



Advanced Placement for LPN to RN

Moving Forward from ONAM to OMAP for Ohio's Nursing Education System

(From Ohio Nursing Articulation Model (ONAM) to Ohio Model for Advanced Placement (OMAP))

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Purpose:

The Ohio Model for Advanced Placement LPN to RN (OMAP) was developed to update a coordinated system of nursing education in Ohio to facilitate a seamless academic progression model for LPN to RN students. This document provides a historical perspective of the LPN to RN model in Ohio, provides a description of the intent of the LPN to RN course, defines key terms related to advanced placement, and provides a suggested curriculum outline for an LPN to RN transition course in the state of Ohio.

Background:

In 2003, the **Ohio Nursing Articulation Model (ONAM)** was developed by the Ohio Nursing Collaborative for Educational Mobility (ONCEM) patterned after the Access in Nursing model developed by the Nursing Education Mobility Action Group (NEMAG) in northeast Ohio. Representatives from all nursing education programs in Ohio as well as nursing practice sites provided input into the development of ONAM. The goal was to provide quality nursing education to RN to BSN and LPN to RN nurses without unnecessary duplication while protecting and promoting the health of the citizens of Ohio.

http://c.ymcdn.com/sites/www.ohioleaguefornursing.org/resource/resmgr/RWJ_Grant_Files/HFFinalDocument.pdf

The Ohio Model for Advanced Placement LPN to RN (OMAP) was developed as the next phase in the evolution to create a coordinated system of nursing education in Ohio that enables and focuses on optimal educational mobility for LPN to RN nurses. The Ohio Model for Advanced Placement LPN to RN was developed through a collaborative of representatives from practical nursing, diploma nursing, associate degree nursing and baccalaureate degree nursing programs from all regions of Ohio. Based on the original assumptions and principles of ONAM, the task force revised the transition course to better reflect current trends and practices in nursing education. The course serves to validate prior learning, enhance the student's knowledge, skills, and attitudes, begin the process of role transition and prepare the student for advanced placement into the RN program.

Course Description:

- The course is designed to enable the student to explore integrative concepts in nursing and assist the student in transition from licensed practical nurse to registered nurse.
- Students will refine and enhance previous learning in addition to identifying goals for successful transition into the registered nursing program.
- Through a variety of learning experiences, the student learns through application of concepts.
- The student will demonstrate the ability to solve problems through the using the nursing process with a focus on client assessment and communication.

Glossary of Terms:

1. Seamless academic progression – Partnership between two nursing education programs whereby curriculum is designed collaboratively between the academic institutions and enabling students to transition automatically and seamlessly from one level of nursing education to the next.
2. Articulation - The process through which nursing programs cooperate to facilitate educational progress of students with minimal repetition of coursework.

Evolution from Articulation to Seamless Progression:

Historically, the term “academic progression” referred to articulation models that promoted the addition of academic credentials in nursing. These articulation agreements supported educational mobility and facilitated the seamless transfer of academic credit between the different levels of nursing education programs. However, these models were institutionally specific with no coordination of admission processes or curricular requirements.

The Institute of Medicine (IOM) report, *The Future of Nursing: Leading Change, Advancing Health* released in 2011 called for the transformation of nursing education to meet America’s increasing healthcare needs. The report’s recommendation is to increase the proportion of nurses with baccalaureate degrees to 80% by 2020. To meet this goal, the Campaign for Action through the Robert Wood Johnson Foundation, American Association of Retired Persons (AARP) and the AARP Foundation provided funding

to states to develop seamless progression models for nursing that go beyond articulation agreements between academic institutions.

Seamless academic progression models in nursing are collaborative partnerships between two nursing education programs that enable students to transition automatically from one level of nursing education to the next. A curriculum is designed collaboratively to ensure that the required prerequisites and nursing coursework align. Students may be simultaneously enrolled in both partnering nursing programs through dual or concurrent admission options. Higher-level nursing courses are often taken concurrently or interspersed with lower level courses such as BSN courses while completing ADN program requirements.

