

APS DISTRICT HIGH SCHOOL SCIENCE CURRICULUM FRAMEWORK

Course Title: Nursing Assistant Course Number: SEE BELOW

Department: Science/Health Human Services ADS Number: 15057244

Prerequisites: Successful completion of a Strand A course

Length of Course: One Semester Credit/PRI Area: .5 Science Elective per Sem and 1.0 Practical Arts per Sem Grade Level(s): 11-12

Course No. & ADS Numbers:

Nursing Assistant	446C1
Nursing Assistant	823C2

Important Notes: A course that provides 1.5 credits per semester allows the student additional opportunities for in-depth study and application of the course content. The student must have a 2.0 GPA or higher and be able to lift 50 pounds.

COURSE DESCRIPTION: In the Nursing Assistant course the student is introduced to the foundation and fundamentals of the human systems, anatomy, equilibrium, physics, culture, history of disease, cellular functions and society. All of this is applied and builds on the understanding and care of patients. All material is related and connected to the care of the patient and the treatment of disease. Literacy strategies are integrated throughout the curriculum.

References in parentheses following each performance standard align with the State of New Mexico Science Standards (NM), the State of New Mexico Health Education Standards (NM – H), the State of New Mexico Career Readiness Standards (NM – CR), the Albuquerque Public Schools Mathematics Standards (APS – MA), and the Albuquerque Public Schools Language Arts Standards (APS - LA).

STRATEGIES:

The “Illustrations” column in the *Program of Studies* provides exemplars of the performance standards, strategies, and best practices suggested by nursing teachers in the Albuquerque Public Schools (APS).

ASSESSMENTS:

Assessments may include the following: authentic and performance-based assessment, cooperative learning, teacher observations, checklists, tests and exams, formal and informal writing, small group and full class discussions, oral and multimedia presentations, projects, demonstrations, and portfolios. Assessments are based on appropriate rubrics.

SUGGESTED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:

- *Nursing Assistant - A Nursing Process Approach* (9th edition) by Barbara R. Hegner, Barbara Acello, Esther Caldwell, Thomson Delmar Learning, New York; 2004.
- *Student Workbook to Accompany Nursing Assistant - A Nursing Process Approach* (9th edition) Barbara R. Hegner Thomson Delmar Learning, New York; 2004.
- Instructor’s Resource Manual and Test bank to Accompany *Nursing Assistant A Nursing Process Approach* (9th edition) Barbara R. Hegner Thomson Delmar Learning, New York; 2004.
- *Taber’s Cyclopedic Medical Dictionary* (19th edition) Donald Venes, MD MSJ Editor. F.A. Davis Co. Philadelphia. 2001.

SUGGESTED TITLES/AUTHORS WEB SITES:

Approved by HSCA: March 17, 2005

STRAND I: SCIENTIFIC THINKING AND PRACTICE**CONTENT STANDARD:** The student understands the processes of scientific investigations and uses inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.

- BENCHMARKS:**
- A. The student uses accepted scientific methods to collect, analyze, and interpret data and observations and to design and conduct scientific investigations and communicates results.
 - B. The student understands that scientific processes produce scientific knowledge that is continually evaluated, validated, revised, or rejected.
 - C. The student uses mathematical concepts, principles, and expressions to analyze data, develop models, understand patterns and relationships, evaluate findings, and draw conclusions.

GRADE 11-12	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<ol style="list-style-type: none"> 1. Describes the essential components of an investigation, including appropriate methodologies, proper equipment, and safety precautions (NM - I.I.I.1). 2. Designs and conducts scientific investigations that include (NM - I.I.I.2): <ul style="list-style-type: none"> • testable hypotheses • controls and variables • methods to collect, analyze, and interpret data • results that address hypotheses being investigated • predictions based on results • re-evaluation of hypotheses and additional experimentation as necessary • error analysis. 3. Uses appropriate technologies to collect, analyze, and communicate scientific data (e.g., computers, calculators, balances, microscopes) (NM - I.I.I.3). 4. Conveys results of investigations using scientific concepts, methodologies, and expressions, including (NM - I.I.I.4; APS – MA IV.5E): <ul style="list-style-type: none"> • scientific language and symbols • diagrams, charts, and other data displays • mathematical expressions and processes (e.g., mean, median, slope, proportionality) • clear, logical, and concise communication • reasoned arguments. 	<p>1 – 9. When measuring vital signs, the student nurse uses analog manometers, non-mercury and digital thermometers and oxygen pulse oximeters along with accurate counting and calculations following prerequisite guidelines to assess and record “patient” objective information in relation to predetermined normal ranges. He/She:</p> <ul style="list-style-type: none"> • uses appropriately sized cuff, • does not inflate cuff beyond predetermine mm Hg pressure, • questions “patient” re: p.o. intake prior to taking temperatures, • records findings promptly and accurately, • recognizes findings outside normal limits, • uses manuals, as well as electronic V/S equipment, to collect patient data, and • correctly records patient data on approved hospital and health care facility forms. <ul style="list-style-type: none"> √ accurate reporting of patient information √ appropriate use of manuals and equipment √ adherence to guidelines √ application of scientific and mathematical methodologies

