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| CENTRAL FLORIDA ASSESSMENT COLLABORATIVE |
| Individual Test Item Specifications |
| Medical Skills and Services |
| 2014 |

*The contents of this document were developed under a grant from the United States Department of Education. However, the content does not necessarily represent the policy of the United States Department of Education, and you should not assume endorsement by the federal government.*

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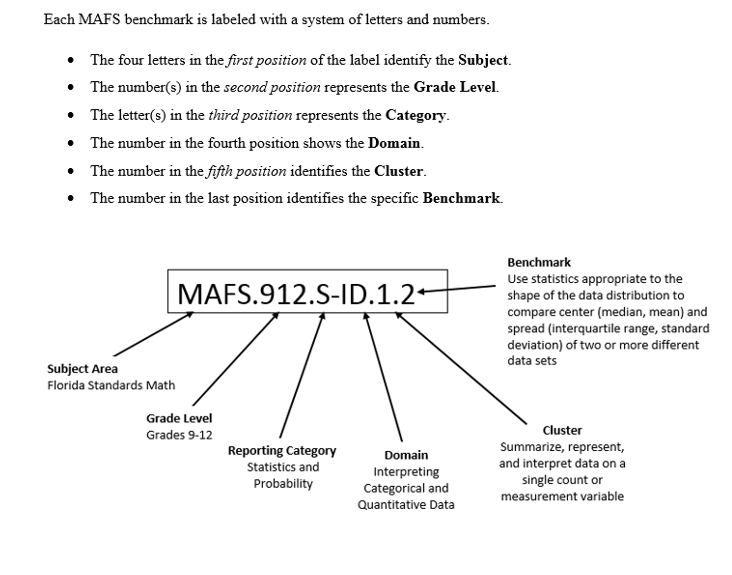
I. Guide to the Individual Benchmark Specifications

Content specific guidelines are given in the *Individual Benchmark Specifications* for each course. The *Specifications* contains specific information about the alignment of items with the Florida Standards. It identifies the manner in which each benchmark is assessed, provides content limits and stimulus attributes for each benchmark, and gives specific information about content, item types, and response attributes.

Benchmark Classification System

* Each Career and Technical Education course has its own set of course standards. The benchmarks are organized numerically, with two numbers separated by a decimal point. The first number is the standard number, and the second number is the benchmark number. You will see these numbers on the Item Specifications for each course.





**Definitions of Benchmark Specifications**

The *Individual Benchmark Specifications* provides standard-specific guidance for assessment item development for CFAC item banks. For each benchmark assessed, the following information is provided.

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| **Reporting Category** | is a grouping of related benchmarks that can be used to summarize and report achievement. |
| **Standard** | refers to the standard statement presented in the Florida Standards. |
| **Benchmark**  **Also Assesses** | refers to the benchmark statement presented in the Florida Standards. In some cases, two or more related benchmarks are grouped together because the assessment of one benchmark addresses another benchmark. Such groupings are indicated in the Also Assesses statement.  refers to the benchmarks that are closely related to the benchmark (see description above) |
| **Item Types**  **Cognitive**  **Complexity** | are used to assess the benchmark or group of benchmark.  ideal level at which item should be assessed. |
| **Benchmark Clarifications** | explain how achievement of the benchmark will be demonstrated by students. In other words, the clarification statements explain what the student will do when responding to questions. |
| **Content Limits** | define the range of content knowledge and that should be assessed in the items for the benchmark. |
| **Stimulus Attributes** | define the types of stimulus materials that should be used in the items, including the appropriate use of graphic materials and item context or content. |
| **Response Attributes**  **Content Focus** | define the characteristics of the answers that a student must choose or provide.  defines the content measured by each test item. Content focus addresses the broad content and skills associated with the examples found in the standards, benchmarks, or benchmark clarifications. |
| **Sample Items** | are provided for each type of question assessed. The correct answer for all sample items is provided. |