The transformation of nursing practice for the future requires a fundamental re-design of nursing education. We must create new partnerships between nursing education and practice to provide opportunities for a seamless transition to higher degree programs and lifelong learning. The design and implementation of seamless models that promote academic progression is vital to meet this national call for a highly educated and competent nursing workforce.

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Model for Advanced Placement: Suggested Curriculum

Concept	Course Outcomes At the end of the course, the learner will be able to:	Unit Objectives At the end of the unit the learner will be able to:	Suggested Content
Professional Role	<p>Unit I Concepts Basic to Transition</p> <p>Define specific role changes necessary for the transition from LPN to RN</p>	<p>Discuss self-perception of the current LPN role.</p> <p>Identify individual strengths and areas needing improvement.</p> <p>Compare and contrast LPN practice with RN practice in relation to: scope of practice, nursing functions and skills, and leadership responsibilities.</p>	<p>Professional Role and Responsibilities</p> <ul style="list-style-type: none"> • Evolution of nursing • Professionalization of nursing • Scope of practice • Education pathways • Educational mobility • Emerging expanded roles
Role Transition	<p>Define specific role changes necessary for the transition from LPN to RN</p>	<p>Compare characteristics of the provider role with the student role.</p> <p>Explain changes in peer relationships that may occur with role changes.</p>	<p>Role Transition</p> <ul style="list-style-type: none"> • Motivational forces for returning to school • The concept of role: Social roles Roles and identity Role changes

Role Strain	Define specific role changes necessary for the transition from LPN to RN	Describe the problems and conflicts resulting from the multiple roles LPN students hold. Define role overload. Describe effective strategies that enhance coping with multiple role conflicts Actions that aide in achieving goals.	Role strain/stressors <ul style="list-style-type: none"> • Changes in peer relationships • Role ambiguity • Role overload • Returning to School Syndrome: Honeymoon stage Conflict stage Resolution stage
Learning	Establish personal goals for success in selected RN programs incorporating the concepts of self-directed learning, time management, and values clarification.	Describe characteristics of adult learners. Describe how concepts of adult learning/self-directed learning are applied to the student role.	Self-Directed Learning <ul style="list-style-type: none"> • Assumptions about learning • Theories of learning • Andragogy versus pedagogy • Comparison of assumptions and processes
Healthy Coping	Establish personal goals for success in selected RN programs incorporating concepts of self-directed learning, time management, and values clarification.	Identify major causes of stress for transitioning students. Describe effect of stress on one's health.	Stress management <ul style="list-style-type: none"> • Definition of stress • Difference between stress and anxiety • Sources of stress • Personal/Obvious

		Describe coping skills for dealing with stress situation. Review principles of test taking that reduce test-anxiety.	<ul style="list-style-type: none"> • Professional • Symptoms of stress overload
Time Management	Establish personal goals for success in selected RN programs incorporating the concepts of self-directed learning, time management, and values clarification.	Explain the relationship between effective time management and educational success. Describe effective strategies to improve time management.	Time Management <ul style="list-style-type: none"> • Concept of time • Perspectives on time management • Common myths on time management • Common myths of time management • Segmentation • Concentration
Communication	Unit II : Therapeutic Communication Use therapeutic communication techniques to establish a baseline for nursing decisions.	Describe essential aspects of communication and the communication process.	Professional Communication: <ul style="list-style-type: none"> • Modes of communication • Communication process • Communication skills for helping relationships • Communication skills for RN's • Delegation • Conflict resolution • Team building

