PRACTICAL NURSING STANDARDS

This document was prepared by:

Office of Career Readiness, Adult Learning, and Education Options
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Adopted by the Nevada State Board of Education on
December 9, 2021

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VISION

All Nevadans ready for success in the 21st century

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 standards and assessments is a collaborative effort sponsored by the Office of Career Readiness, Adult Learning, and Education Options at the Department of Education. The Department of Education relies on teachers and industry representatives who have the technical expertise and teaching experience to develop standards and performance indicators that truly measure student skill attainment. Most important, however, is recognition of the time, expertise and great diligence provided by the writing team members in developing the career and technical standards for Practical Nursing.

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 was coordinated with industry experts to ensure the standards include the proper content; or (3) the adoption of nationally recognized standards endorsed by business and industry.

The Practical Nursing standards were validated through active participation of business and industry representatives on the development team.

The Practical Nursing standards were validated with the adoption of the nationally recognized standards approved by the State Board of Nursing in Nevada. All secondary programs must be approved by the State Board of Nursing.

PROJECT COORDINATOR

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INTRODUCTION

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of an advanced high school Practical Nursing program. 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 crosswalk and alignment section of the document shows where the performance indicators support the Nevada Academic Content Standards. Where correlation with an academic content standard exists, students in the Practical Nursing program perform learning activities that support, either directly or indirectly, achievement of the academic content standards that are listed.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to the Practical Nursing 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 "soft 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, PNRS is the Standards Reference Code for Practical Nursing. For Content Standard 2, Performance Standard 3 and Performance Indicator 4 the Standards Reference Code would be PNRS.2.3.4.

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

1.1.2   Research nationally recognized CTSOs

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])

PERFORMANCE STANDARD 1.2: DEVELOP LEADERSHIP SKILLS

1.2.1   Discuss the purpose of parliamentary procedure

1.2.2   Demonstrate the proper use of parliamentary procedure

1.2.3   Differentiate between an office and a committee

1.2.4   Discuss the importance of participation in local, regional, state, and national conferences, events, and competitions

1.2.5   Participate in local, regional, state, or national conferences, events, or competitions

1.2.6   Describe the importance of a constitution and bylaws to the operation of a CTSO chapter

PERFORMANCE STANDARD 1.3: PARTICIPATE IN COMMUNITY SERVICE

1.3.1   Explore opportunities in community service-related work-based learning (WBL)

1.3.2   Participate in a service learning (program related) and/or community service project or activity

1.3.3   Engage with business and industry partners for community service

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)

1.4.2   Describe the appropriate professional/workplace attire and its importance

1.4.3   Investigate industry-standard credentials/certifications available within this Career Cluster™

1.4.4   Participate in authentic contextualized instructional activities

1.4.5   Demonstrate technical skills in various student organization activities/events

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)

1.5.2   Explain the importance of participation and completion of a program of study

1.5.3   Promote community awareness of local student organizations associated with CTE programs

*Refer to the program of study Curriculum Framework for appropriate CTSO(s).

CONTENT STANDARD 2.0: IDENTIFY ROLES AND RESPONSIBILITIES OF THE PRACTICAL NURSE

PERFORMANCE STANDARD 2.1: DESCRIBE THE SCOPE OF PRACTICE

2.1.1   Follow guidelines of the "Nurse Practice Act"

2.1.2   Define delegation

2.1.3   Differentiate between statutes and regulations

2.1.4   Locate and define the decision tree

2.1.5   Perform competency skills within the scope of practice of a practical nurse

PERFORMANCE STANDARD 2.2: PROMOTE COORDINATION OF CARE

2.2.1   Describe the role of the nurse in quality improvement

2.2.2   Identify members of the healthcare team

2.2.3   Define the roles of the healthcare team

2.2.4   Practice professional communication

2.2.5   Participate in collaboration

2.2.6   Discuss continuity of care

PERFORMANCE STANDARD 2.3: DESCRIBE ETHICS AND LAW

2.3.1   Protect clients' rights

2.3.2   Differentiate between abuse and neglect

2.3.3   Discuss legal issues related to practical nursing practice, including liability, negligence, tort law, and incident reporting