**II. Individual Benchmark Specifications**

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| **Benchmark Number** | 05.02 |
| **Standard** | 05.0 Perform basic mathematics skills used in health care. |
| **Benchmark** | Convert common weights, measures and volumes to metric. |
| **Also Assesses** | Not Applicable |
| **Knowledge Performance or Both** | Knowledge |
| **Item Types** | Multiple Choice, Short Response |
| **Ideal Cognitive Complexity Level** | Low, Moderate, High |
| **Benchmark Clarification** | The student will be able to convert traditional measurements to metric units and metric units to traditional. |
| **Content Limits** | Limited to pounds to kilograms, kilograms to pounds, inches to centimeters, centimeters to inches, ounces to milliliters, milliliters to ounces, teaspoons to milliliters, milliliters to teaspoons. |
| **Stimulus Attributes** | Questions could include pictures of scales. Conversion chart may be used. |
| **Response Attributes** | None Specified |
| **Content Focus** | Convert, metric system, traditional household system |
| **Sample Item** | If 5 ml = 1 teaspoon, how many teaspoons are in 85 ml?  A) 15.0  B) 17.0  C) 25.0  D) 42.5  Correct Answer: B |

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| Benchmark Number | 05.03 |
| Standard | 05.0 Perform basic mathematics skills used in health care. |
| Benchmark | Convert from regular to 24-hour clock time. |
| Also Assesses | None Applicable |
| Knowledge Performance or Both | Knowledge |
| Item Types | Multiple Choice |
| Ideal Cognitive Complexity Level | Low, Moderate |
| Benchmark Clarification | The student will be able to convert standard time to military time. |
| Content Limits | May also convert military time to standard time or standard time to military time. |
| Stimulus Attributes | None Specified |
| Response Attributes | None Specified |
| Content Focus | Convert , military time, standard time |
| Sample Item | How would you express 10:00 p.m. in military time?  A) 0010  B) 0200  C) 1000  D) 2200  Correct Answer: D |

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| Benchmark Number | 06.01 |
| Standard | 06.0 Describe the services provided by health occupations career clusters. |
| Benchmark | Discuss the history of health care services. |
| Also Assesses | Not Applicable |
| Knowledge Performance or Both | Knowledge |
| Item Types | Multiple Choice |
| Ideal Cognitive Complexity Level | Low, Moderate |
| Benchmark Clarification | Students will be able identify individuals who have had a major impact in health care. |
| Content Limits | None Specified |
| Stimulus Attributes | None Specified |
| Response Attributes | None Specified |
| Content Focus | Aristotle, Clara Barton, Elizabeth Blackwell, Gabriel Fahrenheit, Benjamin Franklin, William Harvey, Hippocrates, Edward Jenner, Anton van Leeuwenhoek, Joseph Lister, Rene Laennec, Robert Koch, Florence Nightingale, Ambroise Pare, Louis Pasteur |
| Sample Item | Primitive humans believed that sickness was caused by which of the following?  A) animal bites  B) evil spirits  C) pathogens  D) spoiled food  Correct Answer: B |

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| Benchmark Number | 06.03.01 |
| Standard | 06.0 Describe the services provided by health occupations career clusters. |
| Benchmark | List at least 3 types of services provided by Nursing Services. |
| Also Assesses | None applicable |
| Knowledge Performance or Both | Knowledge |
| Item Types | Multiple Choice, Short Response |
| Ideal Cognitive Complexity Level | Low, Moderate, High |
| Benchmark Clarification | The student will be able to explain at least 3 types of services provided by nursing services. |
| Content Limits | Limited to duties of a registered nurse, nurse practitioners, nurse midwives, practical nurses, and nurse assistant. |
| Stimulus Attributes | None Specified |
| Response Attributes | None Specified |
| Content Focus | Bed cradle, closed bed, complete bed bath, contracture, dangling, fanfolding, mechanical lift, mitered corner, nurse anesthetist , nurse assistant, nurse midwive, nurse practitioner, occupied bed, open bed, personal hygiene, pressure ulcer, registered nurse, practical nurse, |
| Sample Item | Which of the following careers represents a nurse who provides care for women during pregnancy, labor, or birth?  A) gynecologist  B) registered nurse  C) nurse midwife  D) nurse practitioner  Correct Answer: C |