		<p>Describe factors influencing the communication process</p> <p>Identify therapeutic and non-therapeutic techniques used by nurses when communicating with clients.</p> <p>Identify communication problems and strategies to resolve communication issues.</p>	<p>Communication Process</p> <ul style="list-style-type: none"> • Factors influencing therapeutic communication • Essential aspects of therapeutic communication • Partners and other health care professionals in therapeutic communication • Patient input into all aspects of the nursing process. <p>Communication Techniques</p> <ul style="list-style-type: none"> • Therapeutic techniques • Non-therapeutic techniques • Communication goals and outcomes <p>Communication Problems and Strategies</p> <ul style="list-style-type: none"> • Barriers to therapeutic communication • Strategies to overcome barriers to therapeutic communication, conflict resolution • Developing skills for a helping relationships
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		Utilizing electronic communication with all members of the health care team.	<p>Electronic Communications</p> <ul style="list-style-type: none"> • HIPAA • Forms of electronic communication • Describe safe electronic communication with patients in a health care setting • Utilize electronic communication to streamline and enhance patient care
Nursing Process	<p>Unit III Nursing Process</p> <p>Develop patient-centered plans of care using the nursing process which promote health, safety, inter-professional communication, and evidence-based practice.</p>	Describe how the nursing process is a framework for accountability, responsibility, problem solving, and individualized care.	<p>Overview of the nursing process:</p> <p>Assessment</p> <ul style="list-style-type: none"> • Purpose • Sources of data • Identifying patterns • Communicating and documenting data. • Assessment types <ul style="list-style-type: none"> head to toe focused quick priority • Organization of data

		<p>Analyze data to identify nursing problems and priority medical issues.</p> <p>Describe the aspects of planning nursing strategies/interventions.</p> <p>Identify essential components of implementing nursing strategies/interventions.</p>	<p>Diagnosis/Analysis</p> <ul style="list-style-type: none"> • Interpretation of data • Validation of data • Establishing problem/diagnoses • Prioritization of problems/diagnoses <ul style="list-style-type: none"> First order Second order Third order Fourth order • Diagnostic reasoning <p>Planning</p> <ul style="list-style-type: none"> • Documentation of the plan of care • Institutionalized • Standardized systems of documentation • Errors in the planning process • Prioritization of patients • Principles of work organization • Organizational tools <p>Implementation</p> <ul style="list-style-type: none"> • Setting daily priorities • Communication of priorities • Delegation • Nursing surveillance
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		Describe the components of evaluation.	<ul style="list-style-type: none"> • Ongoing assessment <p>Evaluation</p> <ul style="list-style-type: none"> • Outcome criteria • Evaluating plan effectiveness • Modifying the plan of care • Termination of the plan of care
Ethics	<p>Unit IV Legal Ethical</p> <p>Describe the ethico-legal concepts that can be applied to promote clinical judgment, patient safety and quality nursing care in the health care setting.</p>	<p>Discuss the relationship of statutory and common law to nursing.</p> <p>Describe the elements of negligence and malpractice including common violations.</p> <p>Define ethical principles.</p>	<p>Sources of the law</p> <ul style="list-style-type: none"> • Statutory Law • Ohio Nurse Practice Act • ORC <p>Common law</p> <ul style="list-style-type: none"> • Standards of Care • Negligence/ Malpractice • Elements required • Common violations <ul style="list-style-type: none"> HIPAA violations Failure to rescue Informed consent Patient rights Assault and battery • Prevention of law suits <p>Ethical Principles</p> <ul style="list-style-type: none"> • Autonomy • Veracity • Fidelity • Beneficence

