

# ***NURSING ASSISTANT CURRICULUM FRAMEWORK***



This document was prepared by:

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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*



## INTRODUCTION

The Nevada Career and Technical Education (CTE) Curriculum Frameworks are a resource for Nevada's public schools and charter schools to design, implement, and assess their CTE programs and curriculum. The content standards identified in this document are listed as a model for the development of local district programs and curriculum. They represent rigorous and relevant expectations for student performance, knowledge, and skill attainment which have been validated by industry representatives.

This curriculum framework ensures the following:

- CTE course(s) and course sequence teaches the knowledge and skills required by industry through applied learning methodology and, where appropriate, work-based learning experiences that prepare students for careers in high-wage, high-skill, and/or in-demand fields. Regional and state economic development priorities shall play an important role in determining program approval. Some courses also provide instruction focused on personal development.
- CTE course(s) and course sequence includes leadership and employability skills as an integral part of the curriculum.
- CTE course(s) and course sequence is part of a rigorous program of study and includes sufficient technical challenge to meet state and/or industry-standards.

**NEVADA DEPARTMENT OF EDUCATION  
CURRICULUM FRAMEWORK FOR  
NURSING ASSISTANT**

**PROGRAM INFORMATION**

- Program Title: Nursing Assistant**  
**State Skill Standards: Principles of Health Science / Nursing Assistant**  
**Standards Reference Code: PRN HEALTH SCI / NURSING ASST**  
**Career Cluster: Health Science**  
**Career Pathway: Support Services**  
**Program Length: 2-year, completed sequentially**  
**Program Assessments: TBD**  
**Workplace Readiness Skills**  
**CTSO: HOSA: Future Health Professionals**  
**Grade Level: 9-12**  
**Industry Certifications: See Nevada’s Approved Certification Listing**

**PROGRAM PURPOSE**

The purpose of this program is to prepare students for postsecondary education and employment in the Nursing Assistant industry.

The program includes the following state standards:

- Nevada CTE Skill Standards: Nursing Assistant
- Employability Skills for Career Readiness
- Nevada Academic Content Standards (alignment shown in the Nevada CTE Skill Standards):
  - English Language Arts
  - Mathematics
  - Science
- Common Career Technical Core (alignment shown in the Nevada CTE Skill Standards)

**CAREER CLUSTERS**

The National Career Clusters® Framework provides a vital structure for organizing and delivering quality CTE programs through learning and comprehensive programs of study (POS). In total, there are 16 Career Clusters in the National Career Clusters Framework, representing more than 79 Career Pathways to help students navigate their way to greater success in college and career. As an organizing tool for curriculum design and instruction, Career Clusters provide the essential knowledge and skills for the 16 Career Clusters and their Career Pathways.\*

\*Cite: National Association of State Directors of Career Technical Education Consortium. (2012). Retrieved from <https://cte.careertech.org/sites/default/files/CareerClustersPathways.pdf> and <https://www.air.org/sites/default/files/CTEClusters.pdf>

**PROGRAM OF STUDY**

The program of study illustrates the sequence of academic and career and technical education coursework that is necessary for the student to successfully transition into postsecondary educational opportunities and employment in their chosen career path. (NAC 389.803)

**PROGRAM STRUCTURE**

The core course sequencing with the complementary courses provided in the following table serves as a guide to schools for their programs of study. Each course is listed in the order in which it should be taught. Complete program sequences are essential for the successful delivery of all state standards in each program area. A program does not have to utilize the complementary courses for students to complete their program of study.

