

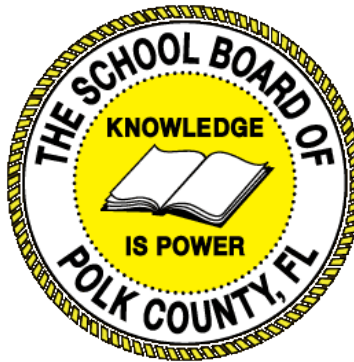
# Individual Test Item Specifications

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8417211- Nursing Assistant 3

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2015



*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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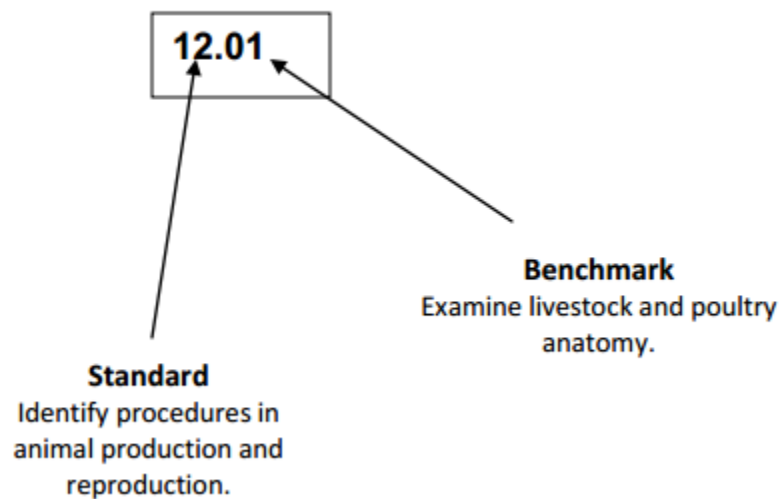
## I. Guide to the Individual Benchmark Specifications

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.

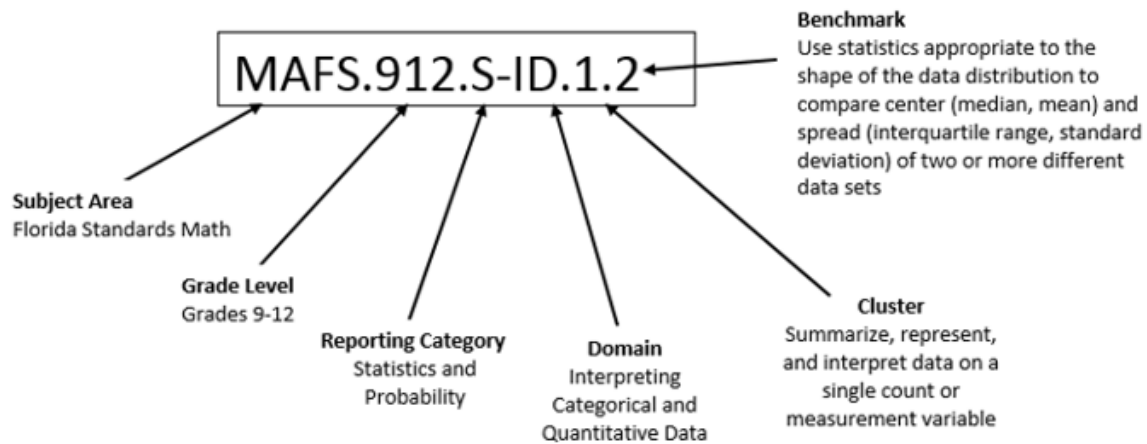
An example, from Agritechnology 1:



*The image above describes the components of a Career and Technical Education Standard and Benchmark classification system.*

Each MAFS benchmark is labeled with a system of letters and numbers.

- The four letters in the *first position* of the label identify the **Subject**.
- The number(s) in the *second position* represents the **Grade Level**.
- The letter(s) in the *third position* represents the **Category**.
- The number in the fourth position shows the **Domain**.
- The number in the *fifth position* identifies the **Cluster**.
- The number in the last position identifies the specific **Benchmark**.



*The image above describes the components of a Florida Standard and Benchmark classification system.*

## Definitions of Benchmark Specifications

The *Individual Benchmark Specifications* provides standard-specific guidance for assessment item development for the Florida Department of Education Career and Technical Education item banks. For each benchmark assessed, the following information is provided.