2.3.4   Explain advance directives

2.3.5   Define HIPAA (Health Insurance Portability and Accountability Act)

2.3.6   Describe the ethical behavior of the practical nurse

2.3.7   Promote client advocacy

2.3.8   Describe the purpose of informed consent

CONTENT STANDARD 3.0: IMPLEMENT PHARMACOLOGICAL THERAPIES

PERFORMANCE STANDARD 3.1: ADMINISTER MEDICATION

3.1.1 Calculate dosages

3.1.2 Recognize and respond to adverse effects/contraindications/side effects/interactions

3.1.3 Identify expected actions/outcomes

3.1.4 Implement pharmacological pain management modalities

3.1.5 Describe routes of medication

PERFORMANCE STANDARD 3.2: RECOGNIZE ALTERNATIVE/COMPLEMENTARY THERAPY

3.2.1 Identify non-pharmacological comfort interventions

3.2.2 Identify over the counter herbal supplements

PERFORMANCE STANDARD 3.3: PERFORM INTRAVENOUS THERAPIES

3.3.1 Complete IV certification per state statutes

CONTENT STANDARD 4.0: UTILIZE ANATOMY AND PHYSIOLOGY IN PRACTICE

PERFORMANCE STANDARD 4.1: DEFINE STRUCTURE AND FUNCTION OF BODY SYSTEMS

4.1.1   Identify purpose of body systems

4.1.2   Perform focused assessments across the life span

4.1.3   Analyze physiological measurements

4.1.4   Interpret fluid and electrolytes balance

4.1.5   Interpret acid-base balance

PERFORMANCE STANDARD 4.2: APPLY MEDICAL TERMINOLOGY

4.2.1   Define vocabulary for each body system

CONTENT STANDARD 5.0: PROVIDE A SAFE AND EFFECTIVE CARE ENVIRONMENT

PERFORMANCE STANDARD 5.1: IMPLEMENT BASIC CARE AND COMFORT

5.1.1   Encourage personal hygiene practices

5.1.2   Support nutrition and hydration practices

5.1.3   Evaluate elimination practices

5.1.4   Determine mobility/assistive devices/ambulation needs

5.1.5   Evaluate rest and sleep

5.1.6   Analyze positioning needs

PERFORMANCE STANDARD 5.2: IMPLEMENT SAFETY AND INFECTION CONTROL MEASURES

5.2.1   Implement environmental safety and OSHA (Occupational Safety and Health Administration) standards

5.2.2   Explore alarm importance and potential for alarm fatigue

5.2.3   Exercise transmission-based precautions

5.2.4   Prevent hospital-acquired conditions

5.2.5   Describe the chain of infection

5.2.6   Identify least restrictive restraints and safety devices

5.2.7   Apply aseptic and sterile techniques

5.2.8   Identify the role of the emergency response plan

5.2.9   Demonstrate safe use of equipment

PERFORMANCE STANDARD 5.3: FACILITATE HEALTH PROMOTION AND MAINTENANCE

5.3.1   Perform wellness screenings across the life span

5.3.2   Identify high-risk behavior

5.3.3   Implement immunization recommendations

5.3.4   Examine lifestyle choices

5.3.5   Promote home safety

5.3.6   Discuss disease prevention

5.3.7   Identify at-risk populations

CONTENT STANDARD 6.0: USE INFORMATION TECHNOLOGY AND EVIDENCE-BASED PRACTICES

PERFORMANCE STANDARD 6.1: SUPPORT EVIDENCE-BASED PRACTICE

6.1.1   Apply current evidence-based resources to guide interventions

PERFORMANCE STANDARD 6.2: REDUCTION OF RISK POTENTIAL

6.2.1   Identify the purpose of incident reporting

6.2.2   Identify abnormal test results

6.2.3   Identify the potential for complications of diagnostic tests/treatments/procedures

6.2.4   Identify the potential for complications from surgical procedures and health alterations

6.2.5   Recognize the importance of adherence to policies and procedures

6.2.6   Implement national patient safety goals

6.2.7   Prioritize client needs

6.2.8   Define "failure to rescue"

PERFORMANCE STANDARD 6.3: USE OF INFORMATION TECHNOLOGY

6.3.1   Demonstrate documentation

6.3.2   Follow HIPAA guidelines

6.3.3   Recognize the implications of social media use/misuse

6.3.4   Explore emerging technologies

CONTENT STANDARD 7.0: DEMONSTRATE CLINICAL JUDGEMENT

PERFORMANCE STANDARD 7.1: APPLY THE NURSING PROCESS

7.1.1   Recognize changes in condition across the life span

7.1.2   Demonstrate ability to prioritize client care

7.1.3   Collaborate with the healthcare team

7.1.4   Collect data

PERFORMANCE STANDARD 7.2: PERFORM DOCUMENTATION

7.2.1   Document client care through the use of written and/or electronic records that reflect standards of practice and accountability