**NURSING ASSISTANT****Required Core Course Sequence (R) with Complementary Courses (C)**

Required/ Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
R	Principles of Health Science	PRN HEALTH SCI	51.0000	14	002	G	1.00	12	14002G1.0012
R	Nursing Assistant	NURSING ASST	51.3902	14	051	G	1.00	22	14051G1.0022
C	Nursing Assistant Lab	NURSING ASST LAB	51.3902	14	051	E	1.00	11	14051E1.0022
C	CTE Work Experience - Health Science	WORK EXPER HEALTH	99.0008	14	298	G	1.00	11	14298G1.0011

**STATE SKILL STANDARDS**

The state skill standards are designed to clearly state what the student should know and be able to do upon completion of an advanced high school career and technical education (CTE) program. The standards are designed for the student to complete all standards through their completion of a program of study. The standards are designed to prepare the student for the end-of-program technical assessment directly aligned to the standards. (Paragraph (a) of Subsection 1 of NAC 389.800)

**EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS**

Employability skills, often referred to as “soft skills,” have for many years been a recognizable component of the standards and curriculum in career and technical education programs. The twenty-one standards are organized into three areas: (1) Personal Qualities and People Skills; (2) Professional Knowledge and Skills; and (3) Technology Knowledge and Skills. The standards are designed to ensure students graduate high school properly prepared with skills employers prioritize as the most important. Instruction on all twenty-one standards must be part of each course of the CTE program. (Paragraph (d) of Subsection 1 of NAC 389.800)

**CURRICULUM FRAMEWORK**

The Nevada CTE Curriculum Frameworks are organized utilizing the recommended course sequencing listed in the program of study and the CTE Course Catalog. The framework identifies the recommended content standards, performance standards, and performance indicators that should be taught in each course.

**CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOs)**

To further the development of leadership and technical skills, students must have opportunities to participate in one or more of the Career and Technical Student Organizations (CTSOs). CTSOs develop character, citizenship, and the technical, leadership and teamwork skills essential for the workforce and their further education. Their activities are considered a part of the instructional day when they are directly related to the competencies and objectives in the course. (Paragraph (a) of Subsection 3 of NAC 389.800)

**WORKPLACE READINESS SKILLS ASSESSMENT**

The Workplace Readiness Skills Assessment has been developed to align with the Nevada CTE Employability Skills for Career Readiness Standards. This assessment provides a measurement of student employability skills attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified in the Program Structure table as SCED Course Level “G” and SCED Course Sequence 22 or 33. (Paragraph (d) of Subsection 1 of NAC 389.800)

**END-OF-PROGRAM TECHNICAL ASSESSMENT**

An end-of-program technical assessment may be implemented for those programs with current industry validated standards to align with the Nevada CTE Skill Standards for this program. This assessment provides a measurement of student technical skill attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified in the Program Structure table as SCED Course Level “G” and SCED Course Sequence 22 or 33. (Paragraph (e) of Subsection 1 of NAC 389.800)

**CERTIFICATE OF SKILL ATTAINMENT**

Each student who completes a course of study must be awarded a certificate which states that they have attained specific skills in the industry being studied and meets the following criteria: A student must maintain a 3.0 grade point average in their approved course of study, pass the Workplace Readiness Skills Assessment, and pass the end-of-program technical assessment. (Subsection 4 of NAC 389.800)

**CTE ENDORSEMENT ON A HIGH SCHOOL DIPLOMA**

A student qualifies for a CTE endorsement on their high school diploma after successfully completing the following criteria: (1) completion of a CTE course of study in a program area; (2) completion of academic requirements governing receipt of a standard diploma; and (3) meet all requirements for the issuance of the Certificate of Skill Attainment. (NAC 389.815)

**CTE COLLEGE CREDIT**

CTE College Credit is awarded to students based on articulation agreements established by each college for the CTE program, where the colleges will determine the credit value of a full high school CTE program based on course alignment. An articulation agreement will be established for each CTE program designating the number of articulated credits each college will award to students who complete the program.

CTE College Credit is awarded to students who: (1) complete the CTE course sequence with a grade-point average of 3.0 or higher; (2) pass the state end-of-program technical assessment for the program; and (3) pass the Workplace Readiness Assessment for employability skills.

Pre-existing articulation agreements will be recognized until new agreements are established according to current state policy and the criteria shown above.

