

Nursing Re-entry

PLAR Candidate Guide

Prior Learning Assessment and
Recognition (PLAR)



Tomorrow
in the making.

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Saskatchewan Polytechnic

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The Nursing Re-entry program is dedicated to removing barriers and broadening the access to programs at Saskatchewan Polytechnic. We believe that adults acquire knowledge and skills through life and work experience that may align with courses within our programs.

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Why consider a PLAR assessment?

PLAR refers to the combination of flexible ways of evaluating people's lifelong learning, both formal and informal against a set of established standards. You can receive academic credit for your relevant lifelong learning. The Nursing Re-entry program recognizes prior learning in a number of ways.

We recognize:

- Previous formal learning from an accredited training institution through transfer of credit.
- Previous informal learning or experiential learning through a comprehensive prior learning and recognition process.

What are the PLAR options?

To be eligible for PLAR, an applicant must first register or already be registered as a Saskatchewan Polytechnic student. A candidate must also receive approval from Saskatchewan Registered Nurses' Association (SRNA).

If you have been away from nursing for not more than 10 years and have learned the skills and knowledge for one or more of the Nursing Re-entry courses, you may apply to be assessed for each applicable course.

Fees:

- There will be a charge for each individual course assessment.
- For a listing of the specific PLAR fees, check the [PLAR database](#) or call Saskatchewan Polytechnic and ask to speak to the PLAR advisor/counsellor assigned to the Nurse Re-entry program at: 1-866-467-4278.

How many courses can be challenged through PLAR in the Nurse Re-entry program?

All of the 13 theory courses have PLAR challenges available. There is no limit. You may challenge as many of these courses as you are able to prove prior skills and knowledge through assessment.

Commented [HML1]: I count 16 courses in the program profile and 4 of those are not PLARable. Thoughts?

Which courses are PLAR-ready?

Nurse Re-entry individual courses program profile			
COURSE CODE	COURSE NAME	PLAR Challenge(s) available through program	PLAR Challenge(s) not available
NRSG 200	Health Assessment 1	✓	
NRSG 201	Health Assessment 2	✓	
NRSG 202	Issues and Trends in Professional Nursing 1	✓	
NRSG 203	Issues and Trends in Professional Nursing 2	✓	
NRSG 204	Perspectives in Community Nursing	✓	
NRSG 205	Mental Health Nursing	✓	
NRSG 206	Nursing Re-entry Lab 1		X
NRSG 207	Nursing the Childbearing Family	✓	
NRSG 208	Child Health Nursing	✓	
NRSG 209	Adult Health Nursing 1	✓	
NRSG 210	Adult Health Nursing 2	✓	
NRSG 211	Nursing the Older Adult	✓	
NRSG 212	Nursing Re-entry Lab 2		X
PHAR 200	Pharmacology in Nursing	✓	
CLIN 200	Clinical Experience 1		X
CLIN 201	Clinical Experience 2		X

Note: Some courses common to multiple programs at Saskatchewan Polytechnic (i.e. computers, communications, math, and sciences) are managed by Arts & Sciences Faculty. To see if these shared courses in your program are PLAR-ready, visit the [PLAR homepage](#) for links to Candidate Guides for Arts & Sciences and for Standardized Computers.

For assistance call Saskatchewan Polytechnic and ask to speak to the PLAR advisor/[counsellor](#) assigned to the Nursing Re-entry program at: 1-866-467-4278.

Is PLAR available at any time of the year?

You can register between September and April 30. You must have completed the requirements for PLAR for a specific course prior to the second last week of June so the assessment can be completed by the end of June. The deadline for applying for PLAR is April 30.

Is it easier to challenge a course through PLAR or - take the course?

Neither is easier. By using PLAR you may reduce the repetition of studying information that you already know. The PLAR process allows you to demonstrate knowledge you already have.

PLAR is not an easy way to certification, rather a "different" way to obtain certification. Your personal level of skill and experience will dictate which courses you choose to challenge. The self-audit section found later in this guide will help you decide if you have a good match of skill and knowledge for a specific course.

Methods of assessing prior learning

Assessment methods measure an individual's learning against course learning outcomes.

Theory courses

- Prior learning assessment for theory courses includes writing challenge exams and successfully completing course assignments.
- NRSG 200 and NRSG 201 are available for challenge by PLAR only if specific criteria are met. Please see the self-audit for NRSG 200 and 201 for these criteria.

Lab Courses

- NRSG 206 and NRSG 212 are not available for PLAR

Clinical Courses

- CLIN 200 and CLIN 201 are not available for PLAR.

If I live out of town, do I have to travel to a main campus to do PLAR?

There will be times that you will need to meet with the program on campus. However, we will try to keep travel to a minimum.

