

# ***PRACTICAL NURSING STANDARDS***



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Office of Career Readiness, Adult Learning & Education Options  
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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 three-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 in Science (based on the Next Generation Science Standards) and in English Language Arts and Mathematics (based on the Common Core State 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 associations that directly enforce 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.

Program Name: Practical Nursing Standards Reference Code: **PNRS**

Example: PNRS.2.3.4

| Standards         | Content Standard | Performance Standard | Performance Indicator |
|-------------------|------------------|----------------------|-----------------------|
| Practical Nursing | 2                | 3                    | 4                     |

**CONTENT STANDARD 1.0 : IDENTIFY ROLES AND RESPONSIBILITIES OF THE PRACTICAL NURSE**

**PERFORMANCE STANDARD 1.1 : DESCRIBE THE SCOPE OF PRACTICE**

- 1.1.1 Follow guidelines of the “Nurse Practice Act”
- 1.1.2 Define delegation
- 1.1.3 Differentiate between statutes and regulations
- 1.1.4 Locate and define the decision tree
- 1.1.5 Perform competency skills within the scope of practice of a practical nurse

**PERFORMANCE STANDARD 1.2 : PROMOTE COORDINATION OF CARE**

- 1.2.1 Describe the role of the nurse in quality improvement
- 1.2.2 Identify members of the healthcare team
- 1.2.3 Define the roles of the healthcare team
- 1.2.4 Practice professional communication
- 1.2.5 Participate in collaboration
- 1.2.6 Discuss continuity of care

**PERFORMANCE STANDARD 1.3 : DESCRIBE ETHICS AND LAW**

- 1.3.1 Protect client’s rights
- 1.3.2 Differentiate between abuse and neglect
- 1.3.3 Discuss legal issues related to practical nursing practice, including liability, negligence, tort law, and incident reporting
- 1.3.4 Explain advance directives
- 1.3.5 Define HIPAA (Health Insurance Portability and Accountability Act)
- 1.3.6 Describe the ethical behavior of the practical nurse
- 1.3.7 Promote client advocacy
- 1.3.8 Describe the purpose of informed consent

**CONTENT STANDARD 2.0 : IMPLEMENT PHARMACOLOGICAL THERAPIES****PERFORMANCE STANDARD 2.1 : ADMINISTER MEDICATION**

- 2.1.1 Calculate dosages
- 2.1.2 Recognize and respond to adverse effects/contraindications/side effects/interactions
- 2.1.3 Identify expected actions/outcomes
- 2.1.4 Implement pharmacological pain management modalities
- 2.1.5 Describe routes of medication

**PERFORMANCE STANDARD 2.2 : RECOGNIZE ALTERNATIVE/COMPLEMENTARY THERAPY**

- 2.2.1 Identify non-pharmacological comfort interventions
- 2.2.2 Identify over the counter herbal supplements

**PERFORMANCE STANDARD 2.3 : PERFORM INTRAVENOUS THERAPIES**

- 2.3.1 Complete IV certification per state statutes

**CONTENT STANDARD 3.0 : UTILIZE ANATOMY AND PHYSIOLOGY IN PRACTICE****PERFORMANCE STANDARD 3.1 : DEFINE STRUCTURE AND FUNCTION OF BODY SYSTEMS**

- 3.1.1 Identify purpose of body systems
- 3.1.2 Perform focused assessments across the life span
- 3.1.3 Analyze physiological measurements
- 3.1.4 Interpret fluid and electrolytes balance
- 3.1.5 Interpret acid-base balance

**PERFORMANCE STANDARD 3.2 : APPLY MEDICAL TERMINOLOGY**

- 3.2.1 Define vocabulary for each body system

**CONTENT STANDARD 4.0 : PROVIDE A SAFE AND EFFECTIVE CARE ENVIRONMENT****PERFORMANCE STANDARD 4.1 : IMPLEMENT BASIC CARE AND COMFORT**