<b>Reporting Category</b>	is a grouping of related benchmarks that can be used to summarize and report achievement.
<b>Standard</b>	refers to the standard statement presented in the Florida Standards.
<b>Benchmark</b>	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.
<b>Item Types</b>	are used to assess the benchmark or group of benchmark.
<b>Cognitive Complexity</b>	ideal level at which item should be assessed.
<b>Benchmark Clarifications</b>	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.
<b>Content Limits</b>	define the range of content knowledge and that should be assessed in the items for the benchmark.
<b>Stimulus Attributes</b>	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.
<b>Response Attributes</b>	define the characteristics of the answers that a student must choose or provide.
<b>Content Focus</b>	addresses the broad key terms and concepts associated with the examples found in the standards, benchmarks, or benchmark clarifications.
<b>Sample Items</b>	are provided for each type of question assessed. The correct answer for all sample items is provided.

## II. Individual Benchmark Specifications

<b>Standard</b>	34.0 Use verbal and written communications specific to nurse assisting - The student will be able to:
<b>Benchmark</b>	34.02 Utilize verbal and written information to assist with the patient's plan of care.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
<b>Cognitive Complexity Level</b>	Low, Moderate
<b>Benchmark Clarification</b>	The student will assist with the patient's plan of care by gathering verbal and written information.
<b>Content Focus</b>	Communication, feedback, health care team, level of health, nonverbal communication, patient care plan, staffing needs
<b>Content Limits</b>	The content will be limited to the utilization of verbal and written information in regards to the patient care plan
<b>Stimulus Attributes</b>	May use multiple choice or short response questions.
<b>Response Attributes</b>	The student will explain the purpose of patient care plans and understand how verbal and written information is used in the care plan.
<b>Sample Item</b>	Which of the following is an incorrect statement regarding care plans? A) Care plans should involve input from the resident and family. B) Doctors, nurses, and/or nurse assistants can create a care plan. C) Nursing assistants are part of the planning process of a care plan. D) Part of the care plan involves assessing the resident's financial and social needs Correct Answer: B

<b>Standard</b>	35.0 Demonstrate legal and ethical responsibilities specific to nurse assisting
<b>Benchmark</b>	35.01 Demonstrate legal and ethical behavior within the role and scope of nursing assistant responsibilities, including conflict resolution
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
<b>Cognitive Complexity Level</b>	Low, Moderate
<b>Benchmark Clarification</b>	The student will demonstrate the understanding of scope of practice for a nursing assistant, including conflict resolution
<b>Content Focus</b>	Abuse, application, assault, battery, false imprisonment, invasion of privacy, restraints
<b>Content Limits</b>	This content is limited to the legal and ethical behavior within the scope of practice of a nursing assistant, including conflict resolution
<b>Stimulus Attributes</b>	May use multiple choice or short response questions.
<b>Response Attributes</b>	Understanding the scope of practice, and resolution to conflict
<b>Sample Item</b>	A nursing assistant that is threatening to apply physical restraints on a resident is an example of? A) assault B) battery C) false imprisonment D) invasion of privacy Correct Answer: A

<b>Standard</b>	35.0 Demonstrate legal and ethical responsibilities specific to nurse assisting - The student will be able to:
<b>Benchmark</b>	35.02 Describe the purpose of the chain of command (i.e. to resolve patient or employee problems)
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
<b>Cognitive Complexity Level</b>	Low, Moderate
<b>Benchmark Clarification</b>	The student will demonstrate the understanding of the chain of command in health care
<b>Content Focus</b>	Authority, chain of command, discipline, policies, procedures, resolution
<b>Content Limits</b>	This is limited to the chain of command in healthcare
<b>Stimulus Attributes</b>	May use multiple choice or short response scenarios regarding chain of command.
<b>Response Attributes</b>	Understanding the Chain of Command
<b>Sample Item</b>	What is the purpose for a "Chain of Command" in an organization? A) to implement policies and procedures B) to find resolution to resident complaints C) the lines of authority for an organization D) to confront discipline problems with staff Correct Answer: C



