

Career and Technical Education Adapted CTE Course Blueprint of Essential Standards and Indicators

Health Occupations Education

7243 Nursing Fundamentals

Public Schools of North Carolina
State Board of Education • Department of Public Instruction
Academic Services and Instructional Support
Division of Career and Technical Education
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Adapted CTE Course Blueprint of Essential Standards

Essential standards are big, powerful ideas that are necessary and essential for students to know to be successful in a course. Essential standards identify the appropriate verb and cognitive process intended for the student to accomplish. Essential standards provide value throughout a student's career, in other courses, and translate to the next level of education or world of work.

The essential standards use Revised Bloom's Taxonomy (RBT) category verbs (remember, understand, apply, analyze, evaluate, create) that reflect the overall intended cognitive outcome of the indicators written by the NC Division of Health Service Regulation (DHSR) / Center for Aide Education and Registration (CARE). Each essential standard and indicator reflects the intended level of learning through two dimensions; The Knowledge Dimension is represented with letters A-C, and the Cognitive Process Dimension by numbers 1-6.

The Adapted CTE Course Blueprint includes units of instruction, essential standard(s) for each unit, and the specific indicators aligned with NC DHSR-CARE Approved Nurse Aide Training. Also included are the relative weights of the units and essential standards within the course. The industry certification reflected in this document is Nurse Aide I listing on the North Carolina Nurse Aide I Registry. After students complete the state requirements of nurse aide training they may take the National Nurse Aide Assessment Program (NNAAP) competency exam given by PearsonVue/Nurse Aide Competency Examination Service (NACES). Students must pass both the NNAAP written examination and the NNAAP skills evaluation to be listed on the NC Nurse Aide I Registry. If a student passes one portion of the NNAAP test (written portion or skills portion) the student must retake the portion that was not passed. Example: If the written examination is passed and the skills evaluation is not passed, the student must retake and pass the skills evaluation before being listed on the NC NA I Registry. For complete information regarding the third party Nurse Aide I assessment, refer to <http://www.pearsonvue.com> PearsonVue/Test Taker Services/North Carolina Nurse Aide I and Medication Aide. Application to take the NNAAP Nurse Aide I competency examination must be made using on-line registration at <https://www.pulseportal.com>. NACES in-facility testing is highly recommended for high school students. Contact the Nurse Aide Program Manager at NCDPI for details on in-facility testing or refer to the most current Nurse Aide Training Handbook produced by NCDPI. The training program number will be needed for online registration. The training program number is located on the left upper corner of the approved program application.

This document will help teachers plan for curriculum delivery for the year, prepare daily lesson plans, and construct valid formative, benchmark, and summative assessments. Curriculum for this course is not provided by NCDPI. Industry curriculum providers reviewed and approved for this course collaborated with the North Carolina Department of Public Instruction (NCDPI) to develop a valid and reliable test item bank used to produce a secure postassessment administered by NCDPI. Assessment for this course is written at the level of the **ESSENTIAL STANDARD** and assesses the intended outcome of the sum of its indicators. The following industry curriculum providers participated in the development of the secure test item bank. To assure alignment of the postassessment with the credential, the following curriculum providers have been reviewed and determined to provide curriculum to cover the essential standards. Curriculum providers include: North Carolina Division of Health Service Regulations – Center for Aide Education and Registration.

For additional information about this blueprint, contact the Division of Career and Technical Education, North Carolina Department of Public Instruction, 6361 Mail Service Center, Raleigh, North Carolina 27699-6361.

Reference: Anderson, Lorin W. (Ed.), Krathwohl, David R. (Ed.), et al., *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*, Addison Wesley Longman, Inc., New York, 2001.

Interpretation of Columns on the NCDPI Adapted CTE Course Blueprint

No.	1	2	3	4
Heading	Essential Std #	Unit Titles, Essential Standards, and Indicators	Course Weight	RBT Designation
Column information	Unique course identifier and essential standard number.	Statements of unit titles, essential standards per unit, and specific indicators per essential standard. If applicable, includes % for each indicator.	Shows the relative importance of each unit and essential standard. Course weight is used to help determine the percentage of total class time to be spent on each essential standard.	Classification of outcome behavior in essential standards and indicators in Dimensions according to the Revised Bloom's Taxonomy. Cognitive Process Dimension: 1 Remember 2 Understand 3 Apply 4 Analyze 5 Evaluate 6 Create Knowledge Dimension: A Factual Knowledge B Conceptual Knowledge C Procedural Knowledge

Career and Technical Education conducts all activities and procedures without regard to race, color, creed, national origin, gender, or disability. The responsibility to adhere to safety standards and best professional practices is the duty of the practitioners, teachers, students, and/or others who apply the contents of this document.

Career and Technical Student Organizations (CTSO) are an integral part of this curriculum. CTSOs are strategies used to teach course content, develop leadership, citizenship, responsibility, and proficiencies related to workplace needs.

**Adapted CTE Course Blueprint of Essential Standards for
7243 NURSING FUNDAMENTALS**
(Hours of instruction: 270 - 300)

Essential Std #	Units, Essential Standards, and Indicators (The Learner will be able to:)	Course Weight	RBT Designation
1	2	3	4
	Total Course Weight	100%	
A	NURSE AIDE WORKPLACE FUNDAMENTALS	43%	
1.00	Understand the role, function, legal and ethical responsibilities of the nurse aide within the healthcare system.	12%	B2
	1.01 Understand healthcare facilities and organizational structure. 1.02 Understand nurse aide range of function as a member of the healthcare team. 1.03 Understand residents' rights, advocacy and grievance procedures.		
2.00	Understand communication skills, interpersonal skills, and physical care skills that promote mental health and meet social and special needs of residents in long term care.	19%	B2
	2.01 Understand communication and interpersonal skills needed to provide resident care and relate to team members. 2.02 Understand nurse aide observations, recording and reporting. 2.03 Understand basic human needs and nurse aide guidelines in meeting those needs. 2.04 Understand the dying process and needs of the resident nearing the end of life.		
3.00	Understand infection control, safety and emergency skills within the nurse aide range of function.	12%	B2
	3.01 Understand infection control within nurse aide range of function. 3.02 Understand safety and emergency care skills within nurse aide range of function.		
B	NURSE AIDE RESIDENT CARE SKILLS	57%	
4.00	Understand nurse aide skills related to residents' vital functions and movement.	19%	B2
	4.01 Understand vital signs, height and weight measurement skills. 4.02 Understand the nurse aide's range of function in rehabilitative/restorative and maintenance care.		
5.00	Understand nurse aide skills related to residents' hygiene, grooming, skin integrity, and living environment needs.	20%	B2
	5.01 Understand nurse aide skills needed for residents' hygiene and grooming. 5.02 Understand nurse aide skills needed to promote skin integrity. 5.03 Understand the nurse aide's role in creating a safe and clean environment that fosters resident independence, contentment and self-esteem.		
6.00	Understand nurse aide skills needed to provide for residents' nutrition, hydration, and elimination needs.	18%	B2
	6.01 Understand nurse aide skills needed to meet the nutritional and hydration needs of residents. 6.02 Understand nurse aide skills needed to care for residents' elimination and urination needs.		
7.00	APPLY nurse aide skills by providing hands on resident care during a 40 hour (minimum) clinical experience in an approved long term care facility.	<i>See Note</i>	C3

NOTE: When calculating the amount of class time needed for each indicator, multiply the course percentage time the number of AVAILABLE hours AFTER subtracting clinical time.