- 4.1.1 Encourage personal hygiene practices
- 4.1.2 Support nutrition and hydration practices
- 4.1.3 Evaluate elimination practices
- 4.1.4 Determine mobility/assistive devices/ambulation needs
- 4.1.5 Evaluate rest and sleep
- 4.1.6 Analyze positioning needs

**PERFORMANCE STANDARD 4.2 : IMPLEMENT SAFETY AND INFECTION CONTROL MEASURES**

- 4.2.1 Implement environmental safety and OSHA (Occupational Safety and Health Administration) standards
- 4.2.2 Explore alarm importance and potential for alarm fatigue
- 4.2.3 Exercise transmission-based precautions
- 4.2.4 Prevent hospital-acquired conditions
- 4.2.5 Describe the chain of infection
- 4.2.6 Identify least restrictive restraints and safety devices
- 4.2.7 Apply aseptic and sterile techniques
- 4.2.8 Identify the role of the emergency response plan
- 4.2.9 Demonstrate safe use of equipment

**PERFORMANCE STANDARD 4.3 : FACILITATE HEALTH PROMOTION AND MAINTENANCE**

- 4.3.1 Perform wellness screenings across the life span
- 4.3.2 Identify high-risk behavior
- 4.3.3 Implement immunization recommendations
- 4.3.4 Examine lifestyle choices
- 4.3.5 Promote home safety
- 4.3.6 Discuss disease prevention
- 4.3.7 Identify at risk populations

|  |
|--|
| <b>CONTENT STANDARD 5.0 : USE INFORMATION TECHNOLOGY AND EVIDENCE-BASED PRACTICES</b>  |
| <b>PERFORMANCE STANDARD 5.1 : SUPPORT EVIDENCE-BASED PRACTICE</b>  |
| 5.1.1 Apply current evidence-based resources to guide interventions  |
| <b>PERFORMANCE STANDARD 5.2 : REDUCTION OF RISK POTENTIAL</b>  |
| 5.2.1 Identify the purpose of incident reporting<br>5.2.2 Identify abnormal test results<br>5.2.3 Identify the potential for complications of diagnostic tests/treatments/procedures<br>5.2.4 Identify the potential for complications from surgical procedures and health alterations<br>5.2.5 Recognize the importance of adherence to policies and procedures<br>5.2.6 Implement national patient safety goals<br>5.2.7 Prioritize client needs<br>5.2.8 Define “failure to rescue” |
| <b>PERFORMANCE STANDARD 5.3 : USE OF INFORMATION TECHNOLOGY</b>  |
| 5.3.1 Demonstrate documentation<br>5.3.2 Follow HIPAA guidelines<br>5.3.3 Recognize the implications of social media use/misuse<br>5.3.4 Explore emerging technologies   |

**CONTENT STANDARD 6.0 : DEMONSTRATE CLINICAL JUDGEMENT****PERFORMANCE STANDARD 6.1 : APPLY THE NURSING PROCESS**

- 6.1.1 Recognize changes in condition across the life span
- 6.1.2 Demonstrate ability to prioritize client care
- 6.1.3 Collaborate with the healthcare team
- 6.1.4 Collect data

**PERFORMANCE STANDARD 6.2 : PERFORM DOCUMENTATION**

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

**PERFORMANCE STANDARD 6.3 : SUPPORT CLIENT EDUCATION**

- 6.3.1 Initiate care transitions
- 6.3.2 Reinforce client education
- 6.3.3 Support self-care activities
- 6.3.4 Support healthcare activities across the life span

**CONTENT STANDARD 7.0 : PROMOTE PSYCHOSOCIAL INTEGRITY****PERFORMANCE STANDARD 7.1 : RECOGNIZE THE IMPORTANCE OF CULTURAL AND SPIRITUAL CARE**

- 7.1.1 Awareness of cultural diversity
- 7.1.2 Identify religious and spiritual influences on health
- 7.1.3 Identify cultural influences on health
- 7.1.4 Identify end of life concepts

**PERFORMANCE STANDARD 7.2 : DESCRIBE THERAPEUTIC COMMUNICATION**

- 7.2.1 Describe elements of the communication process
- 7.2.2 Identify barriers to communication
- 7.2.3 Use verbal and nonverbal communication
- 7.2.4 Promote interdisciplinary communication
- 7.2.5 Practice effective communication

