics, and Science.

### **Alignments (Mathematical Practices)**

In addition to connections with the Nevada Academic Content Standards for Mathematics, many performance indicators support the Mathematical Practices. The following table illustrates the alignment of the Nursing Assistant Standards Performance Indicators and the Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Nursing Assistant program connect with and support academic learning.

### **Alignments (Science and Engineering Practices)**

In addition to connections with the Nevada Academic Content Standards for Science, many performance indicators support the Science and Engineering Practices. The following table illustrates the alignment of the Nursing Assistant Standards Performance Indicators and the Science and Engineering Practices. This alignment identifies the performance indicators in which the learning objectives in the Nursing Assistant program connect with and support academic learning.

### **Crosswalks (Common Career Technical Core)**

The crosswalks of the Nursing Assistant Standards show connections with the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Nursing Assistant program connect with and support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Nursing Assistant Standards are crosswalked to the Health Science Career Cluster™ and the Therapeutic Services Career Pathway.

## Crosswalk of Nursing Assistant Program of Study Standards and the Nevada Academic Content Standards

### English Language Arts: Language Standards

Nevada Academic Content Standards		Performance Indicators
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	2.4.1
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	1.5.2

### English Language Arts: Reading Standards for Informational Text

Nevada Academic Content Standards		Performance Indicators
RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	7.2.2
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	2.2.1

### English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

Nevada Academic Content Standards		Performance Indicators
RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	8.3.2
RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.	9.11.1
RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	10.1.2
RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	8.1.1

### English Language Arts: Speaking and Listening Standards

Nevada Academic Content Standards		Performance Indicators
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	7.2.2, 9.1.4
SL.11-12.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by	1.1.1, 1.1.2, 1.2.1, 1.2.4, 1.4.2, 1.5.2, 7.2.2

## Supplemental Program Resources

2022

	referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	
SL.11-12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	2.3.2
SL.11-12.1c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	7.2.2, 8.2.2
SL.11-12.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	2.3.1, 3.2.1
SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	1.1.1, 1.1.2, 1.2.1, 1.2.4, 1.4.2
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	1.1.1, 1.1.2, 1.2.4, 1.4.2, 1.5.2, 2.2.4, 5.1.2, 7.1.3, 9.1.6, 9.1.8, 1.2.1
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)	2.4.2

### English Language Arts: Writing Standards

Nevada Academic Content Standards		Performance Indicators
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	2.2.3
W.11-12.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	2.1.3
W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	4.1.1
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	5.1.3
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	2.1.2

## English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

Nevada Academic Content Standards		Performance Indicators
WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	6.2.4
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	1.2.5, 1.4.1
WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	1.4.4
WHST.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	1.4.5
WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	1.1.2, 1.1.3, 1.4.2, 1.4.3, 1.5.2, 5.1.2, 7.1.3
WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.	5.1.1

## Math: Algebra – Reasoning with Equations and Inequalities

Nevada Academic Content Standards		Performance Indicators
AREI.A.1	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.	3.1.1

## Math: Algebra – Seeing Structure in Expressions

Nevada Academic Content Standards		Performance Indicators
ASSE.A.1	Interpret expressions that represent a quantity in terms of its context.	3.1.2

## Math: Functions – Interpreting Functions

Nevada Academic Content Standards		Performance Indicators
FIF.B.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.	2.2.3

## Math: Number & Quantity – Qualities

Nevada Academic Content Standards		Performance Indicators
NQ.A.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	2.2.2

## Science HS: From Molecules to Organisms - Structures and Processes

Nevada Academic Content Standards		Performance Indicators
HS-LS1-1	Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.	9.5.1
HS-LS1-7	Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.	9.5.2

## Science HS: Earth's Place in the Universe

Nevada Academic Content Standards		Performance Indicators
HS-LS4-5	Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.	9.9.4

## Alignment of Nursing Assistant Standards and the Mathematical Practices

Mathematical Practices	Nursing Assistant Performance Indicators
1. Make sense of problems and persevere in solving them.	
2. Reason abstractly and quantitatively.	
3. Construct viable arguments and critique the reasoning of others.	4.1.7 6.1.3
4. Model with mathematics.	8.1.4 12.1.5
5. Use appropriate tools strategically.	8.2.5, 8.2.6 10.2.3, 10.2.4 11.2.4
6. Attend to precision.	8.2.2
7. Look for and make use of structure.	
8. Look for and express regularity in repeated reasoning.	8.1.4, 8.1.5

## Alignment of Nursing Assistant Standards and the Science and Engineering Practices

Science and Engineering Practices	Nursing Assistant Performance Indicators
1. Asking questions (for science) and defining problems (for engineering).	3.1.2 9.4.1
2. Developing and using models.	5.1.1, 5.1.4, 5.1.5 7.1.3
3. Planning and carrying out investigations.	6.1.1 10.2.2, 10.2.3
4. Analyzing and interpreting data.	3.2.2, 12.2.1
5. Using mathematics and computational thinking.	8.1.2, 8.1.4, 8.2.6 9.2.3, 9.2.4
6. Constructing explanations (for science) and designing solutions (for engineering).	6.1.3
7. Engaging in argument from evidence.	9.1.6 11.1.3 14.2.2
8. Obtaining, evaluating, and communicating information.	3.1.1-3.1.6



# Supplemental Program Resources

2022

## Crosswalks of Nursing Assistant Standards and the Common Career Technical Core

Health Science Career Cluster	Performance Indicators
1. Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.	2.1.1-2.1.2
2. Explain the healthcare worker’s role within their department, their organization, and the overall healthcare system	3.1.3-2.1.4 2.4.1-2.4.2
3. Identify existing and potential hazards to clients, coworkers, visitors, and self in the healthcare workplace	4.1.2-4.1.3 5.1.1, 5.1.3 12.3.2
4. Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care	2.4.2-2.4.3 3.1.3
5. Analyze the legal and ethical responsibilities, limitations, and implications of actions within the healthcare workplace.	2.1.3; 2.2.3; 2.3.4 5.2.1
6. Evaluate accepted ethical practices with respect to cultural, social, and ethnic difference within the healthcare workplace.	5.1.2

Therapeutic Services Career Pathway	Performance Indicators
1. Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals	3.1.1-3.1.3
2. Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.	3.2.1, 3.2.3-3.2.4 6.3.1, 6.3.3 13.2.2
3. Utilize processes for assessing, monitoring, and reporting patient’s/client’s health status to the treatment team within protocol and scope of practice.	3.2.1 8.2.1 9.3.3
4. Evaluate patient/client needs, strengths, and problems in order to determine if treatment goals are being met.	11.1.1-11.1.3