<b>Standard</b>	35.0 Demonstrate legal and ethical responsibilities specific to nursing assisting
<b>Benchmark</b>	35.04 Recognize and report signs of substance abuse
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
<b>Cognitive Complexity Level</b>	Low, Moderate
<b>Benchmark Clarification</b>	The student will demonstrate the understanding of the importance of recognizing and reporting substance abuse.
<b>Content Focus</b>	Alcohol, illegal drugs, narcotics prescription, over the counter drugs, prescriptions drugs, substance abuse
<b>Content Limits</b>	This is limited to the understanding of recognizing and reporting substance abuse
<b>Stimulus Attributes</b>	May include multiple choice or short response questions focusing on the recognition and reporting of substance abuse.
<b>Response Attributes</b>	Recognizing and reporting substance abuse
<b>Sample Item</b>	While on a lunch break you notice a coworker is exhibiting unusual behavior such as confusion and constant pacing in break room. You inquire if she is ok and she mentions she has been taking diet pills that a friend gave her to assist in weight loss. You should do which of the following to protect patients? A) suggest she should go home sick today B) immediately report the behavior to your supervisor C) suggest that she contact the Employee Assistance Program D) tell her to stop taking the diet pills since they are causing confusion Correct Answer: B

<b>Standard</b>	35.0 Demonstrate legal and ethical responsibilities specific to nurse assisting
<b>Benchmark</b>	35.06 Exhibit behavior supporting and promoting residents' rights
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)= (ER)=X
<b>Cognitive Complexity Level</b>	Low, Moderate
<b>Benchmark Clarification</b>	The student will demonstrate understanding of the promotion of patients rights.
<b>Content Focus</b>	Bill of Rights, culture, dignity, philosophy of individual worth, prejudice, respect
<b>Content Limits</b>	This question is limited to promoting patient rights, including individual worth, dignity and respect.
<b>Stimulus Attributes</b>	May use multiple choice or short response scenarios regarding resident rights.
<b>Response Attributes</b>	Understanding resident rights.
<b>Sample Item</b>	<p>What is the best method to demonstrate dignity and respect for the resident when greeting them?</p> <p>A) Address the resident by his or her first name.</p> <p>B) Address the resident as sweetheart or honey.</p> <p>C) Address the resident as Grandpa or Grandma.</p> <p>D) Address the resident with the appropriate title and last name.</p> <p>Correct Answer: D</p>

<b>Standard</b>	36.0 Perform physical and safety functions specific to nursing assisting- The student will be able to:
<b>Benchmark</b>	36.08 Apply comfort devices as directed (i.e. foot-board, over bed cradle, alternating pressure mattress)
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)=X (ER)=
<b>Cognitive Complexity Level</b>	Low, Moderate
<b>Benchmark Clarification</b>	The student will utilize proper technique to apply comfort devices as directed
<b>Content Focus</b>	Foot-boards, foot drop, bed cradles, alternating pressure mattress, heel padding
<b>Content Limits</b>	Limited to Comfort Devices and the appropriate utilization
<b>Stimulus Attributes</b>	Multiple choice or short response questions regarding the use and indications of comfort devices
<b>Response Attributes</b>	The student will demonstrate understanding of the purpose and use of comfort devices
<b>Sample Item</b>	Why are foot boards used? A) to maintain hip abduction B) to prevent plantar flexion of the foot C) to preventing the mattress from slipping D) to keep the weight of bed linens off of the feet Correct Answer: B

<b>Standard</b>	36.0 Perform physical comfort and safety functions specific to nurse assisting - The student will be able to:
<b>Benchmark</b>	36.10 Assist patient in ambulation, including the use of crutch, cane, or walker.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)=X (ER)=
<b>Cognitive Complexity Level</b>	Moderate, High
<b>Benchmark Clarification</b>	The student will help a patient ambulate using a crutch, cane or walker.
<b>Content Focus</b>	Axillary, crutches, transfer (gait) belt, transfer belt, swing-to gait, three-point gait,swint-through gait, tripod cane, walker
<b>Content Limits</b>	Limited to proper use of a cane, crutches or walker
<b>Stimulus Attributes</b>	May use multiple choice or short response questions. The facility should have a assistive device (cane, crutches, walker) available and a volunteer for student to demonstrate skill.
<b>Response Attributes</b>	The student will demonstrate understanding of how to assist a patient to ambulate using crutches, a cane or a walker.
<b>Sample Item</b>	How do you determine the height of crutches? A) The height should be even with the armpit. B) The height should be 1 inch from the armpit. C) The height should be 2 inches from the armpit. D) The height should be 3 inches from the armpit. Correct Answer: C