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| **Benchmark Number** | 06.03.03 |
| **Standard** | 06.0 Describe the services provided by health occupations career clusters. |
| **Benchmark** | List at least 3 types of services provided by Medical Office. |
| **Also Assesses** | 06.09 |
| **Knowledge Performance or Both** | Knowledge, Performance |
| **Item Types** | Multiple Choice, Short Response |
| **Ideal Cognitive Complexity Level** | Low, Moderate, High |
| **Benchmark Clarification** | The student will be able to explain proper technique of each of the following skills: using the telephone, scheduling appointments, typing a business letter or completing, copying, mailing and filing medical records, form, or using a computer to input and retrieve information. |
| **Content Limits** | Limited to parts of a business letter, proper formatting of a business letter and envelope, filing alphabetically and numerically and cross indexing. |
| **Stimulus Attributes** | May include proof-reading a business letter, filing patient charts. |
| **Response Attributes** | None Specified |
| **Content Focus** | Appointments, block style, buffer period, complimentary close, consultation, cross indexes, day sheet, electronic mail, endorsement, indexed, inside address, ledger card, letterhead, memorandums, modified-block style, reference initials, salutation, signature |

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| **Sample Item** | Which of the following names should be filed before Saintsans?  A) John Saint Smith  B) Sainttanes  C) Saintworth  D) St. John  Correct Answer: D |

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| **Benchmark Number** | 06.03.06 |
| **Standard** | 06.0 Describe the services provided by health occupations career clusters. |
| **Benchmark** | List at least 3 types of services provided by Diagnostic Services. |
| **Also Assesses** | 08.04, 06.07 |
| **Knowledge Performance or Both** | Knowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity Level** | Low, Moderate |
| **Benchmark Clarification** | The student will be able to identify common diagnostic services. |
| **Content Limits** | Limited to occupations and duties of the following: ECG technician, EEG technologist, laboratory technologist, and radiologic technologist. May include using a microscope, obtaining a culture specimen, preparing a slide, streaking an agar plate. |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Content Focus** | Agar plate, blood smear, course adjustment, culture specimen, direct smear, electrocardiogram, electroencephalogram, erythrocyte, fine adjustment, Gram’s stain, iris diaphragm, leukocyte, microscope, phlebotomist, resistant, sensitive, technician, blood smear, objective, radiology, streaking, technologist, typing and crossmatch, venipuncture |
| **Sample Item** | Mr. Richards came into the emergency with complaints of chest pain. Which of the following tests would be ordered on Mr. Richards?  A) EEG  B) EKG  C) EMG  D) ERA  Correct Answer: B |

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| **Benchmark Number** | 06.03.07 |
| **Standard** | 06.0 Describe the services provided by health occupations career clusters. |
| **Benchmark** | List at least 3 types of services provided by Therapeutic Services. |
| **Also Assesses** | 05.04, 05.03.01, 05.03.02, 05.03.05, 05.03.09, 08.02, 06.06, 06.08 |
| **Knowledge Performance or Both** | Knowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity Level** | Low, Moderate |
| **Benchmark Clarification** | The student will be able to identify at least 3 types of skills provided by therapeutic services. |
| **Content Limits** | Limited to occupations and duties of the following: Nursing Services, Physicians, Dental services, Occupational Therapy, Physical Therapy, Emergency Medical Services, Vision Services |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Content Focus** | Dentist, dental hygienist, dental assistant, emergency medical technician, emergency medical technician paramedic, first responder, physician, doctor of medicine, doctor of osteopathic medicine, doctor of podiatric medicine, doctor of chiropractic, physician assistants, anesthesiologist, cardiologist, dermatologist, emergency physician, endocrinologist, gastroenterologist, gerontologist, gynecologist, internist, neurologist, obstetrician, oncologist, ophthalmologist, orthopedist, otolaryngologist, pathologist, pediatrician, physiatrist, plastic surgeon, psychiatrist, radiologist, surgeon, thoracic surgeon, urologist, physical therapy, occupational therapy, amalgam, bicuspids, bite-wings, buccal, carious lesions, composite, gingiva, panoramic, succedaneous teeth, radiographs, restoration, myopia, hyperopia, ophthalmoscope |
| **Sample Item** | Mr. Monroe had a recent stroke which paralyzed his left side. She is having difficulty performing every-day tasks such as buttoning his shirt, feeding himself and brushing his teeth.  Which health care professional would the physician refer him to?  A) nurse assistant  B) occupational therapist  C) physical therapist  D) recreational therapist  Correct Answer: C |