**PERFORMANCE STANDARD 7.3 : IMPLEMENT HOLISTIC CARE**

- 7.3.1 Integrate care of mind, body, and spirit
- 7.3.2 Differentiate between wellness vs. illness
- 7.3.3 Promote health and wellness
- 7.3.4 Integrate holistic care into practice

**PERFORMANCE STANDARD 7.4 : RECOGNIZE BEHAVIORAL HEALTH CONCEPTS**

- 7.4.1 Examine behavioral management techniques
- 7.4.2 Discuss mental health concepts and treatment
- 7.4.3 Explain substance use disorder
- 7.4.4 Describe coping mechanisms
- 7.4.5 Implement stress management practices
- 7.4.6 Identify community resources
- 7.4.7 Incorporate crisis intervention
- 7.4.8 Identify environmental safety risks

**CONTENT STANDARD 8.0 : EVALUATE PHYSIOLOGICAL DEVELOPMENT****PERFORMANCE STANDARD 8.1 : UTILIZE PATHOPHYSIOLOGY OF BODY SYSTEMS**

- 8.1.1 Identify normal development of body systems across the life span
- 8.1.2 Describe alterations of mind, body, and soul across the life span

**PERFORMANCE STANDARD 8.2 : RESPOND TO MEDICAL EMERGENCIES**

- 8.2.1 Perform bleeding control
- 8.2.2 Obtain Basic Life Support certification
- 8.2.3 Define the role of the practical nurse as part of the integrated healthcare team
- 8.2.4 Perform basic first aid
- 8.2.5 Respond to medical emergencies as they arise

**CONTENT STANDARD 9.0 : INTRODUCE FAMILY NURSING****PERFORMANCE STANDARD 9.1 : INTERPRET MATERNAL NURSING CONCEPTS**

- 9.1.1 Provide antepartum care
- 9.1.2 Provide intrapartum care
- 9.1.3 Provide postpartum care
- 9.1.4 Implement pharmacological interventions
- 9.1.5 Identify signs of abuse

**PERFORMANCE STANDARD 9.2 : CARE OF THE PEDIATRIC CLIENT**

- 9.2.1 Recognize emergencies
- 9.2.2 Identify diseases and conditions specific to population
- 9.2.3 Promote health
- 9.2.4 Implement pharmacological interventions
- 9.2.5 Identify signs of abuse

**PERFORMANCE STANDARD 9.3 : IDENTIFY COMMUNITY RESOURCES**

- 9.3.1 Explore community resources available across the life span

**CONTENT STANDARD 10.0 : TRANSITION TO THE LICENSED PRACTICAL NURSE ROLE****PERFORMANCE STANDARD 10.1 : DEMONSTRATE LEADERSHIP AND DELEGATION**

- 10.1.1 Transition to the LPN (Licensed Practical Nurse) role
- 10.1.2 Apply employability and skill standards
- 10.1.3 Delegate responsibilities
- 10.1.4 Participate in professional development

**PERFORMANCE STANDARD 10.2 : ENGAGE IN CONFLICT RESOLUTION**

- 10.2.1 Recognize and report staff conflicts
- 10.2.2 Recognize and report client/family conflicts

**PERFORMANCE STANDARD 10.3 : EXPLORE CAREER OPPORTUNITIES**

- 10.3.1 Explore community opportunities
- 10.3.2 Explore nontraditional career pathways
- 10.3.3 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 in Science (based on the Next Generation Science Standards – Disciplinary Core Ideas Arrangement) and in English Language Arts and Mathematics (based on the Common Core State 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 Science, English Language Arts, and Mathematics.