<b>Standard</b>	36.0 Perform physical and safety functions specific to nursing assisting- The student will be able to:
<b>Benchmark</b>	36.11 Assist patient in using a wheelchair
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=X
<b>Cognitive Complexity Level</b>	Low, Moderate
<b>Benchmark Clarification</b>	The student will safely assist a patient with the use of a wheelchair
<b>Content Focus</b>	Ambulate, pivot, strong side, transfer (gait) belt, transfer, weak side, wheelchair,
<b>Content Limits</b>	The questions will be limited to the proper use of a wheelchair, including safety precautions.
<b>Stimulus Attributes</b>	May use multiple choice or short response questions referring to proper procedure for assisting a patient with wheelchair use. Descriptive scenarios may be used. If a performance task will need an individual or manikin to play the role of the patient and a wheelchair.
<b>Response Attributes</b>	Demonstrate the knowledge of the safe method to transfer a patient from wheelchair to bed
<b>Sample Item</b>	How do you transfer a patient with a weak left leg from the wheelchair to the bed? A) allow the patient to walk from the wheelchair to the bed for additional exercise B) place the wheelchair by the bed with the patients weak side next to the bed C) place the wheelchair by the bed with the patients strong side next to bed D) ask the patient which side they would prefer Correct Answer: D

<b>Standard</b>	37.0 Provide personal patient care- he student will be able to:
<b>Benchmark</b>	37.01 Give bed bath; observe and report changes in the patient
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)=X (ER)=
<b>Cognitive Complexity Level</b>	Moderate, High
<b>Benchmark Clarification</b>	The student will perform the clinical skill of administering a bed bath. The student will understand the importance of inspecting skin integrity and behavior changes while performing the skill and reporting observations
<b>Content Focus</b>	Axilla, bed bath, bath blanket, genitalia, observation, perineum, perineal care, skin integrity, soap, towel, wash cloth, waterless bathing
<b>Content Limits</b>	The content will be limited to personal care activities and reporting abnormal findings. If a performance task, have abnormal findings on the manikin for the student to point out in the observation.
<b>Stimulus Attributes</b>	May use multiple choice or short response questions referring to proper procedure for performing a bed bath and making skin observations. Descriptive scenarios may be used. If a performance task will need a manikin, bath basin, bath blanket, soap, wash cloth and towel, access to water.
<b>Response Attributes</b>	The ability to demonstrate the clinical skill of administering a bed bath and reporting of abnormal observations.
<b>Sample Item</b>	While administering a bed bath, where is the bath blanket is placed? A) beside the patient to dry skin after bathing B) on top of the bed linens covering patient C) over the patient for privacy as the top linens are removed D) under the patent to absorb any moisture Correct Answer: C

<b>Standard</b>	37.0 Provide personal patient care - The student will be able to:
<b>Benchmark</b>	37.05 Groom patient, including hair, skin, foot, and nail care.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=X
<b>Cognitive Complexity Level</b>	Moderate, High
<b>Benchmark Clarification</b>	The student will provide proper grooming skills including hair, skin, foot and nail care.
<b>Content Focus</b>	Blunt-edged, contour, cuticle, no-rinse shampoo, orangewood stick, skin integrity, tangles
<b>Content Limits</b>	Limited to grooming of the hair, skin care, foot and nail care.
<b>Stimulus Attributes</b>	May include multiple choice or short response questions. May use descriptive scenarios referring to grooming skills. For performance the facility would need the following supplies: manikin, washcloth, towel, lotion, soft nail brush, orangewood stick, nail file, basin, access to water and paper towels, hair brush
<b>Response Attributes</b>	The student will demonstrate proper technique for grooming skills including hair, skin, foot and nail care.
<b>Sample Item</b>	When providing nail care, how long should the hands soak prior to giving care? A) 1 minute B) 2 minutes C) 5 minutes D) 10 minutes Correct Answer: C

<b>Standard</b>	37.0 Provide personal patient care - The student will be able to:
<b>Benchmark</b>	37.06 Assist with and/or administer oral hygiene including denture care.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=X
<b>Cognitive Complexity Level</b>	Moderate, High
<b>Benchmark Clarification</b>	The student will assist with and/or administer oral hygiene including denture care
<b>Content Focus</b>	Dentures, denture cup, denture brush, handling technique, oral care, oral hygiene, storage, toothpaste
<b>Content Limits</b>	The content will be limited to the clinical skill of oral hygiene with teeth or dentures
<b>Stimulus Attributes</b>	Multiple choice or short response questions. If doing performance skill the following supplies will be needed: manikin with dentures, denture brush, denture cup, emesis basin, towels, toothpaste, access to sink and water, paper towels, plastic cup, mouth wash, toothettes
<b>Response Attributes</b>	The ability to safely perform oral hygiene on a patient with dentures or teeth
<b>Sample Item</b>	How would you store a resident's cleaned dentures? A) in a denture cup with soapy water B) wrap the cleaned dentures in tissues C) store the dentures in a labeled denture cup D) in a denture cup soaking in alcohol to decrease bacteria Correct Answer: C