What if I have a disability & need equity accommodations?

At Saskatchewan Polytechnic, we understand that sometimes services must be provided to students in a variety of ways to achieve the goals of fair representation. Therefore, the range of services provided for Education Equity students is as diverse as the needs of those students. We strive for equity (not uniformity) and provide varied services for students with differing needs. If more information is required, please contact a Saskatchewan Polytechnic counsellor at a campus closest to you or refer to the Saskatchewan Polytechnic website:
<http://saskpolytech.ca/student-services/support/accessibility-services.aspx>

Are there other methods to gain Saskatchewan Polytechnic course credits for prior learning?

Transfer Credit

Yes, Saskatchewan Polytechnic will grant credit for previous training that is similar in content, objectives, and evaluation standards to Saskatchewan Polytechnic training. Transfer of credit is different from the PLAR process. Transfer Credit guidelines may be found at:
<http://saskpolytech.ca/admissions/resources/transfer-credit.aspx>

It is the student's responsibility to check with [Registration Services](#) for specific campus procedures on this policy. For specific information and guidelines regarding transfer of credit, contact a Saskatchewan Polytechnic educational counsellor.

Equivalency Credit

Equivalency credit refers to the application of credit you may have earned in a previously taken Saskatchewan Polytechnic course to your current Saskatchewan Polytechnic course. Apply at registration services for equivalency credit. This process should also be completed prior to your PLAR challenge. If these credits cannot be used for equivalency credit, you may use these accredited courses as part of your evidence for your PLAR challenge.

Contact us

If more information is required, please contact a designated PLAR counsellor at a campus closest to you.

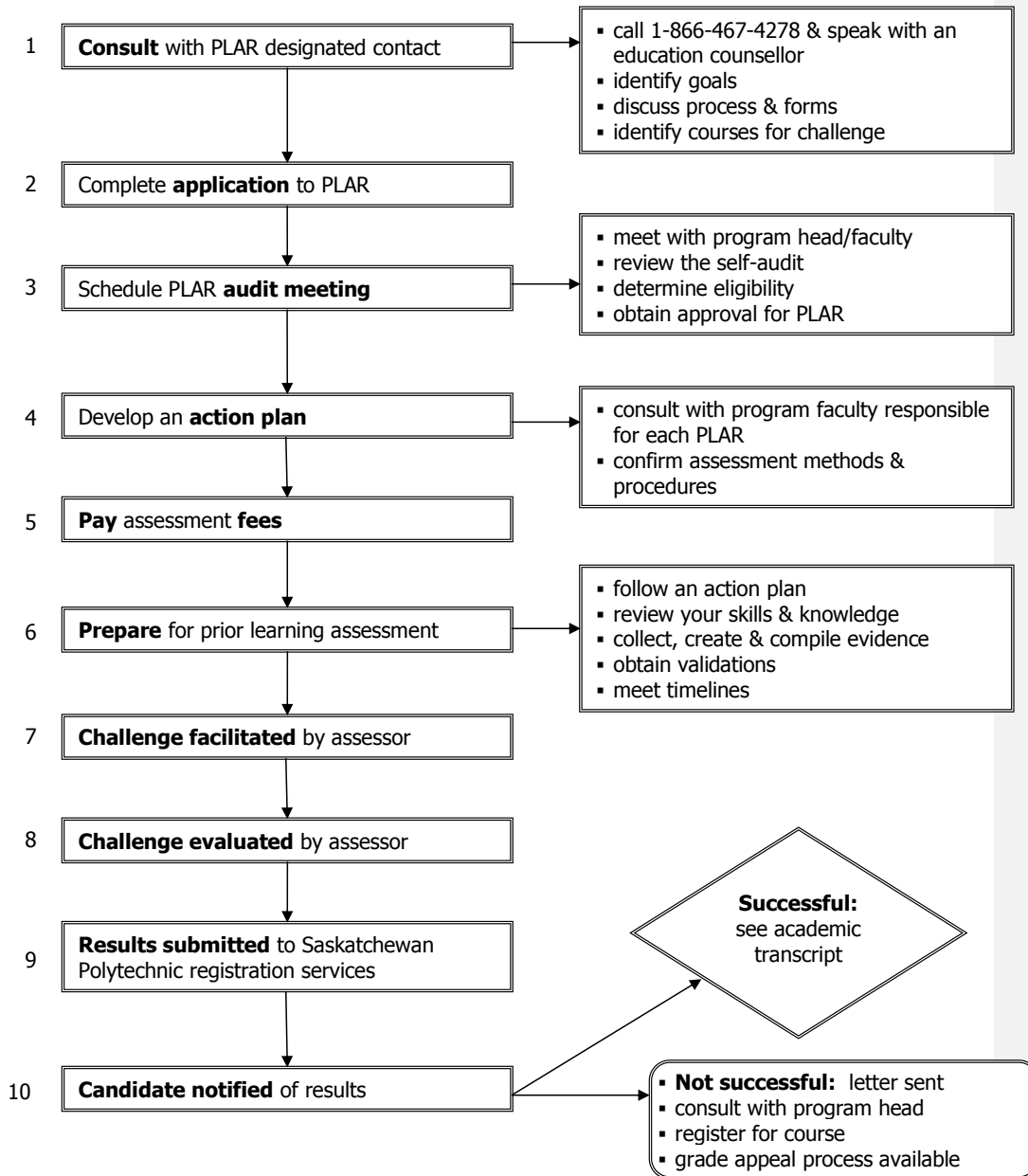
Saskatchewan Polytechnic in Moose Jaw
Counselling Services, Room 2.203
306-691-8311 or 306-691-8310
StudentServicesMooseJaw@saskpolytech.ca

