

4723-5-14

**Curriculum for a practical nursing education program.**

- (A) The practical nursing education program curriculum shall include content that validates the student's acquired knowledge, skills and behaviors that are necessary to safely and effectively engage in the practice of licensed practical nursing, as defined in division (F) of section 4723.01 of the Revised Code.
- (B) The curriculum shall be derived from a philosophy, conceptual framework, or organizing theme that is consistently evident throughout the curriculum.
- (C) The curriculum objectives or outcomes, course objectives or outcomes, teaching strategies, and evaluation methods shall be:
- (1) Developed and written by program faculty;
  - (2) Consistent with the law regulating the practice of nursing as a licensed practical nurse;
  - (3) Implemented as written;
  - (4) Distributed to each nursing student.
- (D) The program shall establish a curriculum plan that sets forth the sequence of courses, the laboratory and clinical experiences that are included in each course, and the ~~units of credit or number of academic or~~ total number of clock hours per term allotted to theory, laboratory, and clinical experiences within each course. The curriculum plan shall be:
- (1) Implemented as written;
  - (2) Distributed to each nursing student.
- ~~(E)~~ (E) The curriculum shall consist of content that spans a minimum length of thirty weeks of full-time study, including examination time;.
- ~~(F)~~ (F) The program may move hours between laboratory and clinical experiences within a course provided the laboratory and clinical experiences are sufficient for student opportunity to achieve the behavioral objectives and requirements established in the course; ~~and~~
- ~~(G)~~ (G) The curriculum shall include clinical experiences in providing care to patients across the lifespan. The only periods of life span excepted are those related to the obstetrical patient, the immediate newborn, and pediatrics. Programs utilizing high fidelity simulation or mid or moderate fidelity simulation obstetrical, immediate newborn,

or pediatric simulation laboratory experiences may use those experiences instead of providing clinical experience in those periods of life span.

~~(E)~~(H) The curriculum shall include but not be limited to the following areas of study that may be integrated, combined, or presented as separate courses:

- (1) Basic biological, physical, and technological sciences, human anatomy and physiology, chemistry, microbiology, nutrition, pharmacology, mathematics, and computer operations;
- (2) Social and behavioral sciences that are necessary for a basic understanding of the effect of a patient's religious, spiritual, cultural, gender identity, sexuality, and growth and developmental experiences on the patient's health, the patient's attitude toward health maintenance, and to effectively communicate with the patient;
- (3) Basic nursing art and science practiced in a variety of structured settings, with courses and clinical experiences sufficient to prepare the graduate to safely deliver nursing care to individuals and groups across the life span, that include but are not limited to:
  - (a) The nursing process:
    - (i) Collection and organization of relevant health care data;
    - (ii) Assisting in the identification of health needs and problems;
    - (iii) Contributing to the interdisciplinary health care team in addressing patient physiological, psychological, cultural, and spiritual needs;
  - (b) The application of nursing care concepts in addressing the physiological, psychological, cultural and spiritual needs of patients;
  - (c) Communication with patients, families and significant individuals;
  - (d) Documentation of nursing care within various health information systems;
  - (e) Information management as it pertains to health records, nursing science, and evidence-based practice;
  - (f) Concepts of teaching and learning;
- (4) Safe and effective care environment and coordinated care:

- (a) Collaboration with patients, families, other members of the health care team, and other individuals significant to the patient;
  - (b) Delegation of nursing tasks in accordance with Chapter 4723-13 of the Administrative Code;
  - (c) Demonstration of knowledge of legal, ethical, historical, and emerging issues in nursing that include but are not limited to the law and rules regulating nursing practice in Ohio;
- (5) Safety and infection control;
- (6) Health promotion and maintenance;
- (7) Psychosocial integrity;
- (8) Physiological integrity, including:
- (a) Basic care and comfort;
  - (b) Pharmacological therapies, including but not limited to safe pharmacotherapeutics, and safe medication administration;
- (9) Reduction of risk potential, including but not limited to patient safety strategies;
- (10) Physiological adaptation;
- (11) Application of principles of clinical judgment in the delivery of nursing care;
- (12) A combination of clinical and laboratory experiences concurrently with the related theory instruction that:
- (a) Are directly relevant to the applied theoretical and behavioral objectives of each clinical course, are sufficient for students to practice their cognitive, psychomotor and affective skills, and are sufficient for students to effectively demonstrate their ability to meet the course's nursing behavioral objectives;
  - (b) Provide the student with the opportunity to achieve technical skills including skills related to intravenous therapy;
  - (c) Provide faculty, with input from the teaching assistant if applicable, the opportunity to effectively evaluate and document the student's achievement of each course's specified behavioral outcomes;

(d) With respect to obstetrics, immediate newborn care, and pediatrics, the program may provide high fidelity simulation or mid or moderate fidelity patient simulation instead of clinical experience if:

(i) A faculty member or teaching assistant is responsible for conducting the patient simulation, and in doing so, may utilize computer technology specialists to assist in operating computer equipment. The faculty member or teaching assistant must:

(a) Have demonstrated knowledge, skills and abilities necessary to conduct the patient simulation obtained from a recognized body of knowledge relative to the simulation;

(b) Maintain through continuing education current knowledge, skills and abilities relative to the patient simulation;

(c) Maintain documentation satisfactory to the board of having met and maintained the knowledge, skill and abilities necessary to conduct the patient simulation;

(ii) All of the requirements of paragraph ~~(E)~~(H)(12) of this rule are met; and

(13) Professionalism and acting as a mentor for other nurses.

~~(E)~~(I) In addition to the content set forth in paragraph ~~(E)~~(H) of this rule, all practical nursing education programs shall include a course or content in intravenous therapy. A course or content in intravenous therapy to be included in a practical nursing education program shall have, at a minimum, didactic, laboratory, and supervised clinical practice that covers the following:

(1) The law and rules related to the role, accountability, and responsibility of the licensed practical nurse in intravenous therapy;

(2) Policies and procedures related to intravenous therapy and affiliating clinical agencies;

(3) Sciences related to intravenous therapy, including, but not limited to anatomy, physiology, microbiology and standard precautions, principles of physics, pharmacology, and pharmacology mathematics;

(4) Nursing care of individuals receiving intravenous therapy, including the clinical experience required in paragraph ~~(E)~~(H)(12)(b) of this rule;

- (5) Documentation related to intravenous care;
  - (6) Any other training or instruction the board considers appropriate;
  - (7) A testing component through which a student is able to demonstrate competency related to intravenous therapy;
  - (8) A means to verify that a student has successfully completed the course in intravenous therapy as set forth in this rule.
- ~~(G)~~(J) A practical nursing education program that is offered to students at the secondary or high school level may be commenced no earlier than the beginning of a student's junior year.

Effective: 2/1/2022

Five Year Review (FYR) Dates: 10/14/2021 and 10/16/2026

CERTIFIED ELECTRONICALLY

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Certification

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Date

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