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| **Benchmark Number** | 06.03.08 |
| **Standard** | 06.0 Describe the services provided by health occupations career clusters. |
| **Benchmark** | List at least 3 types of services provided by Supportive Services. |
| **Also Assesses** | 06.04 |
| **Knowledge Performance or Both** | Knowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity Level** | Low, Moderate |
| **Benchmark Clarification** | The student will be able to identify at least 3 types of skills provided by supportive services. |
| **Content Limits** | May include occupations and duties of the following: Biomedical engineers, biomedical equipment technicians, central supply workers, and housekeeping workers, admitting clerk, health information coder, dietary services |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Content Focus** | Medical records, medical transcriptionist, admitting clerk, biomedical engineer, biomedical equipment technician, central supply worker, housekeeping, health information coder, dietician, dietetic technician |
| **Sample Item** | Which of the following fit the description of a biological scientist?  A) design and build systems used for diagnostic tests  B) develop vaccines and medications  C) install, test and repair equipment  D) operate machinery used to produce biotechnology products  Correct Answer: B |

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| **Benchmark Number** | 06.05 |
| **Standard** | 06.0 Describe the services provided by health occupations career clusters. |
| **Benchmark** | Identify services provided by other health care agencies. |
| **Also Assesses** | None Applicable |
| **Knowledge Performance or Both** | Knowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity Level** | Low, Moderate |
| **Benchmark Clarification** | The student will be able to explain skills provided by other health care agencies. |
| **Content Limits** | May include health care facilities (hospitals, long-term care facilities, medical and dental offices, clinics, optical centers, laboratories, home health care, hospice, mental health facilities and rehabilitation facilities. |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Content Focus** | Assisted living facilities, clinics, dental offices, genetic counselling centers, home health care, hospice, hospital, independent living facilities, industrial health care, laboratories, long-term care facilities, mental health, nonprofit agencies, optical center, rehabilitation, voluntary agencies |

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| **Sample Item** | Mrs. Jones is being discharged from the hospital with a diagnosis of terminal cancer. Which health care agency should the doctor refer her to?  A) extended care facility  B) home health  C) hospice  D) long-term care facility  Correct Answer: C |

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| **Benchmark Number** | 07.04 |
| **Standard** | 07.0 Demonstrate basic health skills. |
| **Benchmark** | Demonstrate the use of basic body mechanics technique. |
| **Also Assesses** | 07.03 |
| **Knowledge Performance or Both** | Knowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity Level** | Low, Moderate |
| **Benchmark Clarification** | The student will be able to explain proper body mechanics and ergonomics. |
| **Content Limits** | May include proper body mechanics and ergonomics. |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Content Focus** | Base of support, body mechanics, ergonomics, mechanic lift |
| **Sample Item** | When lifting heavy objects, what is the best way to position your feet?  A) as close together as possible  B) as far apart as is comfortable  C) one foot slightly in front of the other      D) six to eight inches apart  Correct Answer: D |

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| **Benchmark Number** | 07.05 |
| **Standard** | 07.0 Demonstrate basic health skills. |
| **Benchmark** | Demonstrate and record vital signs procedure. |
| **Also Assesses** | None Applicable |
| **Knowledge Performance or Both** | Knowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity Level** | Low, Moderate |
| **Benchmark Clarification** | The student will describe proper technique in monitoring and recording vital signs. |
| **Content Limits** | Items should include normal and/or abnormal values of temperature, pulse, respirations (TPR), and blood pressure (BP). Items may include factors that influence TPR and BP. |
| **Stimulus Attributes** | May use table/chart of normal, pre-hypertensive, Stage 1 & 2 Hypertension readings.  May use pictures/diagrams of the gauge of an aneroid sphygmomanometer or a thermometer. May use picture with pressure points. |
| **Response Attributes** | None Specified |
| **Content Focus** | Apical pulse, apnea, arrhythmia, aural temperature, axillary temperature, blood pressure, bradycardia, bradypnea, cyanosis, diastolic, dyspnea, fever, hypertension, hyperthermia, hypotension, hypothermia, orthopnea, pulse, pulse deficit, pulse pressure, rate, rectal temperature, respiration, sphygmomanometer, stethoscope, systolic, tachycardia, tachypnea, temperature, temporal temperature, vital signs, carotid pulse, brachial pulse, radial pulse, popliteal pulse, femoral pulse, pedal pulse |
| **Sample Item** | How long should a patient sit quietly prior to taking their BP?  A) 5 minutes  B) 10 minutes  C) 15 minutes  D) 30 minutes  Correct Answer: B |