		<p>Explain three domains of learning.</p> <p>Explain essential factors in assessing for learning.</p> <p>Verbalize the need for patient education.</p>	<p>Physiologic events Cultural barriers</p> <ul style="list-style-type: none"> • Process of teaching patients and families • Domains of learning Cognitive Affective Psychomotor <p>Comparison of teaching process and nursing process</p> <ul style="list-style-type: none"> • Assessing • Identifying learning needs • Identifying current level of knowledge • Identifying learner's level of understanding • Identifying client readiness • Identifying motivation • Identifying learning style <p>Diagnosing</p> <ul style="list-style-type: none"> • Impact of education on patient outcomes • Types of knowledge deficits • Examples of nursing diagnosis
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			<ul style="list-style-type: none"> • Client contracting • Group Teaching • Behavior modifications • Evaluation of teaching/learning effectiveness • Legal implications • Demonstration of learning • Discharge follow-up of learning • Documentation of learning
Nursing Process Assessment	<p>Unit VI: Health Assessment</p> <p>Develop patient-centered plans of care using the nursing process which promote health, safety, inter-professional communication, and evidence-based practice.</p>	<p>Techniques for Physical Assessment</p> <p>Compare and contrast comprehensive episodic or focused centered assessments and follow up assessments.</p> <p>Utilize communication techniques that enhance data collection.</p>	<p>Purpose of the Health History</p> <ul style="list-style-type: none"> • Health Assessment • Comprehensive • Episodic or focused • Follow-up • Similarities/differences <p>Communication with Clients</p> <ul style="list-style-type: none"> • Types of Questions • Techniques that Limit Communication <p>Cultural Considerations</p> <ul style="list-style-type: none"> • Cultural Sensitivity