Please refer to the local high school's course catalog or contact the local high school counselor for more information. (Paragraph (b) of Subsection 3 of NAC 389.800)

**ACADEMIC CREDIT FOR CTE COURSEWORK**

Career and technical education courses meet the credit requirements for high school graduation (1 unit of arts and humanities or career and technical education). Some career and technical education courses meet academic credit for high school graduation. Please refer to the local high school's course catalog or contact the local high school counselor for more information. (NAC 389.672)

**CORE COURSES****RECOMMENDED STUDENT PERFORMANCE STANDARDS****COURSE INFORMATION**

**Course Title:** Principles of Health Science  
**Abbreviated Name:** PRN HEALTH SCI  
**Credits:** 1  
**Prerequisite:** None  
**CTSO:** HOSA: Future Health Professionals

**COURSE DESCRIPTION**

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

**TECHNICAL STANDARDS****CONTENT STANDARD 1.0: INTEGRATE CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOS)**

Performance Standard 1.1: Explore the History and Organization of CTSOs

*Performance Indicators:* 1.1.1-1.1.3

Performance Standard 1.2: Develop Leadership Skills

*Performance Indicators:* 1.2.1-1.2.6

Performance Standard 1.3: Participate in Community Service

*Performance Indicators:* 1.3.1-1.3.3

Performance Standard 1.4: Develop Professional and Career Skills

*Performance Indicators:* 1.4.1-1.4.5

Performance Standard 1.5: Understand the Relevance of Career and Technical Education (CTE)

*Performance Indicators:* 1.5.1-1.5.3

**CONTENT STANDARD 2.0: CLASSIFY THE ACADEMIC PRINCIPLES OF HEALTH SCIENCE**

Performance Standard 2.1: Demonstrate Knowledge of Human Anatomy and Physiology

*Performance Indicators:* 2.1.1-2.1.4

Performance Standard 2.2: Relate Principles of Anatomy and Physiology to Diagnosis and Treatment

*Performance Indicators:* 2.2.1-2.2.3

Performance Standard 2.3: Apply Mathematics in Healthcare Practice

*Performance Indicators:* 2.3.1-2.3.5

**CONTENT STANDARD 3.0: EXAMINE HEALTHCARE SYSTEMS**

Performance Standard 3.1: Evaluate Healthcare Delivery Systems (i.e., Private, Public, Non-Profit, Government)

*Performance Indicators:* 3.1.1-3.1.5

**CONTENT STANDARD 4.0: UNDERSTAND THE LEGAL AND ETHICAL RESPONSIBILITIES WITHIN THE HEALTHCARE SYSTEM**

Performance Standard 4.1: Perform Duties According to Regulations, Policies, Laws, and Legislated Rights of Clients

*Performance Indicators:* 4.1.1-4.1.4



Performance Standard 4.2: Evaluate the Role of Ethical Issues Impacting Healthcare

*Performance Indicators:* 4.2.1-4.2.3

Performance Standard 4.3: Demonstrate Professional and Ethical Standards Impacting Healthcare

*Performance Indicators:* 4.3.1-4.3.7

**CONTENT STANDARD 5.0: INTERPRET FUNDAMENTALS OF WELLNESS AND PREVENTION OF DISEASE**

Performance Standard 5.1: Describe and Apply Behaviors for Prevention of Diseases and Promotion of Health and Wellness

*Performance Indicators:* 5.1.1-5.1.3

**CONTENT STANDARD 6.0: UNDERSTAND THE ROLES AND RESPONSIBILITIES OF INDIVIDUAL MEMBERS AS PART OF THE HEALTHCARE TEAM**

Performance Standard 6.1: Demonstrate Workplace Readiness Skills

*Performance Indicators:* 6.1.1-6.1.2

**CONTENT STANDARD 7.0: UNDERSTAND SAFETY PRACTICES**

Performance Standard 7.1: identify Procedures Mandated by Local, State, and Federal Guidelines