Saskatchewan Polytechnic in Prince Albert
Counselling Services, Room F203 (Technical Centre)
306-765-1611
StudentServicesPrinceAlbert@saskpolytech.ca

Saskatchewan Polytechnic in Regina
Counselling Services, Room 228
306-775-7436
StudentServicesRegina@saskpolytech.ca

Saskatchewan Polytechnic in Saskatoon
Counselling Services, Room 114
306-659-4050
StudentServicesSaskatoon@saskpolytech.ca

Prior Learning Assessment and Recognition process



Guiding principles for developing a PLAR evidence file

1. As you begin the PLAR process you will be advised if any evidence is required. This will be identified in your [action plan](#). Check with the PLAR designated contact before you begin to gather evidence.
2. Evidence must be valid and relevant. Your evidence must match the learning outcomes identified for each course.
 - It is your responsibility to create, collect and compile relevant evidence – if required.
3. Learning must be current within 10 years.
4. The evidence should demonstrate the skills and knowledge from your experiences.
5. The learning must have both a theoretical and practical component.

Types of evidence

There are three types of evidence used to support your PLAR request:

1. Direct evidence – what you can demonstrate for yourself.
2. Indirect evidence – what others say or observe about you.
3. Self-evidence – what you say about your knowledge and experience.

Ensure that you provide full evidence to your Nurse Re-entry faculty assessor so that your prior learning application is assessed appropriately. Well organized, easy to track evidence will also ensure that none of the evidence is missed or assessed incorrectly.

Here are some examples of evidence that you may be requested to submit as part of your evidence file (if required):

- letters of validation from employer or direct supervisor
- course outlines and content descriptions from non-accredited training institutions
- copies of transcripts recording your academic education
- performance appraisals
- resume
- training records
- detailed course outlines from industry-based, non-credit training courses or workshops
- a report highlighting skills and accomplishments that demonstrates how you have accomplished the stated learning outcomes
- certifications
- course outlines and content descriptions from non-accredited training institutions
- copies of transcripts recording your academic education
- performance appraisals
- awards
- work samples, i.e. word processing documents

All documents that are submitted to Saskatchewan Polytechnic may be returned to the student after the final results have been given and the grade appeal deadline of seven days has passed. A copy of transcripts and certificates may be included in your evidence file, but be prepared to show original documents at the PLAR audit meeting for validation.

How long will it take to prepare evidence for PLAR?

Since the requirements are different for each course, and each candidate has different experiences, the amount of time it takes to prepare your evidence will vary.

Steps to complete a self-audit

1. Read through the levels of competence as listed below.

Mastery:	I am able to demonstrate the learning outcome well enough to teach it to someone else.
Competent:	I can work independently to apply the learning outcome.
Functional:	I need some assistance in using the outcome.
Learning:	I am developing skills and knowledge for this area.
None:	I have no experience with the outcome.

Learning outcomes

For each learning outcome listed, please self-evaluate your competency levels and record in the appropriate column

2. Take a few minutes and read through the following self-audit for each course you are interested in as a PLAR candidate.
3. Check your level of competence as you read through each of the learning outcomes for each course. The information will help you in your decision to continue with your PLAR application.
4. In order to be successful in a PLAR assessment, your abilities must be at the competent or mastery level for the majority of the learning outcomes. Some things to consider when determining your level of competence are:

- How do I currently use this outcome?
- What previous training have I had in this outcome: workshops, courses, on-the-job?
- What personal development or volunteer experience do I have in this area?

Be prepared to explain the reason you chose this level if asked by an assessor.

5. Bring the completed self-audit to a consultation meeting with the program head or faculty member in [step 3 – PLAR process](#) of the candidate process for prior learning assessment.

Frequently asked questions

How much does Total Program PLAR cost?