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| **Benchmark Number** | 08.01 |
| **Standard** | 08.0 Demonstrate first aid and CPR. |
| **Benchmark** | Describe wounds and their treatment. |
| **Also Assesses** | None Applicable |
| **Knowledge Performance or Both** | Knowledge |
| **Item Types** | Multiple Choice, Short Response |
| **Ideal Cognitive Complexity Level** | Low, Moderate, High |
| **Benchmark Clarification** | The student will have an understanding of types of wound and their proper treatment. |
| **Content Limits** | Wounds to include abrasion, incision, laceration, puncture, avulsion and amputation. Care includes controlling bleeding and R.I.C.E. protocol for closed wounds. |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Content Focus** | Abrasion, amputation, avulsion, bandage, dislocation, dressing, fracture, hemorrhage, incision, infection, laceration, puncture, sprain, strain, wound |
| **Sample Item** | Jessica was attacked by a dog while jogging in the park. The dog tore a piece of flesh from her thigh. What type of wound did she obtain?  A) amputation  B) avulsion  C) incision  D) laceration  Correct Answer: B |

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| **Benchmark Number** | 08.02 |
| **Standard** | 08.0 Demonstrate first aid and CPR. |
| **Benchmark** | Identify shock and treatment. |
| **Also Assesses** | None Applicable |
| **Knowledge Performance or Both** | Knowledge |
| **Item Types** | Multiple Choice, Short Response |
| **Ideal Cognitive Complexity Level** | Low, Moderate, High |
| **Benchmark Clarification** | The student will be able to explain the signs and symptoms of shock and the proper treatment. |
| **Content Limits** | Items may include types of shock (anaphylactic, cardiogenic, hemorrhagic, metabolic, neurogenic, psychogenic, respiratory, and septic), signs and symptoms of shock and the proper treatment. |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Content Focus** | Hypoperfusion, hemorrhage, diaphoresis, anaphylactic shock, cardiogenic shock, hemorrhagic shock, metabolic shock, neurogenic shock, psychogenic shock, respiratory shock, septic shock |
| **Sample Item** | How are the vital signs affected when a person goes into shock?  A) The pulse becomes slow and weak, respirations become rapid and deep, and the blood pressure decreases.  B) The pulse becomes rapid and weak, respirations become rapid and shallow, and the blood pressure decreases.  C) The pulse becomes rapid and weak, respirations become rapid and shallow, and the blood pressure increases.  D) The pulse becomes slow and weak, respirations become slow and shallow, and the blood pressure decreases.  Correct Answer: B |

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| **Benchmark Number** | 08.03 |
| **Standard** | 08.0 Demonstrate first aid and CPR. |
| **Benchmark** | Recognize types of poisoning and treatment. |
| **Also Assesses** | None Applicable |
| **Knowledge Performance or Both** | Knowledge |
| **Item Types** | Multiple Choice, Short Response |
| **Ideal Cognitive Complexity Level** | Low, Moderate, High |
| **Benchmark Clarification** | The student will be able to identify types of poisoning and their proper treatment. |
| **Content Limits** | Types of poisoning may include ingestion, inhalation, injection and absorption. |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Content Focus** | Poisoning, ingestion poisoning, inhalation poisoning, contact poisoning, injection poisoning, poison control center, induce vomiting. |
| **Sample Item** | Roberto was playing in the back yard when he got stung by a bee. Which of the following is a part of the first aid treatment?  A) leave it alone because it will eventually fall out  B) remove it by scraping with a fingernail or other straight edge  C) remove it with tweezers  D) squeeze it gently so that it pops out  Correct Answer: B |

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| **Benchmark Number** | 08.04 |
| **Standard** | 08.0 Demonstrate first aid and CPR. |
| **Benchmark** | Identify classifications of burns and their appropriate treatment. |
| **Also Assesses** | None Applicable |
| **Knowledge Performance or Both** | Knowledge |
| **Item Types** | Multiple Choice, Short Response |
| **Ideal Cognitive Complexity Level** | Low, Moderate, High |
| **Benchmark Clarification** | The student will be able to identify the various types of burns and the appropriate treatment for each type. |
| **Content Limits** | Limited to causes of burns as well as superficial (first-degree) burn, partial-thickness (second-degree) burn, and full-thickness (third-degree) and the appropriate treatments for each type. |
| **Stimulus Attributes** | Diagrams of types of burns may be used. |
| **Response Attributes** | None Specified |
| **Content Focus** | Superficial burn, partial-thickness burn, full-thickness burn, charring, chemical burn |
| **Sample Item** | What type of burn is characterized by injury to both the epidermis and dermis and blisters or vesicles are usually present?  A) first-degree burn  B) second-degree burn  C) third-degree burn  D) fourth-degree burn  Correct Answer: B |