<b>Standard</b>	37.0 Provide personal patient care - The student will be able to:
<b>Benchmark</b>	37.07 Assist patient with toileting.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)=X (ER)=
<b>Cognitive Complexity Level</b>	Moderate, High
<b>Benchmark Clarification</b>	The student will assist with all toileting needs in a discreet and respectful manner
<b>Content Focus</b>	Brief, condom catheter, disposable wipes, enema, fowler's position, fracture pan, incontinence, perineal care, perineum, portable commode, semi-fowlers position, Sims' position, standard bedpan, toilet, urinal, urination
<b>Content Limits</b>	May include the following elimination methods: fracture pan, portable commode, standard bedpan, toilet, and urinal. Performance skill limited to use of a bedpan.
<b>Stimulus Attributes</b>	May include multiple choice or short response questions. May include diagrams. If a performance skill is placing on a bedpan: the facility will need manikin, bedpan, bedpan cover, protective pad, bath blanket, toilet paper, disposable wipes, gloves
<b>Response Attributes</b>	Knowledge to correctly handle the various toileting needs of a resident
<b>Sample Item</b>	When removing and replacing a incontinence brief, what is important to remember? A) avoid referring to them as diapers B) flush the brief down the toilet since it is biodegradable C) the brief can be reused by turning them around D) discard the soiled brief in the trash can Correct Answer: A

<b>Standard</b>	37.0 Provide personal patient care - The student will be able to:
<b>Benchmark</b>	37.08 Assist patient to dress
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)=X (ER)=
<b>Cognitive Complexity Level</b>	Moderate, High
<b>Benchmark Clarification</b>	The student will demonstrate proper procedure for dressing a patient.
<b>Content Focus</b>	Affected side, bath blanket, unaffected side
<b>Content Limits</b>	May include dressing, and/or undressing. Limited to pullover or button-down top, pants, bra, socks and shoes.
<b>Stimulus Attributes</b>	Students will explain the proper procedure for applying and or/ taking off clothing when the patient has a weak side. May include multiple choice or short response.
<b>Response Attributes</b>	None Specified
<b>Sample Item</b>	<p>A patient is unable to raise their hips. Explain the proper procedure for how you would place pants on this individual.</p> <p>2 Points: The student describes in sequential order the proper procedures for placing pants on a patient.  1 Point: The student describes incompletely the sequential order for the proper procedures for placing pants on a patient.  0 Points: The student does not describe in sequential order the proper procedure for placing pants on a patient.</p>

<b>Standard</b>	38. o Perform patient care procedures
<b>Benchmark</b>	38.01 Demonstrate ability to accurately measure and record vital signs
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)=X (ER)=
<b>Cognitive Complexity Level</b>	Low, Moderate
<b>Benchmark Clarification</b>	The student will perform and demonstrate the accurate measurement of blood pressure
<b>Content Focus</b>	Alcohol pad, apical pulse, blood pressure, bradycardia, bradypnea, clinical thermometer, digital thermometer, electronic thermometer, diastolic, earpieces, gauge, hypertension, hypotension, probe, pulse, radial pulse, rate, respiration, rhythm, sphygmoman
<b>Content Limits</b>	May include temperature, pulse, respiration and blood pressure. May include recognizing normal and abnormal values.
<b>Stimulus Attributes</b>	May include multiple choice or short response questions. May include scenarios. If a performance task will need the following: individual to fill the role as the patient, stethoscope, sphygmomanometer, alcohol prep, electronic thermometer
<b>Response Attributes</b>	Understand proper procedure for taking vital signs. Recognize normal and abnormal vital signs.
<b>Sample Item</b>	The bell of the stethoscope is placed over which artery to measure blood pressure? A) axillary B) brachial C) carotid D) radial Correct Answer: B