**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.

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**CROSSWALK OF PRACTICAL NURSING STANDARDS  
AND THE NEVADA ACADEMIC CONTENT STANDARDS**

**CONTENT STANDARD 1.0: IDENTIFY ROLES AND RESPONSIBILITIES OF THE PRACTICAL NURSE**

| Performance Indicators | Nevada Academic Content Standards  |
|------------------------|--|
| 1.1.3                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><br/>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.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/>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.</p> |
| 1.1.5                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><br/>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.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/>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.</p>   |
| 1.2.1                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><br/>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.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/>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.</p>  |
| 1.3.3                  | <p><b>English Language Arts: Speaking and Listening Standards</b><br/>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.</p>   |

**CONTENT STANDARD 2.0: IMPLEMENT PHARMACOLOGICAL THERAPIES**

| Performance Indicators | Nevada Academic Content Standards  |
|------------------------|--|
| 2.1.2                  | <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><br/>                     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.</p> <p><b>Science: HS-Ecosystems: Interactions, Energy, and Dynamics</b><br/>                     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.</p> |
| 2.1.5                  | <p><b>English Language Arts: Speaking and Listening Standards</b><br/>                     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.</p>  |

**CONTENT STANDARD 3.0: UTILIZE ANATOMY AND PHYSIOLOGY IN PRACTICE**

| Performance Indicators | Nevada Academic Content Standards  |
|------------------------|--|
| 3.1.1                  | <p><b>Science: HS-From Molecules to Organisms: Structures and Processes</b><br/>                     HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.</p>   |
| 3.1.2                  | <p><b>Science: HS-Biological Evolution: Unity and Diversity</b><br/>                     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.</p>   |
| 3.1.3                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><br/>                     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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><br/>                     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.</p> |
| 3.1.4                  | <p><b>Science: HS-From Molecules to Organisms: Structures and Processes</b><br/>                     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.</p>   |
| 3.1.5                  | <p><b>English Language Arts: Speaking and Listening Standards</b><br/>                     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.</p> <p><b>Science: HS-From Molecules to Organisms: Structures and Processes</b><br/>                     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.</p>   |

**CONTENT STANDARD 4.0: PROVIDE A SAFE AND EFFECTIVE CARE ENVIRONMENT**

| Performance Indicators | Nevada Academic Content Standards  |
|------------------------|--|
| 4.1.3                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><br/>                     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.</p>   |
| 4.2.2                  | <p><b>English Language Arts: Reading Standards for Informational Text</b><br/>                     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.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/>                     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.</p>  |
| 4.3.3                  | <p><b>Science: HS-Engineering Design</b><br/>                     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.</p>   |
| 4.3.4                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><br/>                     RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><br/>                     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.</p> |

**CONTENT STANDARD 5.0: USE INFORMATION TECHNOLOGY AND EVIDENCE-BASED PRACTICES**

| Performance Indicators | Nevada Academic Content Standards  |
|------------------------|--|
| 5.2.3                  | <p><b>Science: HS-Engineering Design</b><br/>                     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.</p>   |
| 5.2.5                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><br/>                     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.</p>   |
| 5.3.1                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><br/>                     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.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/>                     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.)</p> |

**CONTENT STANDARD 6.0: DEMONSTRATE CLINICAL JUDGEMENT**

| Performance Indicators | Nevada Academic Content Standards   |
|------------------------|---|
| 6.1.2                  | <b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><br>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. |
| 6.2.1                  | <b>English Language Arts: Language Standards</b><br>L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |

**CONTENT STANDARD 7.0: PROMOTE PSYCHOSOCIAL INTEGRITY**

| Performance Indicators | Nevada Academic Content Standards   |
|------------------------|---|
| 7.1.3                  | <p><b>Science: HS-Earth and Human Activity</b><br/>                     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.</p>  |
| 7.2.1                  | <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><br/>                     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.</p>   |
| 7.3.2                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><br/>                     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.</p>  |
| 7.4.1                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><br/>                     RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><br/>                     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.</p> |

**CONTENT STANDARD 8.0: EVALUATE PHYSIOLOGICAL DEVELOPMENT**

| Performance Indicators | Nevada Academic Content Standards  |
|------------------------|--|
| 8.1.1                  | <p><b>Science: HS-Biological Evolution: Unity and Diversity</b><br/>                     HS-LS4-4 Construct an explanation based on evidence for how natural selection leads to adaptation of populations.</p>   |
| 8.1.2                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><br/>                     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.</p> |
| 8.2.4                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><br/>                     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.</p>         |