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| **Benchmark Number** | 08.05 |
| **Standard** | 08.0 Demonstrate first aid and CPR. |
| **Benchmark** | Describe ill effects of heat and cold. |
| **Also Assesses** | None Applicable |
| **Knowledge Performance or Both** | Knowledge |
| **Item Types** | Multiple Choice, Short Response |
| **Ideal Cognitive Complexity Level** | Low, Moderate, High |
| **Benchmark Clarification** | The student will be able to recognize the ill effects of heat and cold exposure. |
| **Content Limits** | Limited to hypothermia, frostbite, heat exhaustion and heat stroke. |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Content Focus** | Heat cramps, heat exhaustion, heat stroke, hyperthermia, hypothermia, frostbite, gangrene |
| **Sample Item** | Which of the following is **not** an appropriate treatment for hypothermia?  A) give the victim warm broth or water  B) observe the victim for signs of shock  C) remove any wet or frozen clothing from the victim  D) warm the victim rapidly to increase circulation  Correct Answer: D |

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| **Benchmark Number** | 08.06 |
| **Standard** | 08.0 Demonstrate first aid and CPR. |
| **Benchmark** | Demonstrate immobilization for suspected fractures. |
| **Also Assesses** | None Applicable |
| **Knowledge Performance or Both** | Knowledge |
| **Item Types** | Multiple Choice, Short Response |
| **Ideal Cognitive Complexity Level** | Low, Moderate, High |
| **Benchmark Clarification** | The student will be able to describe immobilization techniques. |
| **Content Limits** | Limited to bone and joint injuries.  Students will be able to state common signs and symptoms of fractures, basic principles of treatment for fractures, and types of splints available to use for treatment. |
| **Stimulus Attributes** | Diagrams of types of bone fractures may be used. |
| **Response Attributes** | None Specified |
| **Content Focus** | Fracture, dislocation, sprain, strain, splint, immobilize, splint, sling |
| **Sample Item** | You and your friend John are on a hiking trip.  After a falling accident, you suspect that John has broken a bone in the right lower leg.  What is the best way to treat this injury?  A) apply the splint to put pressure directly over the site of injury  B) move your friend in the shade to wait for EMS  C) replace the broken bone in its proper location prior to splinting  D) use strips of cloth or similar materials to use as padding for the splint.  Correct Answer: D |

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| **Benchmark Number** | 08.07 |
| **Standard** | 08.0 Demonstrate first aid and CPR. |
| **Benchmark** | Recognize the signs of heart attack, fainting and epilepsy, and diabetic reactions. |
| **Also Assesses** | 08.10, 10.01 |
| **Knowledge Performance or Both** | Knowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity Level** | Low, Moderate |
| **Benchmark Clarification** | The student will be able to recognize the signs/symptoms of heart attack, fainting, epilepsy, and diabetic reactions. |
| **Content Limits** | Limits include signs and symptoms, as well as emergency treatments, relating to heart attack, fainting, epilepsy (seizures), and diabetic reactions (hypoglycemia, hyperglycemia, insulin shock, and diabetic coma). |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Content Focus** | Fainting, pallor, diaphoresis, cyanosis, diaphoresis, dizziness, convulsion, hypoglycemia, hyperglycemia, diabetic coma, insulin shock, myocardial infarction, coronary thrombosis |
| **Sample Item** | Which of the following signs and symptoms are seen with hypoglycemia?  A) face flushed  B) fruity breath odor  C) headache  D) skin dry  Correct Answer: C |