<b>Standard</b>	38.0 Perform patient care procedures
<b>Benchmark</b>	38.05 Make an unoccupied/ occupied bed
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=X
<b>Cognitive Complexity Level</b>	Moderate, High
<b>Benchmark Clarification</b>	The student will demonstrate competency in making an occupied bed and unoccupied bed
<b>Content Focus</b>	Box corner, call light, closed bed, electrical bed, fitted sheet, flat sheet, gatch bed, mitered corner, open bed, pillow case, toe pleat
<b>Content Limits</b>	Limited to making of an occupied and/or occupied bed.
<b>Stimulus Attributes</b>	May use multiple choice or short response questions. Facility must have access to a hospital bed and linens. If an occupied bed must provide an individual or manikin to fill the role of the patient.
<b>Response Attributes</b>	Identify proper bed making techniques
<b>Sample Item</b>	What is the last action taken by the nursing assistant when making an unoccupied bed before washing hands? A) Place incontinent pad in position. B) Smooth out all wrinkles in sheets. C) Place the call light within easy reach. D) Position the bed to the highest position. Correct Answer: C

<b>Standard</b>	38.0 Perform patient care procedures
<b>Benchmark</b>	38.07 Assist patient in passive range-of-motion exercises
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=
<b>Cognitive Complexity Level</b>	Low, Moderate
<b>Benchmark Clarification</b>	The student will perform passive range-of-motion exercises and the purpose
<b>Content Focus</b>	Active range-of-motion exercises, abduction, adduction, circumduction, contractures, dorsiflexion, eversion, flexion, extension, hyperextension, inversion, joint mobility, joint stiffness, muscle tone, passive, plantar flexion, pronation, range-of-motion ex
<b>Content Limits</b>	Limited to the technique and purpose of performing passive range-of-motion exercises. May use types of motion. Performance task limited to shoulder and hip.
<b>Stimulus Attributes</b>	May use multiple choice or short response questions. If a performance task you will need an individual or manikin to fill the role of the patient.
<b>Response Attributes</b>	The student will understand passive range-of-motion exercises, types of movement, and the purpose of the exercise.
<b>Sample Item</b>	What is the purpose of performing passive range-of-motion exercises? A) prevent pressure sores B) prevent joint stiffness and contractures. C) for the patient to perform exercises independently D) to enable weight loss by burning calories Correct Answer: B

<b>Standard</b>	38.0 Perform patient care procedures - The student will be able to:
<b>Benchmark</b>	38.20 Care for patients with nasal, gastrostomy, and/or intravenous tubes.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)= (P)=X (ER)=X
<b>Cognitive Complexity Level</b>	Low, Moderate
<b>Benchmark Clarification</b>	The student will provide proper care to patients with tube feedings inclusive of intravenous, gastrostomy, and nasogastric feedings.
<b>Content Focus</b>	Aspiration, clamp, correct placement, gastrostomy, graduate, IV, nasogastric tube, tube feeding
<b>Content Limits</b>	The content will be limited to the care of patients with nasogastric, gastrostomy tubes or IV's
<b>Stimulus Attributes</b>	The knowledge of appropriate care for patients with nasogastric, gastrostomy tubes or IV's
<b>Response Attributes</b>	The ability to demonstrate safe and appropriate care for patient's with nasogastric, gastrostomy tubes or IV's
<b>Sample Item</b>	A reside needs his bed linens changed. What should be done to prevent aspiration from the continuous gastrostomy tube feedings? A) Request the nurse clamp tube feedings and wait 15 minutes. B) Request the nurse clamp the tube feedings and wait 5 minutes. C) Elevate the bed 90 degrees and allow tube feeding to continue infuse. D) Elevate the bed 30 degrees and allow the tube feeding to continue to infuse. Correct Answer: A

<b>Standard</b>	39.0 Apply principles of nutrition- The student will be able to
<b>Benchmark</b>	39.03 Describe special diets
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
<b>Cognitive Complexity Level</b>	Moderate, High
<b>Benchmark Clarification</b>	The student will differentiate special diets and when they are utilized.
<b>Content Focus</b>	Bowel elimination, clear liquid diet, dehydration, force fluids, full liquid diet, gastrostomy feeding, hyperalimentation, high protein diet, intravenous infusion, nasogastric feeding, post-operative patient, pureed diet, push fluids, sodium restriction,
<b>Content Limits</b>	Special diets may include clear liquid, full liquid, hyperalimentation, low fat, nasogastric feeding, pureed, high protein, sodium restriction, and soft diets
<b>Stimulus Attributes</b>	May include scenarios related to special diets. May use multiple choice or short response.
<b>Response Attributes</b>	Ability to understand the indications and purpose of special diets
<b>Sample Item</b>	A patient with severe burns would have what type of diet ordered? A) high-calorie diet B) high-protein diet C) low-fat diet D) low-sodium diet Correct Answer: B