*Performance Indicators:* 7.1.1-7.1.4

Performance Standard 7.2: Explain Principles of Infection Control

*Performance Indicators:* 7.2.1-7.2.4

Performance Standard 7.3: Understand Emergency Management and Preparedness

*Performance Indicators:* 7.3.1-7.3.16

**CONTENT STANDARD 8.0: APPLY TECHNICAL SKILLS REQUIRED FOR HEALTHCARE CAREERS**

Performance Standard 8.1: Demonstrate Healthcare Skills and Knowledge

*Performance Indicators:* 8.1.1-8.1.6

Performance Standard 8.2: Utilize Appropriate Assessment Tools to Evaluate Individual Situations

*Performance Indicators:* 8.2.1-8.2.6

**CONTENT STANDARD 9.0: IMPLEMENT THE COMPONENTS OF HEALTH INFORMATION MANAGEMENT**

Performance Standard 9.1: Interpret Records and Files Common to Healthcare

*Performance Indicators:* 9.1.1-9.1.3

Performance Standard 9.2: Utilize Health Information Technology to Securely Access and Distribute Patient Health Data and Other Health-Related Information

*Performance Indicators:* 9.2.1-9.2.5

**EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS**

**CONTENT STANDARD 1.0: DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1: Demonstrate Personal Qualities and People Skills

*Performance Indicators:* 1.1.1-1.1.7

Performance Standard 1.2: Demonstrate Professional Knowledge and Skills

*Performance Indicators:* 1.2.1-1.2.10

Performance Standard 1.3: Demonstrate Technology Knowledge and Skills

*Performance Indicators:* 1.3.1-1.3.4

**ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS\***

**English Language Arts:** Reading Standards for Literacy in Science and Technical Subjects  
Writing Standards for Literacy in Science and Technical Subjects  
Speaking and Listening

**Mathematics:** Mathematical Practices  
Algebra  
Functions  
Numbers and Quantity  
Statistics and Probability

**Science:** Earth and Space  
Engineering Design  
Life Science  
Physical Science

**Health:** Analyze Influences  
Core Concepts: Personal, Community, and Environment Health Strand  
Core Concepts: Personal Safety Strand  
Core Concepts: Safety Practices, Injury Prevention, and CPR/AED (SIC) Strand  
Goal Setting  
Interpersonal Communication  
Self-Management

\*Refer to the Principles of Health Science Standards for alignment by performance indicator.

**COURSE INFORMATION**

**Course Title:** Nursing Assistant  
**Abbreviated Name:** NURSING ASST  
**Credits:** 1  
**Prerequisite:** Principles of Health Science  
**Program Assessments:** TBD  
**Workplace Readiness Skills**  
**CTSO:** HOSA: Future Health Professionals

**COURSE DESCRIPTION**

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

**TECHNICAL STANDARDS****CONTENT STANDARD 1.0: INTEGRATE CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOS)**

Performance Standard 1.1: Explore the History and Organization of CTSOs

*Performance Indicators:* 1.1.1-1.1.3

Performance Standard 1.2: Develop Leadership Skills

*Performance Indicators:* 1.2.1-1.2.6

Performance Standard 1.3: Participate in Community Service

*Performance Indicators:* 1.3.1-1.3.3

Performance Standard 1.4: Develop Professional and Career Skills

*Performance Indicators:* 1.4.1-1.4.5

Performance Standard 1.5: Understand the Relevance of Career and Technical Education (CTE)

*Performance Indicators:* 1.5.1-1.5.3

**CONTENT STANDARD 2.0: UNDERSTAND THE ROLE AND RESPONSIBILITY OF A NURSING ASSISTANT**

Performance Standard 2.1: Understand Scope of Practice

*Performance Indicators:* 2.1.1-2.1.4

Performance Standard 2.2: Describe Ethics and Law

*Performance Indicators:* 2.2.1-2.2.5

Performance Standard 2.3: Identify Residents' Rights

*Performance Indicators:* 2.3.1-2.3.6

Performance Standard 2.4: Understand How Role Fits into Overall Healthcare Environment