		<p>Develop methods to assess cultural influences on health care.</p> <p>Define the components and content of a nursing health history.</p> <p>Describe equipment required for health assessment.</p>	<ul style="list-style-type: none"> • Effective cultural practices • Resources <p>Types of Data Collected</p> <ul style="list-style-type: none"> • Biographic • Reason for Seeking Care • Present Health Status • Past Health History/Reviewing Medical Records • Family History • Review of Systems • Cultural and Social Influences • Functional Assessment • Personal Health Perception <p>Equipment</p> <ul style="list-style-type: none"> • Thermometers • Stethoscope • Sphygmomanometer • Doppler • Pulse Oximeter • Vision Acuity • Ophthalmoscope • Otoscope • Reflex Hammer • Tuning Forks • Audiometer • Calibers
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		<p>Define, describe, and demonstrate inspection, auscultation, palpation, and percussion.</p> <p>Describe positioning for effective assessment.</p> <p>Describe the purpose, equipment and techniques used for the measurement of vital signs including height and weight.</p> <p>Describe factors that affect measurement of vital signs.</p>	<ul style="list-style-type: none"> • Scale <p>Assessment Techniques</p> <ul style="list-style-type: none"> • Inspection • Auscultation • Palpation • Percussion <p>Positioning</p> <ul style="list-style-type: none"> • General Survey • Gathering Accurate Information • Patient safety <p>Vital Signs</p> <ul style="list-style-type: none"> • Temperature • Pulse • Respiration • Blood Pressure • General Assessment • Weight • Height • Skinfold Thickness • Body Mass Index(BMI) <p>Factors Affecting Measurement</p> <ul style="list-style-type: none"> • Positioning • Fluid volume • Others
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		<p style="text-align: center;">Assessment of Integumentary</p> <p>Describe the anatomy of the integumentary system.</p> <p>Describe expected findings described from the physical examination of hair, skin & nails.</p> <p>Delineate age related and ethnic variations of anatomy and physiology that can be noted in assessment of the hair, skin and nails.</p> <p>Discuss health promotion practices that are pertinent to the integumentary system.</p>	<p>Anatomy Review</p> <ul style="list-style-type: none"> • Health History (Subjective Data Collection) • Physical Examination (Objective Data Collection) • Skin • Hair • Nails <p>Variations</p> <ul style="list-style-type: none"> • Age • Cultural • Situational • Common Integumentary Problems <p>Health Promotion</p> <ul style="list-style-type: none"> • Mole examination • Sun Screen • Other
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		<p style="text-align: center;">Assessment of the Head, Neck, & Lymphatic System, Eyes and Ears</p> <p>Describe the anatomy of the head, neck and lymphatic system.</p> <p>Delineate age related, cultural and situational variations of the anatomy and physiology that can be noted in assessment of the head, neck and lymphatic systems.</p> <p>Demonstrate appropriate inspection, palpation and positioning techniques used in the examination of the head, neck and lymphatic systems.</p> <p>Describe expected normal findings and abnormal variations with disorders derived from the physical examination and diagnostic evaluation of the head, neck and lymphatic systems.</p>	<p>Anatomy Review</p> <ul style="list-style-type: none"> • Health History (Subjective Data Collection) • Physical Examination (Objective Data Collection) • Head • Neck • Thyroid • Lymph Nodes <p>Variations</p> <ul style="list-style-type: none"> • Age • Cultural • Situational <p>Consider lab, simulation, or clinical experience</p> <ul style="list-style-type: none"> • Findings Associated with Disorders
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		<p>Discuss health promotion practices for the head, neck and lymphatic systems.</p> <p>Describe the anatomy and physiology of the visual and auditory system.</p> <p>Delineate age related, cultural and situational variations of the anatomy and physiology that can be noted in assessment of the eyes and ears.</p> <p>Demonstrate appropriate use of equipment for the examination of the visual and auditory systems.</p> <p>Demonstrate appropriate inspection, palpation, and positioning techniques used in the examination of the eyes and ears.</p> <p>Describe expected normal findings and abnormal variations from the physical examination and diagnostic evaluation of the visual and auditory systems.</p>	<ul style="list-style-type: none"> • Health Promotion • Documentation <p>Anatomy Review</p> <ul style="list-style-type: none"> • Health History (Subjective Data Collection) • Physical Examination (Objective Data Collection) • Diagnostic Findings (Objective Data) <p>Variations</p> <ul style="list-style-type: none"> • Age • Cultural • Situational <p>Consider lab, simulation, or clinical experience.</p> <ul style="list-style-type: none"> • Findings Associated with Disorders • Health Promotion
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		<p>Discuss health promotion practices pertinent to the sensory system.</p> <p>Nursing Assessment of the Respiratory System Describe the anatomy and physiology of the respiratory system.</p> <p>Describe the expected normal and abnormal findings described from physical examination and diagnostic studies of the respiratory system.</p> <p>Delineate age related, cultural, and situational variations of anatomy and physiology that can be noted in assessment of the respiratory system.</p> <p>Demonstrate appropriate inspection, palpation, percussion, auscultation and positioning techniques used in the examination of the respiratory system.</p>	<ul style="list-style-type: none"> • Documentation <p>Anatomy and Physiology Review</p> <ul style="list-style-type: none"> • Health History (Subjective Data) • Physical Examination (Objective Data) • Nose • Sinuses • Mouth • Throat • Chest Wall • Inspection • Palpation • Percussion • Auscultation <p>Variations</p> <ul style="list-style-type: none"> • Age • Cultural • Situational <p>Consider lab, simulation, or clinical experience.</p> <ul style="list-style-type: none"> • Common Respiratory Problems