GRADE 11-12	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<p>5. Understands how scientific theories are used to explain and predict natural phenomena (e.g., plate tectonics, ocean currents, structure of atom) (NM - I.I.I.5).</p> <p>6. Understands how scientific processes produce valid, reliable results, including (NM - I.I.II.1):</p> <ul style="list-style-type: none"> • consistency of explanations with data and observations • openness to peer review • full disclosure and examination of assumptions • testability of hypotheses • repeatability of experiments and reproducibility of results. <p>7. Uses scientific reasoning and valid logic to recognize (NM - I.I.II.2):</p> <ul style="list-style-type: none"> • faulty logic • cause and effect • the difference between observation and unsubstantiated inferences and conclusions • potential bias. <p>8. Understands how new data and observations can result in new scientific knowledge (NM - I.I.II.3; APS – MA IV.1E).</p> <p>9. Critically analyzes an accepted explanation by reviewing current scientific knowledge (NM - I.I.II.4).</p> <p>10. Creates multiple displays of data to analyze and explain the relationships in scientific investigations (NM - I.I.III.1).</p> <p>11. Uses mathematical models to describe, explain, and predict natural phenomena (NM - I.I.III.2; APS – MA I.16).</p> <p>12. Uses technologies to quantify relationships in scientific hypotheses (e.g., calculators, computer spreadsheets and databases, graphing software, simulations, modeling) (NM - I.I.III.3).</p> <p>13. Identifies and applies measurement techniques and considers possible effects of measurement errors (NM - I.I.III.4).</p>	<p>10 – 13. The student utilizes simulated lab activities and actual patients to implement care, assigned by licensed nurse. He/She:</p> <ul style="list-style-type: none"> • carries out planned nursing care and adapts it to meet patient needs • practices patient care procedures in the simulation labs for all critical procedures and must meet 100% of the identified objectives before moving on to actual patients. This improves student performance, confidence and skill. <ul style="list-style-type: none"> √ varied display of data √ effective communication √ accuracy

GRADE 11-12	PERFORMANCE STANDARDS	ILLUSTRATIONS
	14. Uses mathematics to express and establish scientific relationships (e.g., scientific notation, vectors, dimensional analysis) (NM - I.I.III.5).	14. The student uses mathematics to calculate intake and output measurements for patients in a variety of settings. √ mathematical applications √ accuracy

STRAND II: THE CONTENT OF SCIENCE-PHYSICAL SCIENCE**CONTENT STANDARD:** The student understands the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.**BENCHMARKS:** A. The student understands the transformation and transmission of energy and how energy and matter interact.
B. The student understands the motion of objects and waves, and the forces that cause them.

GRADE 11	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<ol style="list-style-type: none"> 1. Understands how heat can be transferred by conduction, convection, and radiation, and how heat conduction differs in conductors and insulators (NM - II.I.II.4). 2. Understands that the ability of energy to do something useful (work) tends to decrease (and never increases) as energy is converted from one form to another (NM - II.I.II.6). 3. Understands the concept of equilibrium (i.e., thermal, mechanical, and chemical) (NM - II.I.II.11). 4. Knows that there are four fundamental forces in nature: gravitation, electromagnetism, weak nuclear force, and strong nuclear force (NM - II.I.III.1). 5. Knows that every object exerts gravitational force on every other object, and how this force depends on the masses of the objects and the distance between them (NM - II.I.III.2). 6. Understands the relationship between force and pressure, and how the pressure of a volume of gas depends on the temperature and the amount of gas (NM - II.I.III.4). 	<p>The illustrations in the following science content strands, II and III, are enhanced and augmented by the student participating in a variety of other activities that include experiments, using models, oral and written presentations that utilize visuals (e.g., PowerPoint, posters, collage), simulations, working in small groups to create a teaching model, and producing a pamphlet.</p> <ol style="list-style-type: none"> 1. The student describes how heat is gained or lost from the human body with respect to basic principles of blood circulation, vasoconstriction, vasodilatation, heat loss through evaporation secondary to function of the skin, and basic brain function. <ul style="list-style-type: none"> √ understanding of key concepts √ effective communication 2. The student describes and explains how negative and positive feedback systems maintain homeostasis of the body functions. <ul style="list-style-type: none"> √ effective communication of key concepts √ understanding of how energy works 3 – 5. The student performs simple experiments using class 1, 2, and 3 levers (e.g., put pressure on the arm to demonstrate contraction of muscles). In a class discussion, the student talks about the muscles, how they tie in with gravity and gives specific example to illustrate that concept (e.g., pushing against a force, putting pressure on the floor). <ul style="list-style-type: none"> √ involvement in all experiments √ active participation in discussion √ specific examples √ visual aids 6. The student applies principles of force, pressure, and volume of gas when explaining respiration. He/She demonstrates how contraction of the diaphragm and elevations of the intercostals muscles increases the pressures inside the pleural cavity thereby causing atmospheric air to enter the alveoli of