*Performance Indicators:* 2.4.1-2.4.3

**CONTENT STANDARD 3.0: DESCRIBE COMMUNICATION AND INTERPERSONAL RELATIONSHIPS**

Performance Standard 3.1: Describe Communication and Interpersonal Relationships

*Performance Indicators:* 3.1.1-3.1.6

Performance Standard 3.2: Use Proper Documentation Processes

*Performance Indicators:* 3.2.1-3.2.4

**CONTENT STANDARD 4.0: EXPLAIN AND DEMONSTRATE INDIRECT CARE PRACTICES**

Performance Standard 4.1: Promote Residents' Dignity

*Performance Indicators:* 4.1.1-4.1.2

Performance Standard 4.2: Promote Residents' Rights

*Performance Indicators:* 4.2.1-4.2.2

Performance Standard 4.3: Promote Residents' Safety

*Performance Indicators:* 4.3.1-4.3.6

**CONTENT STANDARD 5.0: UNDERSTAND INFECTION PREVENTION CONCEPTS**

Performance Standard 5.1: Explain Infection Prevention Processes

*Performance Indicators:* 5.1.1-5.1.7

**CONTENT STANDARD 6.0: UNDERSTAND HUMAN ANATOMY AND PHYSIOLOGY**

Performance Standard 6.1: Understand Structure and Function of Body Systems

*Performance Indicators:* 6.1.1-6.1.3

Performance Standard 6.2: Differentiate Between Growth and Development

*Performance Indicators:* 6.2.1-6.2.2

Performance Standard 6.3: Define Medical Terminology

*Performance Indicators:* 6.3.1-6.3.3

**CONTENT STANDARD 7.0: DEMONSTRATE PERSONAL CARE PROCEDURES**

Performance Standard 7.1: Recognize and Implement Hygiene and Grooming Principles

*Performance Indicators:* 7.1.1-7.1.6

Performance Standard 7.2: Demonstrate Personal Care Procedures

*Performance Indicators:* 7.2.1-7.2.2

Performance Standard 7.3: Demonstrate Safety in Performing Personal Hygiene Skills

*Performance Indicators:* 7.3.1-7.3.3

**CONTENT STANDARD 8.0: EXPLAIN AND DISCUSS PHYSIOLOGICAL MEASUREMENTS**

Performance Standard 8.1: Understand Vital Signs

*Performance Indicators:* 8.1.1-8.1.5

Performance Standard 8.2: Demonstrate Measurements

*Performance Indicators:* 8.2.1-8.2.6

Performance Standard 8.3: Demonstrate Safety and Accuracy in Physiological Measurements

*Performance Indicators:* 8.3.1-8.3.3

**CONTENT STANDARD 9.0: DIFFERENTIATE BETWEEN NUTRITIONAL REQUIREMENTS AND TECHNIQUES**

Performance Standard 9.1: Identify General Nutritional Concepts

*Performance Indicators:* 9.1.1-9.1.6

Performance Standard 9.2: Demonstrate Skills

*Performance Indicators:* 9.2.1-9.2.7

Performance Standard 9.3: Use Proper Food Handling

*Performance Indicators:* 9.3.1

Performance Standard 9.4: Demonstrate Proper Safety Standards

*Performance Indicators:* 9.4.1-9.4.3

**CONTENT STANDARD 10.0: UNDERSTAND PROCEDURES AND PROCESSES RELATED TO ELIMINATION**

Performance Standard 10.1: Identify Normal and Abnormal Urinary and Bowel Elimination