**CONTENT STANDARD 9.0: INTRODUCE FAMILY NURSING**

| Performance Indicators | Nevada Academic Content Standards  |
|------------------------|--|
| 9.2.1                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><br/>                     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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><br/>                     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.</p> |
| 9.2.2                  | <p><b>Science: HS-From Molecules to Organisms: Structures and Processes</b><br/>                     HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.</p>   |

**CONTENT STANDARD 10.0: TRANSITION TO THE LICENSED PRACTICAL NURSE ROLE**

| Performance Indicators | Nevada Academic Content Standards  |
|------------------------|--|
| 10.2.1                 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><br/>                     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.</p> |
| 10.3.2                 | <p><b>English Language Arts: Reading Standards for Informational Text</b><br/>                     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.</p>  |

**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.            | 5.1.1                                    |
| 2. Reason abstractly and quantitatively.                            | 7.1.1<br>9.1.4                           |
| 3. Construct viable arguments and critique the reasoning of others. | 9.2.3                                    |
| 4. Model with mathematics.  | 3.1.4, 3.1.5<br>7.1.1                    |
| 5. Use appropriate tools strategically.                             | 7.3.1                                    |
| 6. Attend to precision.   | 7.1.1; 7.3.1                             |
| 7. Look for and make use of structure.                              | 3.1.3                                    |
| 8. Look for and express regularity in repeated reasoning.           | 7.1.3                                    |

**ALIGNMENT OF PRACTICAL NURSING STANDARDS  
AND THE SCIENCE AND ENGINEERING PRACTICES**

| Science and Engineering Practices   | Practical Nursing<br>Performance Indicators |
|---|---|
| 1. Asking questions (for science) and defining problems (for engineering).            | 6.1.2<br>8.2.5                              |
| 2. Developing and using models.   | 1.1.5<br>3.1.1                              |
| 3. Planning and carrying out investigations.  | 7.1.4                                       |
| 4. Analyzing and interpreting data.   | 5.1.1<br>9.1.4                              |
| 5. Using mathematics and computational thinking.                                      | 1.1.5<br>7.3.1                              |
| 6. Constructing explanations (for science) and designing solutions (for engineering). | 4.1.7<br>7.1.5                              |
| 7. Engaging in argument from evidence.  | 5.1.1                                       |
| 8. Obtaining, evaluating, and communicating information.                              | 1.3.7<br>5.3.4                              |

**CROSSWALKS OF PRACTICAL NURSING STANDARDS  
AND THE COMMON CAREER TECHNICAL CORE**

| Health Science Career Cluster™ (HL)  | Performance Indicators |
|--|------------------------|
| 1. Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.                                | 1.1.1, 1.1.3; 7.3.1    |
| 2. Explain the healthcare worker’s role within their department, their organization, and the overall healthcare system.  | 1.1.5; 1.2.4; 8.2.3    |
| 3. Identify existing and potential hazards to clients, coworkers, visitors, and self in the healthcare workplace.  | 4.2.1, 4.2.5; 5.2.5    |
| 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. | 1.2.1 - 1.2.3          |
| 5. Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.  | 5.2.1, 5.2.3, 5.2.5    |
| 6. Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.  | 1.3.1; 2.1.1, 2.1.2    |

| Therapeutic Services Career Pathway (HL-THR)   | Performance Indicators |
|--|------------------------|
| 1. Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.                                       | 2.2.1 - 2.2.3          |
| 2. Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.                                     | 6.1.4; 6.2.1; 6.3.1,   |
| 3. Utilize processes for assessing, monitoring and reporting patient’s/clients’ health status to the treatment team within protocol and scope of practice. | 2.3.4; 3.1.2, 3.1.3    |
| 4. Evaluate patient/client needs, strengths and problems in order to determine if treatment goals are being met.   | 5.2.5; 6.1.1, 6.1.2    |