PERFORMANCE STANDARD 7.3: SUPPORT CLIENT EDUCATION

7.3.1   Initiate care transitions

7.3.2   Reinforce client education

7.3.3   Support self-care activities

7.3.4   Support healthcare activities across the life span

CONTENT STANDARD 8.0: PROMOTE PSYCHOSOCIAL INTEGRITY

PERFORMANCE STANDARD 8.1: RECOGNIZE THE IMPORTANCE OF CULTURAL AND SPIRITUAL CARE

    8.1.1   Awareness of cultural diversity

    8.1.2   Identify religious and spiritual influences on health

    8.1.3   Identify cultural influences on health

    8.1.4   Identify end-of-life concepts

PERFORMANCE STANDARD 8.2: DESCRIBE THERAPEUTIC COMMUNICATION

    8.2.1   Describe elements of the communication process

    8.2.2   Identify barriers to communication

    8.2.3   Use verbal and nonverbal communication

    8.2.4   Promote interdisciplinary communication

    8.2.5   Practice effective communication

PERFORMANCE STANDARD 8.3: IMPLEMENT HOLISTIC CARE

    8.3.1   Integrate care of mind, body, and spirit

    8.3.2   Differentiate between wellness vs. illness

    8.3.3   Promote health and wellness

    8.3.4   Integrate holistic care into practice

PERFORMANCE STANDARD 8.4: RECOGNIZE BEHAVIORAL HEALTH CONCEPTS

    8.4.1   Examine behavioral management techniques

    8.4.2   Discuss mental health concepts and treatment

    8.4.3   Explain substance use disorder

    8.4.4   Describe coping mechanisms

    8.4.5   Implement stress management practices

    8.4.6   Identify community resources

    8.4.7   Incorporate crisis intervention

    8.4.8   Identify environmental safety risks

CONTENT STANDARD 9.0: EVALUATE PHYSIOLOGICAL DEVELOPMENT

PERFORMANCE STANDARD 9.1: UTILIZE PATHOPHYSIOLOGY OF BODY SYSTEMS

9.1.1   Identify normal development of body systems across the life span

9.1.2   Describe alterations of mind, body, and soul across the life span

PERFORMANCE STANDARD 9.2: RESPOND TO MEDICAL EMERGENCIES

9.2.1   Perform bleeding control

9.2.2   Obtain Basic Life Support certification

9.2.3   Define the role of the practical nurse as part of the integrated healthcare team

9.2.4   Perform basic First Aid

9.2.5   Respond to medical emergencies as they arise

CONTENT STANDARD 10.0: INTRODUCE FAMILY NURSING

PERFORMANCE STANDARD 10.1: INTERPRET MATERNAL NURSING CONCEPTS

10.1.1 Provide antepartum care

10.1.2 Provide intrapartum care

10.1.3 Provide postpartum care

10.1.4 Implement pharmacological interventions

10.1.5 Identify signs of abuse

PERFORMANCE STANDARD 10.2: CARE OF THE PEDIATRIC CLIENT

10.2.1 Recognize emergencies

10.2.2 Identify diseases and conditions specific to population

10.2.3 Promote health

10.2.4 Implement pharmacological interventions

10.2.5 Identify signs of abuse

PERFORMANCE STANDARD 10.3: IDENTIFY COMMUNITY RESOURCES

10.3.1 Explore community resources available across the life span

CONTENT STANDARD 11.0: TRANSITION TO THE LICENSED PRACTICAL NURSE ROLE

PERFORMANCE STANDARD 11.1: DEMONSTRATE LEADERSHIP AND DELEGATION

11.1.1 Transition to the LPN (Licensed Practical Nurse) role

11.1.2 Apply employability and skill standards

11.1.3 Delegate responsibilities

11.1.4 Participate in professional development

PERFORMANCE STANDARD 11.2: ENGAGE IN CONFLICT RESOLUTION

11.2.1 Recognize and report staff conflicts

11.2.2 Recognize and report client/family conflicts

PERFORMANCE STANDARD 11.3: EXPLORE CAREER OPPORTUNITIES

11.3.1 Explore community opportunities

11.3.2 Explore nontraditional career pathways

11.3.3 Identify education advancement opportunities

CROSSWALKS AND ALIGNMENTS

CROSSWALKS (ACADEMIC STANDARDS)

The crosswalk of the Practical Nursing Standards shows links to the Nevada Academic Content Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Practical Nursing program 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 correlation with the Nevada Academic Content Standards for Mathematics, many performance indicators support the Mathematical Practices. The following table illustrates the alignment of the Practical Nursing Standards Performance Indicators and the Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Practical Nursing program support academic learning.