*Performance Indicators:* 10.1.1-10.1.5

Performance Standard 10.2: Demonstrate Skills in Assisting with Elimination

*Performance Indicators:* 10.2.1-10.2.5

Performance Standard 10.3: Promote Safety in Elimination

*Performance Indicators:* 10.3.1-10.3.4

**CONTENT STANDARD 11.0: UNDERSTAND THE IMPACT OF PROVIDING A QUALITY PATIENT ENVIRONMENT**

Performance Standard 11.1: Understand Basic Human Needs

*Performance Indicators:* 11.1.1-11.1.6

Performance Standard 11.2: Identify Physical and Environmental Needs

*Performance Indicators:* 11.2.1-11.2.2

**CONTENT STANDARD 12.0: UNDERSTAND THE PRINCIPLES RELATED TO PATIENT MOBILITY**

Performance Standard 12.1: Describe the Principles of Positioning and Transferring

*Performance Indicators:* 12.1.1-12.1.5

Performance Standard 12.2: Demonstrate Skills Related to Resident Mobility

*Performance Indicators:* 12.2.1-12.2.2

Performance Standard 12.3: Demonstrate Safety as Related to Resident Mobility

*Performance Indicators:* 12.3.1-12.3.3

**CONTENT STANDARD 13.0: DESCRIBE ADMISSION, TRANSFER, AND DISCHARGE PROCEDURES**

Performance Standard 13.1: Describe the Components of Admission, Transfer, and Discharge Procedures

*Performance Indicators:* 13.1.1-13.1.2

Performance Standard 13.2: Demonstrate Skills of Admission, Transfer, and Discharge

*Performance Indicators:* 13.2.1-13.2.5

Performance Standard 13.3: Demonstrate Safety in Admission, Transfer, and Discharge

*Performance Indicators:* 13.3.1-13.3.2

**CONTENT STANDARD 14.0: UNDERSTAND THE CARE OF RESIDENTS WITH SPECIAL NEEDS**

Performance Standard 14.1: Discuss Common Diseases and Disorders

*Performance Indicators:* 14.1.1-14.1.2

Performance Standard 14.2: Demonstrate the Skills in Caring for Residents with Common Diseases and Disorders

*Performance Indicators:* 14.2.1-14.2.3

Performance Standard 14.3: Describe Safety in Caring for a Resident with Special Needs

*Performance Indicators:* 14.3.1-14.3.2

Performance Standard 14.4: Understand Rehabilitation and Restorative Care

*Performance Indicators:* 14.4.1-14.4.4

Performance Standard 14.5: Describe the Death and Dying Process

*Performance Indicators:* 14.5.1-14.5.4

**EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS****CONTENT STANDARD 1.0: DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1: Demonstrate Personal Qualities and People Skills

*Performance Indicators:* 1.1.1-1.1.7

Performance Standard 1.2: Demonstrate Professional Knowledge and Skills

*Performance Indicators:* 1.2.1-1.2.10

Performance Standard 1.3: Demonstrate Technology Knowledge and Skills

*Performance Indicators:* 1.3.1-1.3.4**ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS\*****English Language Arts:** Reading Standards for Literacy in Science and Technical Subjects  
Writing Standards for Literacy in Science and Technical Subjects  
Speaking and Listening**Mathematics:** Functions  
Geometry  
Numbers and Quantity  
Statistics and Probability**Science:** Physical Science  
Life Science

\*Refer to the Nursing Assistant Standards for alignment by performance indicator.

**COMPLEMENTARY COURSES****RECOMMENDED STUDENT PERFORMANCE STANDARDS**

Programs that utilize the complementary courses can include the following:

- Continuation course(s)
- Advanced Studies course
- Lab course(s)
- CTE Work Experience courses

**COURSE INFORMATION**

**Course Title: Nursing Assistant Lab**

**Abbreviated Name: NURSING ASST LAB**

**Credits: 1**

**Prerequisite: Concurrent enrollment in Nursing Assistant**

**CTSO: HOSA: Future Health Professionals**

**COURSE DESCRIPTION**

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

**COURSE INFORMATION**

**Course Title: CTE Work Experience – Health Science**

**Abbreviated Name: WORK EXPER HEALTH**

**Credits: 1**

**Prerequisite: Level 1 course and concurrently enrolled in the Level 2 or higher course**

**CTSO: HOSA: Future Health Professionals**

**COURSE DESCRIPTION**

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