GRADE 11	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<p>7. Describes relative motion using frames of reference (NM - II.I.III.9).</p>	<p>the lungs. The student explains to simulated and/or actual patients how to inhale through the nose and exhale out through the mouth to allow the atmospheric air to come into close contact with the vascular membranes in the nasal conchae thereby warming and humidifying air prior to coming into contact with internal respiratory structures.</p> <ul style="list-style-type: none"> √ appropriate modeling √ applications √ clarity in communication <p>7. The student describes in detail how skeletal muscles work. He/She also demonstrates synergist and antagonist pairs in all muscle movements and applies elements of muscle tone, posture, and proper body alignment in caring for patients and maintaining healthy body mechanics in self and assigned patients.</p> <ul style="list-style-type: none"> √ understanding of the skeletal system √ appropriate modeling √ effective communication

STRAND IV: SCIENCE AND SOCIETY**CONTENT STANDARD:** The student understands how scientific discoveries, inventions, practices, and knowledge influence, and are influenced by, individuals and societies.**BENCHMARK:** The student examines and analyzes how scientific discoveries and their applications affect the world and explains how societies influence scientific investigations and applications.

GRADE 11	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<ol style="list-style-type: none"> 1. Knows how science enables technology but also constrains it, and recognizes the difference between real technology and science fiction (e.g., rockets vs. antigravity machines, nuclear reactors vs. perpetual-motion machines, medical X-rays vs. Star-Trek tricorders) (NM - III.I.1.1). 2. Understands how advances in technology enable further advances in science (e.g., microscopes and cellular structure, telescopes and understanding of the universe) (NM - III.I.1.2). 3. Evaluates the influences of technology on society (e.g., communications, petroleum, transportation, nuclear energy, computers, medicine, genetic engineering) including both desired and undesired effects, including some historical examples (e.g., the wheel, the plow, the printing press, the lightning rod) (NM - III.I.1.3). 4. Understands the scientific foundations of common technologies (e.g., kitchen appliances, radio, television, aircraft, rockets, computers, medical X-rays, selective breeding, fertilizers and pesticides, agricultural equipment) (NM - III.I.1.4). 5. Analyzes the impact of digital technologies on the availability, creation, and dissemination of information (NM - III.I.1.6). 	<ol style="list-style-type: none"> 1. The nursing assistant student knows the difference between radiographs, magnetic resonance imaging and computerized axial tomography and explains the benefits of each for determining patient outcomes. <ul style="list-style-type: none"> √ understanding of medical technologies √ articulation and expression of ideas 2, 7. The student experiences advances in technology during clinical observation rotations. <ul style="list-style-type: none"> √ acquisition of current medical technologies √ real-life connections 3, 9. The student assesses how technological advances have benefited patient care by decreasing hospital stays, decreasing costs of care. <ul style="list-style-type: none"> √ shares insights √ clear communication 4. The student discusses how changes in patient care have improved outcomes based on research-based nursing care. For example, he/she explains the rationale for TCDB and IS (i.e., turn cough and deep breathe and incentive spirometer) every hour during postoperative patient stays to avoid complications associated with bed rest. <ul style="list-style-type: none"> √ participation in discussions √ articulation of ideas √ understanding of concepts 5. The student utilizes digital technologies during all aspects of patient care including, but not limited to, use of digital thermometers to assess patient temperatures, and use of computerized medical records.