ALIGNMENTS (SCIENCE AND ENGINEERING PRACTICES)

In addition to correlation 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 Practical Nursing Standards Performance Indicators and the Science and Engineering Practices. This alignment identifies the performance indicators in which the learning objectives in the Practical Nursing program support academic learning.

CROSSWALKS (COMMON CAREER TECHNICAL CORE)

The crosswalk of the Practical Nursing Standards shows links to the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Practical Nursing program 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 Practical Nursing Standards are crosswalked to the Health Science Career Cluster™ and the Therapeutic Services Career Pathway.

CROSSWALK OF PRACTICAL NURSING STANDARDS
AND THE NEVADA ACADEMIC CONTENT STANDARDS

CONTENT STANDARD 1.0: INTEGRATE CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOs)

Performance Indicators	Nevada Academic Content Standards
1.1.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. SL.11-12.2 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. 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.
1.1.2	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. SL.11-12.2 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. 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. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** 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.
1.1.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** 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.

Performance Indicators	Nevada Academic Content Standards	
1.2.1	**English Language Arts: Speaking and Listening Standards**	
	SL.11-12.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
	SL.11-12.2	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.
	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.
1.2.4	**English Language Arts: Speaking and Listening Standards**	
	SL.11-12.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
	SL.11-12.2	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.
	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.
1.2.5	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**	
	WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
1.4.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**	
	WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Performance Indicators	Nevada Academic Content Standards
1.4.2	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. SL.11-12.2 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. 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. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** 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.
1.4.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** 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.
1.4.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** 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.
1.4.5	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** 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.

Performance Indicators	Nevada Academic Content Standards
1.5.2	**English Language Arts: Language Standards**
	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.
	English Language Arts: Speaking and Listening Standards
	SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
	SL.11-12.4 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.
	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects
	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.

CONTENT STANDARD 2.0: IDENTIFY ROLES AND RESPONSIBILITIES OF THE PRACTICAL NURSE

Performance Indicators	Nevada Academic Content Standards
2.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** 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. **English Language Arts: Speaking and Listening Standards** 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.
2.1.5	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** 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. **English Language Arts: Speaking and Listening Standards** 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.
2.2.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** 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. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
2.3.3	**English Language Arts: Speaking and Listening Standards** 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.

CONTENT STANDARD 3.0: IMPLEMENT PHARMACOLOGICAL THERAPIES

Performance Indicators	Nevada Academic Content Standards
3.1.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** 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. **Science: HS-Ecosystems: Interactions, Energy, and Dynamics** HS-LS2-2 Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.
3.1.5	**English Language Arts: Speaking and Listening Standards** 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.

CONTENT STANDARD 4.0: UTILIZE ANATOMY AND PHYSIOLOGY IN PRACTICE

Performance Indicators	Nevada Academic Content Standards
4.1.1	**Science: HS-From Molecules to Organisms: Structures and Processes** HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
4.1.2	**Science: HS-Biological Evolution: Unity and Diversity** HS-LS4-3 Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.
4.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** 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. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** 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.
4.1.4	**Science: HS-From Molecules to Organisms: Structures and Processes** HS-LS1-6 Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.
4.1.5	**English Language Arts: Speaking and Listening Standards** 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. **Science: HS-From Molecules to Organisms: Structures and Processes** HS-LS1-6 Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.

CONTENT STANDARD 5.0: PROVIDE A SAFE AND EFFECTIVE CARE ENVIRONMENT

Performance Indicators	Nevada Academic Content Standards
5.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
5.2.2	**English Language Arts: Reading Standards for Informational Text** RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. **English Language Arts: Speaking and Listening Standards** 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.
5.3.3	**Science: HS-Engineering Design** HS-ETS1-4 Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.
5.3.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** 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.