<b>Standard</b>	40.0 Provide care for geriatric patients
<b>Benchmark</b>	40.01 Identify safety principles as related to the elderly
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
<b>Cognitive Complexity Level</b>	Low, Moderate
<b>Benchmark Clarification</b>	The student will describe safety principles related to the elderly patient population
<b>Content Focus</b>	Chemical restraints, falls, incident, incident report, physical restraints, side rails, slips, trips
<b>Content Limits</b>	This is limited to safety principles that relate to the elderly patient population
<b>Stimulus Attributes</b>	May use multiple choice or short response. May use descriptive scenarios regarding patient safety principles for the elderly patient population.
<b>Response Attributes</b>	Ability to identify safety principles applicable to the elderly patient population
<b>Sample Item</b>	Your patient had a stroke leaving him with a weak left leg, how should you instruct the patient? A) Hold the cane in their left hand. B) Hold the cane in their right hand. C) Hold the cane in the dominant hand. D) Advise the patient to walk without a cane. Correct Answer: B



<b>Standard</b>	40.0 Provide care for geriatric patients
<b>Benchmark</b>	40.02 Identify attitudes and living habits that promote positive mental and physical health for the elderly
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
<b>Cognitive Complexity Level</b>	Low, Moderate
<b>Benchmark Clarification</b>	The student will identify attitudes and living habits that promote positive mental and physical health for the elderly population.
<b>Content Focus</b>	Alzheimer's disease, debilitating, delirium, dementia, confusion, sundowning, reality orientation
<b>Content Limits</b>	May include general characteristics, particular needs and specific problems of the elderly. May include identifying attitudes and living habits that promotes a positive mental and physical health for the elderly population.
<b>Stimulus Attributes</b>	May include multiple choice or short response. May include scenarios that relate to particular needs and characteristics of the elderly and identifying attitudes and habits that promote healthy, positive attitudes towards physical and mental health of the elderly.
<b>Response Attributes</b>	The ability to identify and promote healthy attitudes for the elderly. The ability to identify particular needs and specific problems of the elderly.
<b>Sample Item</b>	Your patient with Alzheimer's disease demonstrates sundowning behavior. How can you reduce this confusion and agitation? A) Implement reality orientation techniques. B) Provide a calm and quiet setting late in the day. C) Complete treatments and therapies late in the day to keep patient occupied. D) Encourage the patient to participate in recreational activities for a distraction. Correct Answer: B

<b>Standard</b>	40.0 Provide care for geriatric patients
<b>Benchmark</b>	40.09 Provide care for patients with special needs (i.e. impaired hearing, impaired vision, immobility, impaired body functions)
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
<b>Cognitive Complexity Level</b>	Moderate, High
<b>Benchmark Clarification</b>	The student will identify the needs of a patient with a disability or special needs such as, immobility, vision or hearing impairments, or impaired body functions (mentally or physically)
<b>Content Focus</b>	Ambulation, assistive devices, disability, hearing impaired, immobility, mental impairments, physical impairments, visually impaired, patience
<b>Content Limits</b>	Limited to the special care needs for the patient with physical or mental impairments
<b>Stimulus Attributes</b>	May use multiple choice or short response. May use scenarios with patients who have special needs.
<b>Response Attributes</b>	The student will demonstrate understanding of patient care implications of a patient with special needs
<b>Sample Item</b>	A patient is visually impaired, how can you assist them in adapting to the hospital setting? A) Keep the lighting in the patient's room dim. B) Keep the room door partially open at all times. C) Use the face of an imaginary clock as a guide. D) Walk behind them when ambulating in the hall. Correct Answer: C