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	<p>6. Describes how human activities have affected ozone in the upper atmosphere and how it affects health and the environment.</p> <p>7. Describes uses of radioactivity (e.g., nuclear power, nuclear medicine, radiometric dating) (NM - III.I.I.8).</p> <p>8. Knows that societal factors can promote or constrain scientific discovery (e.g., government funding, laws and regulations about human cloning and genetically modified organisms, gender and ethnic bias, AIDS research, alternative-energy research) (NM - III.I.I.11).</p> <p>9. Identifies how science has produced knowledge that is relevant to individual health and material prosperity (NM - III.I.I.15).</p> <p>10. Understands that reasonable people may disagree about some issues that are of interest to both science and religion (e.g., the origin of life on Earth, the cause of the Big Bang, the future of Earth) (NM - III.I.I.16).</p> <p>11. Understands that scientists have characteristics in common with other individuals (e.g., employment and career needs, curiosity, desire to perform public service, greed, preconceptions and biases, temptation to be unethical, core values including honesty and openness) (NM - III.I.I.18).</p> <p>12. Knows that science plays a role in many different kinds of careers and activities (e.g., public service, volunteers, public office holders, researchers, teachers, doctors, nurses, technicians, farmers, ranchers) (NM - III.I.I.19).</p>	<p>6. The student explains to patients the need for application of sun screen to protect skin surfaces from damaging effects of UV rays and potential for subsequent skin cancer formations.</p> <ul style="list-style-type: none"> √ effective communication √ appropriate information <p>7. The nursing student appropriately implements cost conscious care to provide optimum outcomes with minimum costs to patients, facilities and insurance companies in alignment with current national policies for health care cost containment.</p> <ul style="list-style-type: none"> √ adherence to guidelines and regulations √ provision of quality, yet cost effective practices <p>10. The student cares for patients from a variety of backgrounds, cultures and religions in a non-judgmental way ensuring that each patient cohort receives the best possible care and optimal outcomes.</p> <ul style="list-style-type: none"> √ understanding of issues √ objectivity <p>11, 12. The student explores a variety of careers in the health care fields while participating in clinical rotations. He/She may use the nursing assistant background as a “springboard” into other health care careers. Based on the “people skills” gained while participating in the nursing assistant program, he/she matures and performs functions far above those of his/her peers.</p> <ul style="list-style-type: none"> √ openmindedness √ personal growth √ explorative nature

STRAND V: HEALTH**CONTENT STANDARD:** The student acquires medical terminology and information that enables him/her to make sound health decisions.**BENCHMARK:** The student analyzes goals, behaviors, values, and other health factors that impact and promote personal and other individuals' health throughout life.

GRADE 11	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<ol style="list-style-type: none"> 1. Describes the interrelationships of mental, emotional, social, and physical health throughout life (NM – H 1B). 2. Explains the impact of personal health behaviors on the functioning of body systems (NM – H 1C). 3. Analyzes how the family, peers, and community influence the health of individuals (NM – H 1D). 4. Examines how the environment influences the health of the community (NM – H 1E). 5. Describes how to delay onset and reduce risks of potential health problems during adulthood (NM – H 1F). 6. Recognizes how the prevention and control of health problems are influenced by research and medical advances (NM – H 1H). 7. Evaluates the availability and validity of health information, products, and services (NM – H 2A). 8. Demonstrates the ability to evaluate resources from home, school, and community that provide valid health information (NM – H 2B). 9. Demonstrates the ability to access school and community health services for self and others (NM – H 2D). 10. Analyzes situations requiring professional health services (NM – H 2F). 11. Analyzes the role of individual responsibility for enhancing health (NM – H 3A). 	<p>1 – 22. Throughout the Nursing Assistant Course, the student has multiple opportunities to examine and apply concepts of disease, its symptoms, diagnosis and treatment on a personal level. Through discussions and a variety of activities he/she integrates and connects what is learned to himself/herself. As an example, the student performs a blood pressure measurement and then relates the significance of the work to himself/herself discussing what one can do to lower blood pressure (e.g., manage stress). This may then lead to relating, analyzing, evaluating, and implementing personal health goals and health plans. A current events activity allows for discussion on environmental issues and its health effects and other medical topics. The Science in Society Strand that emphasizes the role of technology opens the door for further discussion or activity engagement on its impact on health. Consequently, the health standards are met through the integration of the content in the other strands. Activity options:</p> <ul style="list-style-type: none"> • The student provides examples of cultural health practices and treatments (e.g., remedies, herbs, teas) and discusses the cultural practices and beliefs each represents. • The student brings in current events articles on health issues, discusses them, and compares them to older philosophies and practices. He/She looks at potential benefits and areas of concern. • The student participates in a project to find community resources related to a disease (e.g., Cancer Foundation) and prepares a presentation that includes preventive measures of the disease. • The student engages in a clinical experience in communication where the student looks at himself/herself, others, patients, and patients' families. He/She writes two skits - one using appropriate communication and one that uses inappropriate communication. The class compares the two. <p style="text-align: center;">√ understanding of self and personal health</p>