CONTENT STANDARD 6.0: USE INFORMATION TECHNOLOGY AND EVIDENCE-BASED PRACTICES

Performance Indicators	Nevada Academic Content Standards
6.2.3	**Science: HS-Engineering Design** HS-ETS1-2 Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
6.2.5	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** 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.
6.3.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** 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. **English Language Arts: Speaking and Listening Standards** 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.)

CONTENT STANDARD 7.0: DEMONSTRATE CLINICAL JUDGEMENT

Performance Indicators	Nevada Academic Content Standards
7.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** 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.
7.2.1	**English Language Arts: Language Standards** L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT STANDARD 8.0: PROMOTE PSYCHOSOCIAL INTEGRITY

Performance Indicators	Nevada Academic Content Standards
8.1.3	**Science: HS-Earth and Human Activity** HS-ESS3-5 Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.
8.2.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** 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.
8.3.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** 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.
8.4.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CONTENT STANDARD 9.0: EVALUATE PHYSIOLOGICAL DEVELOPMENT

Performance Indicators	Nevada Academic Content Standards
9.1.1	**Science: HS-Biological Evolution: Unity and Diversity** HS-LS4-4 Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
9.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
9.1.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** 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.

CONTENT STANDARD 10.0: INTRODUCE FAMILY NURSING

Performance Indicators	Nevada Academic Content Standards
10.2.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** 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. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** 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.
10.2.2	**Science: HS-From Molecules to Organisms: Structures and Processes** HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

CONTENT STANDARD 11.0: TRANSITION TO THE LICENSED PRACTICAL NURSE ROLE

Performance Indicators	Nevada Academic Content Standards
11.2.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** 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.
11.3.2	**English Language Arts: Reading Standards for Informational Text** RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

ALIGNMENT OF PRACTICAL NURSING STANDARDS
AND THE MATHEMATICAL PRACTICES

Mathematical Practices	Practical Nursing Performance Indicators
1. Make sense of problems and persevere in solving them.	3.1.2, 3.1.3, 3.1.4 6.1.1
2. Reason abstractly and quantitatively.	8.1.1 10.1.4
3. Construct viable arguments and critique the reasoning of others.	10.2.3
4. Model with mathematics.	4.1.4, 4.1.5 8.1.1
5. Use appropriate tools strategically.	6.1.4
6. Attend to precision.	3.1.1, 3.1.5 8.1.1, 8.3.1
7. Look for and make use of structure.	4.1.3
8. Look for and express regularity in repeated reasoning.	8.1.3

ALIGNMENT OF PRACTICAL NURSING STANDARDS
AND THE SCIENCE AND ENGINEERING PRACTICES

Science and Engineering Practices	Practical Nursing Performance Indicators
1. Asking questions (for science) and defining problems (for engineering).	7.1.2 9.2.5
2. Developing and using models.	2.1.5 4.1.1
3. Planning and carrying out investigations.	8.1.4
4. Analyzing and interpreting data.	2.1.2, 2.1.3 6.1.1 10.1.4
5. Using mathematics and computational thinking.	2.1.3, 2.1.5 8.3.1
6. Constructing explanations (for science) and designing solutions (for engineering).	5.1.6, 5.2.1
7. Engaging in argument from evidence.	6.1.1
8. Obtaining, evaluating, and communicating information.	2.3.7 6.3.4

CROSSWALKS OF PRACTICAL NURSING 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, 2.1.3
2. Explain the healthcare worker's role within their department, their organization, and the overall healthcare system.	2.1.5, 2.2.4, 9.2.3
3. Identify existing and potential hazards to clients, coworkers, visitors, and self in the healthcare workplace.	5.2.1, 5.2.5, 6.2.5
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.	2.2.1-2.2.3
5. Analyze the legal and ethical responsibilities, limitations, and implications of actions within the healthcare workplace.	6.2.1, 6.2.3, 6.2.5
6. Evaluate accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare workplace.	2.3.1, 3.1.1, 3.1.2

Therapeutic Services Career Pathway	Performance Indicators
1. Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.	3.2.1-3.2.3
2. Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.	7.1.4, 7.2.1, 7.3.1
3. Utilize processes for assessing, monitoring, and reporting patient's/clients' health status to the treatment team within protocol and scope of practice.	3.3.4, 4.1.2, 4.1.3
4. Evaluate patient/client needs, strengths, and problems in order to determine if treatment goals are being met.	6.2.5, 7.1.1, 7.1.2