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		<p>Discuss health promotion practices that are pertinent to the respiratory system.</p> <p>Assessment of Cardiovascular and Peripheral Vascular System</p> <p>Describe the anatomy and physiology of the heart and peripheral vascular system.</p> <p>Describe the expected normal findings and abnormal findings described from physical examination and diagnostic studies of the heart and peripheral vascular system.</p> <p>Delineate age related, cultural and situational variations of anatomy and physiology that can be noted in assessment of the heart and vascular system.</p> <p>Demonstrate appropriate inspection, palpation, auscultation and positioning</p>	<ul style="list-style-type: none"> • Health Promotion • Documentation <p>Anatomy & Physiology Review</p> <ul style="list-style-type: none"> • Health History (Subjective Data) • Physical Examination (Objective Data) <ul style="list-style-type: none"> • Blood Pressure • Pulse • Skin, Hair, Nails • Venous Assessment • Neck Vessels • Precordium Assessment • Lower Extremities • Diagnostic Studies <p>Variations</p> <ul style="list-style-type: none"> • Age • Cultural • Situational <p>Consider lab, simulation, or clinical experience</p>
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		<p>techniques used in the examination of the heart and vascular system.</p> <p>Discuss health promotion practices that are pertinent to the heart and peripheral vascular system.</p> <p>Nursing Assessment of the Abdomen</p> <p>Describe the anatomy of the abdomen.</p> <p>Describe the expected findings normal and abnormal findings from physical examination of the abdomen.</p> <p>Delineate age related, cultural, and situational variations of anatomy and physiology that can be noted in assessment of the abdomen.</p> <p>Demonstrate appropriate inspection, palpation, percussion, auscultation and positioning techniques used in the examination of the abdomen.</p>	<ul style="list-style-type: none"> • Common Problems/Conditions • Health Promotion • Documentation Graphing Narrative Description <p>Anatomy Review</p> <ul style="list-style-type: none"> • Health History (Subjective Data) • Physical Examination (Objective Data) • Inspection • Auscultation • Palpation • Percussion <p>Variations</p> <ul style="list-style-type: none"> • Age • Cultural • Situational <p>Consider lab, simulation, or clinical experience.</p>
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		<p>Discuss health promotion practices that are pertinent to the abdomen.</p> <p>Assessment of Muscular System</p> <p>Describe the anatomy of the musculoskeletal system.</p> <p>Describe the expected normal findings and abnormal variations from physical examination of the musculoskeletal system.</p> <p>Delineate age related, cultural and situational variations of anatomy and physiology that can be noted in assessment of the musculoskeletal system.</p> <p>Demonstrate appropriate inspection, palpation, and positioning techniques used in the examination of the musculoskeletal system.</p>	<ul style="list-style-type: none"> • Common Problems • Health Promotion • Documentation <p>Anatomy Review</p> <ul style="list-style-type: none"> • Health History (Subjective Data) • Physical Examination (Objective Data) <p>Findings</p> <ul style="list-style-type: none"> • Normal findings • Abnormal findings • Inspection & ROM techniques • Palpation <p>Variations</p> <ul style="list-style-type: none"> • Age • Cultural • Situational <p>Consider lab, simulation, or clinical experience.</p>
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		<p>Discuss health promotion practices that are pertinent to the musculoskeletal system.</p> <p>Assessment of Neurological System</p> <p>Describe the anatomy and physiology of the neurological system.</p> <p>Describe the expected normal findings and abnormal deviations from physical examination of the neurological system.</p> <p>Delineate age related and situational variations of anatomy and physiology that</p>	<ul style="list-style-type: none"> • Common Problems • Health Promotion • Documentation <p>Anatomy & Physiology Review</p> <ul style="list-style-type: none"> • Health History (Subjective Data) • Physical Examination(Objective Data) <p>Findings</p> <ul style="list-style-type: none"> • Cranial Nerves • Coordination and Fine Motor Skills • Proprioception • Sensory Function • Pain • Sharp • Dull • Reflexes <p>Variations</p> <ul style="list-style-type: none"> • Age • Cultural
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		<p>can be noted in assessment of the neurological system.</p> <p>Demonstrate appropriate inspection, palpation, percussion, and positioning techniques used in the examination of the neurological system.</p> <p>Discuss health promotion practices that are pertinent to the neurological and mental health system.</p>	<ul style="list-style-type: none"> • Situational <p>Consider lab, simulation, or clinical experience.</p> <ul style="list-style-type: none"> • Common Problems and Conditions • Health Promotion • Documentation
Fluid balance	<p>Unit VII : Fluid Therapy</p> <p>Discuss the role of the registered nurse in IV therapy.</p>	<p>IV Therapy</p> <p>Identify the responsibilities of the registered nurse in parenteral therapy.</p>	<p>RN Parenteral Therapy Responsibilities</p> <ul style="list-style-type: none"> • Policies/procedures • Equipment • Calculations • Documentation • Safety/Infection control • Recognizing and addressing infusion related complications • Procedures requiring RN • Administration of IV push medication • Responsibilities • Safety

			<ul style="list-style-type: none">• Central Venous Therapy• Indications• Types• Nursing responsibilities and interventions• Parenteral Nutrition• Indications• Administration• Complications• Blood Administration• Indications• Blood groups and incompatibilities• Blood products• Safety• Transfusion reactions
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