GRADE 11	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<p>12. Examines the short-term and long-term consequences of safe, risky, and harmful behaviors (NM – H 3C).</p> <p>13. Evaluates strategies to manage stress (NM – H 3G).</p> <p>14. Recognizes that cultural practices can enrich and challenge health behaviors (NM – H 4A).</p> <p>15. Studies the effect of media and other factors on personal, family, peer, and community health (NM – H 4B).</p> <p>16. Demonstrates ways to communicate care, consideration, and respect of self and others (NM – H 5D).</p> <p>17. Analyzes health concerns that require collaborative decision making (NM – H6B).</p> <p>18. Predicts immediate and long-term impact of health decisions on the individual, family, peers, and community (NM – H 6C).</p> <p>19. Implements a plan for attaining a personal health goal (NM – H 6D).</p> <p>20. Formulates an effective plan for lifelong health (NM – H 6F).</p> <p>21. Assesses the effectiveness of communication methods for accurately expressing health information and ideas (NM – H 7A).</p> <p>22. Expresses information and opinions about health issues (NM – H 7B).</p>	<ul style="list-style-type: none"> √ understanding of health implications that promote positive health behaviors √ individual participation in discussions and activities √ effective communication √ analysis √ connections √ personal reflection √ cultural understandings √ teamwork/collaboration √ awareness of support services √ goal identification

STRAND VI: CAREER READINESS**CONTENT STANDARD:** The student prepares for entering the professional arena in a health-care setting.**BENCHMARKS:** A. The student explores the expectations, guidelines, and roles of a medical professional.

B. The student applies the principles of professional behavior in the health-care setting.

GRADE 11	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<ol style="list-style-type: none"> 1. Examines responsibilities, activities, and practices of a practical nurse (CR – 1B). 2. Defines short term and long term professional goals (CR – 2A). 3. Recognizes personal strengths and areas of professional growth (CR – 2B). 4. Develops technological skills (CR – 3D). 5. Identifies positive behavior, conduct, and social manners within the school, workplace, and community (CR – 4A). 6. Demonstrates ability to work cooperatively to accomplish objectives (CR – 4B). 7. Identifies appropriate and legal behaviors necessary to obtain and maintain employment (CR – 4C). 8. Investigates safety standards related to the school, community, and workplace (CR – 4D). 9. Identifies individual interests, aptitudes, and skills within the group to accomplish goals (CR – 5A). 10. Demonstrates ability to work with others from diverse backgrounds (CR – 5C). 11. Applies critical thinking and problem-solving skills or identifies problems and uses critical thinking skills and team skills to solve problems (CR – 5E). 12. Recognizes the results of the process (CR – 5F). 	<p>1 – 12. The student researches (e.g., Internet, medical library, journals) professional options and opportunities in the medical field and uses that information to develop a career plan. He/She includes in the plan short term and long term goals; areas of strength and growth; and the skills (e.g., technical, communication, education) needed to be successful in the laboratory and health-care setting. Another component of the plan is a description of the working environment in a clinical setting. This includes care for patients, working with peers, staffs at health care facilities, and an example of a health plan for a patient. Before the student submits his/her plan to the instructor, he/she discusses and shares the plan with other students in a small group. The members of the group critique each other's plans and make recommendations for modification.</p> <ul style="list-style-type: none"> √ thorough research √ relevant information √ completion of career plan √ realistic and viable plan √ insights √ personal connections √ problem-solving skills √ all required components √ collaboration and cooperation √ open to constructive criticism √ adjustments, if necessary

STRAND VII: LITERACY**CONTENT STANDARD:** The student communicates nursing principles through reading, writing, and speaking opportunities.**BENCHMARK:** The student demonstrates proficiency in reading comprehension, specialized vocabulary, and a variety of writing and speaking requirements.

