

Practicum in Nursing

Implementation. **A**

- 1** The provisions of this section shall be implemented by school districts beginning with the 2023- 2024 school year. **A.1**
- 2** School districts shall implement the employability skills student expectations listed in §127.15(d)(2) of this chapter (relating to Career and Technical Education Employability Skills) as an integral part of this course. **A.2**

General requirements. This course is recommended for students in Grades 11 and 12. Prerequisites: one credit in biology, one credit in chemistry, and at least one course in a Level 2 or higher course in the nursing science program of study. Recommended prerequisites: Science of Nursing, Medical Terminology, and Anatomy and Physiology. Students shall be awarded two credits for successful completion of this course. **B**

- b** General requirements. This course is recommended for students in Grades 11 and 12. Prerequisites: one credit in biology, one credit in chemistry, and at least one course in a Level 2 or higher course in the nursing science program of study. Recommended prerequisites: Science of Nursing, Medical Terminology, and Anatomy and Physiology. Students shall be awarded two credits for successful completion of this course. **B**

Introduction. **C**

- 1** Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions. **C.1**
- 2** The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development. **C.2**
- 3** Practicum in Nursing is designed to give students practical applications of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. **C.3**

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- 4 To pursue a career in the nursing industry, students should learn to reason, think critically, make decisions, solve problems, and communicate effectively. Students should recognize that quality health care depends on the ability to work well with others. C.4**
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- 5 The health care industry is comprised of diagnostic, therapeutic, health informatics, support services, and biotechnology research and development systems that function individually and collaboratively to provide comprehensive health care. Students recognize the employment opportunities, technology, and safety requirements of each system. Students are expected to apply the knowledge and skills necessary to pursue a health science certification or licensure through further education and employment. C.5**
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- 6 Professional integrity in the health care industry is dependent on acceptance of ethical and legal responsibilities. Students are expected to employ their ethical and legal responsibilities, recognize limitations, and understand the implications of their actions. C.6**
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- 7 Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of related professional associations. C.7**
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- 8 Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples. C.8**
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Knowledge and skills. D

- 1 The student applies mathematics, science, English language arts, and social sciences in nursing. The student is expected to: D.1**
- A solve mathematical calculations appropriate to situations in a health-related environment; D.1.A
 - B communicate using medical terminology; D.1.B
 - C express ideas in writing and develop skills in documentation; D.1.C
 - D interpret complex technical material related to the health science industry; D.1.D
 - E summarize biological and chemical processes that maintain homeostasis; D.1.E
 - F explain changes in body structure due to trauma and disease; and D.1.F
 - G research the global impact of disease prevention and cost containment. D.1.G

2 The student models ethical behavior standards and legal responsibilities. The student is expected to: D.2

- A apply facility and industry standard policies and procedures, including the Health Insurance Portability and Accountability Act (HIPAA); D.2.A
- B research and present case studies related to legal and ethical issues in health care; D.2.B
- C recognize and analyze professional boundaries of patient relationships; and D.2.C
- D model safe practices, including infection control, proper body mechanics, and patient handling. D.2.D

3 The student explores the knowledge and skills of the nursing process for assessment. The student is expected to: D.3

- A perform and assess subjective data during a patient intake in a clinical or simulated setting by: D.3.A
- B performing a complete health history, including family and social data; and D.3.B
- C assessing the chief complaint, history of present illness, past medical history, and a review of systems; and D.3.C
- D perform and assess objective data during a patient intake in a clinical or simulated setting by demonstrating: D.3.D
- E the skill of obtaining core vital signs; D.3.E
- F the skill of obtaining and assessing height and weight and weight fluctuations; and D.3.F
- G the performance of a head-to-toe physical assessment. D.3.G

4 The student explores the knowledge and skills of the nursing process for implementation or intervention. The student is expected to: D.4

- A demonstrate the proper use and application of medical equipment related to oxygen therapy, glucometers, pulse oximeters, catheters, incentive spirometers, mobility devices, patient handling devices, and electric hospital beds and chairs; D.4.A
- B demonstrate patient care, including care related to activities of daily living (ADL), patient positioning, patients' range of motion, basic first aid, patient transfers, and patient transport; D.4.B
- C demonstrate skills related to or acquire basic life support (BLS) certification as required by industry standards; and D.4.C
- D demonstrate the skills necessary to track nutrition and elimination such as input and output (I&O) and types of diets. D.4.D

5 The student explores the knowledge and skills of the nursing process of evaluation and re- evaluation. The student is expected to: D.5

- A compare normal and abnormal healthcare data; D.5.A
- B identify how to report trends and abnormal findings to appropriate personnel according to facility protocols; and D.5.B
- C explain the significance of abnormal findings. D.5.C

6 The student explores the knowledge and skills of the nursing process of documentation. The student is expected to: D.6

- A document objective data using medical terminology; D.6.A
- B document subjective data using medical terminology; and D.6.B
- C record documentation using various models such as Situation, Background, Assessment, and Recommendation (SBAR); Acknowledge, Introduce, Duration, Explanation, and Thank you (AIDET); and Subjective, Objective, Assessment Plan (SOAP). D.6.C

7 The student provides care for diverse populations such as persons from varying age groups and persons with physical limitations or mental health needs in clinical or simulated environment. The student is expected to: D.7

- A demonstrate appropriate usage of verbal and non-verbal communication techniques for providing care to persons from diverse populations; and D.7.A
- B apply appropriate techniques for assessments and care. D.7.B
- C The student is expected to provide culturally appropriate care. The student is expected to: D.7.C
- D use culturally appropriate verbal and non-verbal communication skills; and D.7.D
- E demonstrate patient interaction strategies for assessments and care. D.7.E