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| **Benchmark Number** | 08.08 |
| **Standard** | 08.0 Demonstrate first aid and CPR. |
| **Benchmark** | Describe first aid for foreign objects in the eye, ear, air passages, and food passages. |
| **Also Assesses** | None Applicable |
| **Knowledge Performance or Both** | Knowledge |
| **Item Types** | Multiple Choice, Short Response |
| **Ideal Cognitive Complexity Level** | Low, Moderate, High |
| **Benchmark Clarification** | The student will be able to describe the immediate first aid treatment for foreign objects in the eye, ear, air passages, and food passages. |
| **Content Limits** | Eye - limit to foreign objects, blows to the eye, and penetrating injuries. Ear - limit to injuries relating to rupture or perforation of the eye drum.  Air passages - include treatment for choking victims (also covered with CPR). |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Content Focus** | Foreign object, epistaxis, penetrating injury, perforation, rupture |
| **Sample Item** | Which of the following first aid treatments should **not** be used for treating a visible foreign body in the eye?  A) gently pull an embedded object out of eye  B) tell victim to look down and tilt head to injured side  C) use the corner of sterile gauze to remove object from eye  D) use water to flush the eye  Correct Answer: A |

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| **Benchmark Number** | 08.11 |
| **Standard** | 08.0 Demonstrate first aid and CPR. |
| **Benchmark** | Perform skills in BLS. |
| **Also Assesses** | None Applicable |
| **Knowledge Performance or Both** | Knowledge |
| **Item Types** | Multiple Choice, Short Response |
| **Ideal Cognitive Complexity Level** | Low, Moderate, High |
| **Benchmark Clarification** | The student will be able to recognize the need to administer CPR and be able to describe the steps for correct delivery of CPR. |
| **Content Limits** | Must use current American Heart Association (AHA) standards for BLS. |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Content Focus** | Cardiopulmonary resuscitation, jaw-thrust maneuver, defibrillation, conscious, unconscious, rescue breathing, choking, manikin, compressions, breaths, abdominal thrusts, chest compressions |
| **Sample Item** | What is the proper hand placement for removing an airway obstruction?  A) place your hands on the sides of victim's rib cage  B) place your hands on the victim's back  C) place your hands on the victim's lower abdomen above the pubic  bone  D) place your hands slightly above the victim's umbilicus  Correct Answer: D |

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| **Benchmark Number** | 10.05 |
| **Standard** | 10.0 Discuss legal aspects for the health consumer. |
| **Benchmark** | Discuss the need for health insurance |
| **Also Assesses** | None Applicable |
| **Knowledge Performance or Both** | Knowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity Level** | Moderate |
| **Benchmark Clarification** | The student will be able to discuss the different types of insurance plans. |
| **Content Limits** | Limited to HMO, PPO, Medicaid, Medicare, Workers’ Compensation and terminology referring to deductibles, co-pays, co-insurance, TRICARE, DRG’s |
| **Stimulus Attributes** | None specified |
| **Response Attributes** | None Specified |
| **Content Focus** | Deductible, co-insurance, co-payment, health maintenance organizations (HMO), preferred provider organization (PPO), Medicare, Medigap, Medicaid, worker’s compensation, TRICARE, managed care, Health Insurance Portability and Accountability Act (HIPAA), diagnostic related groups (DRGs) |
| **Sample Item** | Which of the following conditions may qualify an individual for insurance coverage through Medicare?  A) a 50-year-old male  B) a family with a very low income  C) an individual who served in the military  D) an individual with a severe disability  Correct Answer: D |

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| **Benchmark Number** | 11.01 |
| **Standard** | Discuss stress and its effect on the individual. |
| **Benchmark** | Define stress/stressors. |
| **Also Assesses** | 04.02, 04.05, 12.02, 12.04, 12.05 |
| **Knowledge Performance or Both** | Knowledge |
| **Item Types** | Multiple Choice |
| **Ideal Cognitive Complexity Level** | Low, Moderate |
| **Benchmark Clarification** | The student will be able to discuss the meaning of stress and to identify stressors and explain the method individuals may use to cope with stress |
| **Content Limits** | Should include problem solving method, constructive and non-constructive criticism, defense mechanisms |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Content Focus** | Stress, defense mechanisms, constructive criticism, non-constructive criticism, rationalization, projection, displacement, compensation, daydreaming, repression, suppression, denial, withdrawal |
| **Sample Item** | A student who says, “I’m failing Math because my teacher hates me.” Is displaying which of the following defense mechanisms?  A) compensation  B) identification  C) projection  D) rationalization  Correct Answer: C |