GRADE 11	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<p>11th grade language arts standards are addressed in this strand.</p> <ol style="list-style-type: none"> Recognizes the concepts and details in informational texts in new ways and describes the advantages and disadvantages for the new organization (APS – LA I.2). Decodes vocabulary using knowledge of Anglo-Saxon, Greek, and Latin bases and affixes to determine meaning of words (APS – LA I.4). Accurately interprets information presented in a technical format (e.g., charts, diagrams, tables) (APS – LA I.7). Compares/contrasts effectiveness of deductive and inductive reasoning in a variety of texts (APS – LA I.8). 	<ol style="list-style-type: none"> 3, 4. During the Nursing Assistant course the student selects and reads an outside book on the subject of health, fitness, diet and/or exercise. The book should be one that stimulates the student to make positive changes in his/her own lifestyle. The student correlates the information in the book with what he/she has learned in class and writes a summary (book report) that identifies pros and cons of the author’s viewpoints regarding the various health recommendations. The book report must be properly formatted and referenced. The purpose of this assignment is to encourage the student to actively pursue healthy lifestyle choices and to be more aware of the information available for his/her patients/clients in the community. <ul style="list-style-type: none"> √ connections √ analysis √ relevant information √ proper format 2. In the beginning of the course, the student is provided with a list of terms, roots, prefixes and suffixes related to medical, nursing and scientific terminology. He/She is expected to memorize and incorporate terms into his/her usable vocabulary. The student is expected to understand and use medical terminology throughout course work and to carry through into career settings. <ul style="list-style-type: none"> √ acquisition of new vocabulary √ application 3 - 5. The nursing assistant student learns the terms used in the nursing process of assessment, diagnosis, planning, implementing and evaluating and uses this knowledge during patient care in simulated and actual patient care settings to provide science and research-based patient care.

GRADE 11	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<p>5. Uses critical analysis to gain meaning, develop thematic connections, and synthesize ideas (APS – LA II.5).</p> <p>6. Demonstrates increased competence and fluency in using the writing process to create a final product (APS – LA III.1).</p> <p>7. Demonstrates increased competence and fluency in using elements of effective writing (APS – LA III.2).</p> <p>8. Demonstrates increased competence and fluency in using a variety of technology (APS – LA III.3).</p> <p>9. Demonstrates increased competence with speaking and language strategies (APS – LA IV.1).</p> <p>10. Demonstrates increased competence and fluency with appropriate types of speaking (APS – LA IV.3).</p> <p>11. Listens to and analyzes a presentation or discussion (APS – LA V.1).</p> <p>12. Conducts research and collects data from in-depth field studies (APS – LA VI.1).</p> <p>13. Obtains and sends information electronically to support advanced research (APS – LA VI.2).</p> <p>14. Uses a variety of technology (APS – LA VI.5).</p>	<p>√ application of knowledge</p> <p>√ proper procedures</p> <p>√ accurate diagnosis</p> <p>6, 7. The nursing assistant student writes out care assignments every day on every patient to gain proficiency and practices legal documentation of patient care daily throughout clinical rotations as he/she actively participates with the health care team.</p> <p>√ effective writing elements</p> <p>√ collaboration/cooperation</p> <p>√ consistent documentation</p> <p>7. All charting is done as a first draft, reviewed by instructor and corrected, and finally written in the patients chart (legal document) when all information is correct and format, spelling, and effective word use is appropriate for inclusion in the patient’s legal record. All notes are signed by both student nurse and licensed nurse (instructor).</p> <p>√ adherence to the writing process</p> <p>√ effective writing elements</p> <p>√ development of writing proficiency</p> <p>√ proper formatting</p> <p>8 – 18. The student works independently in small and large groups to present relevant information to classmates and colleagues verbally using a variety of multimedia formats. In addition, during the course of study he/she creates and writes “children’s” books on at least two anatomical systems. The student properly formats (e.g., APA), presents, and references all written material.</p> <p>√ teamwork/collaboration</p> <p>√ relevant information</p> <p>√ proper documentation</p> <p>√ clarity in communication</p> <p>√ creativity</p> <p>√ effective presentation</p> <p>√ use of technology</p> <p>√ analysis/insights</p> <p>√ audience response</p>

GRADE 11	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<p>15. Recognizes and continues to use the elements of formal citations to document sources (APS – LA VI.6).</p> <p>16. Accesses appropriate style manuals as research guides (APS – LA VI.7).</p> <p>17. Synthesizes information from multiple research studies to draw conclusions and inferences that go beyond those found in any of the individual studies (APS – LA VI.9).</p> <p>18. Synthesizes and organizes information from a variety of sources to inform and persuade an audience (APS – LA VI.9).</p>	