<b>Standard</b>	41.0 Apply the principles of infection control specific to nursing assisting
<b>Benchmark</b>	41.01 Provide care for patients with infectious diseases applying the principles of "Universal (Standard) Precautions" utilized with all patients as well as special procedures required
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)=X (ER)=X
<b>Cognitive Complexity Level</b>	Moderate, High
<b>Benchmark Clarification</b>	The student will utilize Standard Precautions when caring for individuals with infectious diseases.
<b>Content Focus</b>	Airborne isolation, contact isolation, disease transmission, droplet isolation, gloves, gowns, handwashing, masks, personal protective equipment, protection, Standard Precautions (most current term for Universal Precautions), transmission based isolation
<b>Content Limits</b>	This is limited to the appropriate use and indications of standard precautions. Performance may include putting on and taking off personal protective equipment.
<b>Stimulus Attributes</b>	May use multiple choice or short response questions. May use descriptive scenarios related to stand precautions. If a performance task will need the following: mask, goggles, isolation gown, gloves, access to water and paper towels.
<b>Response Attributes</b>	The ability to identify the appropriate application of Standard Precautions
<b>Sample Item</b>	Which of the following would be an example of droplet transmission of microorganisms? A) touching a contaminated instrument. B) coughing and sneezing by an infected patient. C) touching a patient while giving a patient a bath. D) feeding a patient with an active infectious process. Correct Answer: B

<b>Standard</b>	42.0 Provide biological, psychological, and social support-The student will be able to:
<b>Benchmark</b>	42.02 Respond to patient and family emotional needs
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=X
<b>Cognitive Complexity Level</b>	Moderate, High
<b>Benchmark Clarification</b>	The student will identify emotional needs of patients and family members and respond appropriately.
<b>Content Focus</b>	Compensation, defense mechanisms, denial, displacement, emotional, communication, malingering, manage, professional behavior, rationalization, regression, repression, response, and withdrawal
<b>Content Limits</b>	Limited to emotional needs of patients and family members. May include common defense mechanisms.
<b>Stimulus Attributes</b>	Multiple choice or short response questions. May use scenarios focusing on the management of emotional issues with patients and family members.
<b>Response Attributes</b>	The student will demonstrate the ability to appropriately manage emotional needs of patients and family members. The student will recognize common defense mechanisms used by patients.
<b>Sample Item</b>	You are caring for a patient that is angry and yelling. What should you do? A) Call the family. B) Stay calm and professional. C) Tell the patient to stop yelling. D) Put the patient in a room away from other patients Correct Answer: B

<b>Standard</b>	44.0 Assist with restorative (rehabilitative ) activities- The student will be able to:
<b>Benchmark</b>	44.01 List the purposes of restorative (rehabilitative) needs.
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)= (ER)=
<b>Cognitive Complexity Level</b>	Low, Moderate
<b>Benchmark Clarification</b>	The student will describe the purpose of restorative care nursing
<b>Content Focus</b>	Activities of daily living, adaptive devices, current functioning, disability, goals, handicap, mobility skills, perceptual deficit, rehabilitation, restoration, restorative nursing, self-care
<b>Content Limits</b>	The questions will be limited to the purposes of restorative nursing
<b>Stimulus Attributes</b>	May use multiple choice or short response questions. May use descriptive scenarios related to restorative care.
<b>Response Attributes</b>	Understand the purpose of restorative nursing care
<b>Sample Item</b>	<p>What is the purpose of Restorative nursing programs?</p> <p>A) Promote self-care measures.  B) Focus on the patient's disability.  C) Assist the patient to maintain current functioning level.  D) Encourage the patient to exceed goals that have been set.</p> <p>Correct Answer: A</p>

<b>Standard</b>	46.0 Provide care for the adult patient- The student will be able to:
<b>Benchmark</b>	46.02 Care for patients receiving oxygen therapy
<b>Item Types</b> (MC)-Multiple Choice (SA)-Short Answer (P)-Performance (ER)-Extended Response	(MC)=X (SA)=X (P)=X (ER)=
<b>Cognitive Complexity Level</b>	Low, Moderate
<b>Benchmark Clarification</b>	The student will safely administer and maintain oxygen flow rate as ordered by physician
<b>Content Focus</b>	Oxygen, flow rate, nasal cannula, humidifier
<b>Content Limits</b>	The questions will be limited to the safe and proper administration of oxygen
<b>Stimulus Attributes</b>	Multiple choice or short response questions related to the safe administration and maintenance of oxygen flow rate as ordered by physician
<b>Response Attributes</b>	Demonstrate the knowledge to safely maintain and administer oxygen
<b>Sample Item</b>	A patient is receiving oxygen through a nasal cannula. What actions should you take? A) Fill the humidifier when it is not bubbling. B) Remove the cannula when the patient is eating. C) Increase the oxygen flow rate when the patient is short of breath. D) Check regularly behind the patient's ears and under nose for signs of irritation. Correct Answer: D