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| **Benchmark Number** | 12.01 |
| **Standard** | 12.0 Identify the needs of the terminally ill. |
| **Benchmark** | Discuss death and dying. |
| **Also Assesses** | 10.02, 10.03, 12.02, 12.04, 12.05 |
| **Knowledge Performance or Both** | Knowledge |
| **Item Types** | Multiple Choice, Short Response |
| **Ideal Cognitive Complexity Level** | Low, Moderate, High |
| **Benchmark Clarification** | The student will be able to discuss issues faced at the end of life. |
| **Content Limits** | May include stages of grief, hospice services, organ donation, mortuary science, and funeral direction. |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Content Focus** | Grief, hospice, terminal illness, denial, anger, bargaining, depression, acceptance, hospice, right to die, mortician, embalmer, mortuary assistant |
| **Sample Item** | What stage of grief is exhibited by this patient's statement, "I just want to live until my first grandchild is born."?  A) anger  B) bargaining  C) denial  D) depression  Correct Answer: B |

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| **Benchmark Number** | 13.01 |
| **Standard** | 13.0 Demonstrate knowledge of blood borne diseases, including AIDS. |
| **Benchmark** | Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens. |
| **Also Assesses** | None Applicable |
| **Knowledge Performance or Both** | Knowledge |
| **Item Types** | Multiple Choice, Short Response |
| **Ideal Cognitive Complexity Level** | Moderate, High |
| **Benchmark Clarification** | The student will identify blood borne pathogen to include HIV, Hepatitis B and C, and understand the modes of transmission |
| **Content Limits** | May include hepatitis and HIV/AIDS. |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Content Focus** | Blood-borne pathogen, human immunodeficiency virus, personal protective equipment, standard precaution, acquired immune deficiency syndrome, T-cells, hepatitis, direct contact, indirect contact, contaminated, airborne contact, vector, fomite |
| **Sample Item** | What types of cells are destroyed by the HIV virus?  A) B-cells  B) Bone cells  C) Muscle cells  D) T-cells  Correct Answer: D |

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| **Benchmark Number** | 13.04 |
| **Standard** | 13.0 Demonstrate knowledge of blood borne diseases, including AIDS. |
| **Benchmark** | Apply infection control techniques designed to prevent the spread of diseases to the care of all patients following Centers for Disease Control (CDC) guidelines. |
| **Also Assesses** | 07.01, 07.02 |
| **Knowledge Performance or Both** | Knowledge |
| **Item Types** | Multiple Choice, Short Response |
| **Ideal Cognitive Complexity Level** | Moderate, High |
| **Benchmark Clarification** | The student will understand and apply Standard Precaution |
| **Content Limits** | May include standard precautions, chain of infection and personal protective equipment. |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Content Focus** | Standard precaution, personal protective equipment, pathogen, nosocomial, Center for Disease Control, opportunistic, chain of infection, causative agent, reservoir, fomite, portal of exit, mode of transmission, portal of entry, susceptible host |

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| **Sample Item** | What would be the correct Personal Protective Equipment (PPE) in a procedure likely to involve contact with body fluids, but no spraying or splashing?  A) a mask with eye protection  B) gloves and a lab coat  C) gloves, mask and eye protection  D) shoe covers  Correct Answer: B |

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| **Benchmark Number** | 13.05 |
| **Standard** | 13.0 Demonstrate knowledge of blood borne diseases, including AIDS. |
| **Benchmark** | Demonstrate knowledge of the legal aspect of AIDS, including testing. |
| **Also Assesses** | 13.02 |
| **Knowledge Performance or Both** | Knowledge |
| **Item Types** | Multiple Choice, Short Response |
| **Ideal Cognitive Complexity Level** | Moderate, High |
| **Benchmark Clarification** | The student will discuss the legal aspects and community resources available for HIV testing. |
| **Content Limits** | May include legality and confidentiality of AIDS, including testing, counseling, and reporting. |
| **Stimulus Attributes** | None Specified |
| **Response Attributes** | None Specified |
| **Content Focus** | human immunodeficiency virus, acquired immune deficiency syndrome, consent, anonymous, confidentiality, informed consent, test counseling |
| **Sample Item** | Regarding HIV testing, which if the following is true?  A) anonymous tests are not available  B) general consent is sufficient  C) HIV results are not reportable  D) post- test counseling is required  Correct Answer: D |