

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 clock hours allotted to theory, laboratory, and clinical experiences.
- (E) The curriculum shall consist of content that spans a minimum length of one academic or calendar year of full-time study, and 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 client's religious, spiritual, cultural, and growth and developmental experiences on the client's health, the client's attitude toward health maintenance, and to effectively communicate with the client;
 - (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 client physiological, psychological, cultural, and spiritual needs;
 - (b) The application of nursing care concepts in addressing the physiological, psychological, cultural and spiritual needs of clients;
 - (c) Communication with clients, 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 clients, families, other members of the health care team, and other individuals significant to the client;
 - (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) Clinical and laboratory experiences that:

(a) Meet the established course objectives and outcomes;

(b) Provide a nursing student with the opportunity to practice cognitive, psychomotor, and affective skills in the performance of a variety of basic nursing functions with individuals or groups across the life span;

(c) Provide a nursing student with the opportunity to practice technical skills;

(d) Are provided concurrently with the related theory instruction;

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

(F) In addition to the content set forth in paragraph (E) of this rule, beginning on January 1, 2009, 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 but not limited to, procedures for:

(a) Venipuncture;

(b) Adding intravenous solutions to existing infusions;

(c) Additive administration and intravenous line maintenance in accordance with section 4723.17 of the Revised Code;

(d) Hanging and regulating the flow of intravenous solutions;

(e) Changing intravenous tubing;

(f) Performing intravenous dressing changes;

(g) Flushing and converting peripheral intermittent infusion devices and heplocks;

(h) Guidelines for preventing, identifying, and managing complications;

(i) Related psychosocial preparation and care;

(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) A practical nursing education program may elect to include a course or content in intravenous therapy prior to January 1, 2009. Any course or content relating to intravenous therapy that is included in a practical nursing education program whether prior to, on, or after January 1, 2009 shall comply with paragraph (F) of this rule.

(H) 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.

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