Each course is assigned an assessment fee. Consult the [PLAR database](#) for current fees.

How long do I have to complete exams?

You have 5 weeks from the time you register to PLAR a course to write the challenge exam. All PLAR assignments must be completed before writing the exams.

What if I want to review some of the course material before I take the PLAR challenge?

You can purchase all the texts and course manuals through the Saskatchewan Polytechnic Regina Campus Bookstore, and you can borrow texts through the library once you have registered for the exams (see [Appendix B](#) for a current booklist).

Do I have to write the comprehensive exams at one of the Saskatchewan Polytechnic campuses?

We have test sites throughout the province and will assign you to the one that is closest to your home community. Other PLAR requirements may have to be completed at one of the Saskatchewan Polytechnic campuses. Contact the Nursing Re-entry faculty for more information.

What happens if I am not successful at a PLAR challenge?

If you do not receive credit through the PLAR process, you must enroll and take the course/s.

What do I do once I have successfully completed all of the PLAR challenges?

Once you have completed all of the theory courses, either through PLAR or by the regular process, you can register for the Nursing Re-entry labs and clinical courses.

Self-audit guide(s)

NRSNG 200 – Health Assessment 1

Health Assessment 1 is the first of two courses that focus on the theory related to physical assessment. You will assess your knowledge of interviewing techniques, history-taking, and a head-to-toe physical assessment. The course content includes assessment of the integumentary system, head and neck, breasts and axillae, lung and thorax, and cardiovascular, peripheral vascular and lymphatic systems.

Credit unit(s): 3.0

NRSNG 200 - Health Assessment 1 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Complete a health history for an adult client.					
▪ Describe the content of a comprehensive health history					
▪ Collect and document health history data on adult client					
2. Describe a general survey.					
▪ Describe components of general survey					
▪ Describe the Techniques of Vital Sign Measurement					
▪ Describe the Techniques of Physical Assessment					
3. Explain assessment of the integumentary system.					
▪ Describe the anatomy and physiology of the integumentary system					
▪ Describe integument assessment					
▪ Describe normal and common abnormal findings that may be encountered during integument assessment					
4. Explain assessment of the head and neck.					
▪ Describe the anatomy and physiology of the head and neck (including eyes, ears, nose, mouth, and throat)					
▪ Describe assessment of the head and neck (including eyes, ears, nose, mouth, and throat)					
▪ Describe normal and common abnormal findings that may be encountered during assessment of the head and neck					
5. Explain assessment of the breasts and axillae.					
▪ Describe the anatomy and physiology of the breasts and axillae					
▪ Describe assessment of the breasts and axillae					
▪ Describe normal and common abnormal findings that may be encountered during assessment of the breasts and axillae					
6. Explain assessment of the lungs and thorax.					

NRS200 - Health Assessment 1		Mastery	Competent	Functional	Learning	None
Mastery:	I am able to demonstrate it well enough to teach it to someone else.					
Competent:	I can work independently to apply the outcome.					
Functional:	I need some assistance in using the outcome.					
Learning:	I am developing skills and knowledge for this area.					
None:	I have no experience with the outcome.					
<ul style="list-style-type: none"> Describe the anatomy and physiology of the lungs and thorax 						
<ul style="list-style-type: none"> Describe assessment of the lungs and thorax 						
<ul style="list-style-type: none"> Describe normal and common abnormal findings that may be encountered during assessment of the lungs and thorax 						
7. Explain assessment of the cardiovascular, peripheral vascular and lymphatic systems.						
<ul style="list-style-type: none"> Describe the anatomy and physiology of the cardiovascular, peripheral vascular, and lymphatic systems 						
<ul style="list-style-type: none"> Describe assessment of the cardiovascular system 						
<ul style="list-style-type: none"> Describe assessment of the peripheral vascular, and lymphatic systems 						
<ul style="list-style-type: none"> Describe normal and common abnormal findings that may be encountered during assessment of the cardiovascular system 						

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. **Health History Assignment** – 40% of total mark

2. **Challenge exam** – 60% of total mark

Written exam: multiple choice.

Resources

Refer to [Appendix B](#) for information on how to access textbooks for this course.

NRSG 201 – Health Assessment 2

Building on the theory of NRSG 200 (Health Assessment 1), this self-assessment focuses on body systems. You will assess your knowledge of the examination of the abdomen, musculoskeletal system, neurological system, male and female genitalia and rectum. You will further assess your ability to adapt a health assessment to other age groups, as well as the ability to perform psychological and sociocultural assessment.

Credit unit(s): 2.0

NRSG 201 - Health Assessment 2 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Explain assessment of the abdomen.					
<ul style="list-style-type: none"> ▪ Review the anatomy and physiology of the gastrointestinal system 					
<ul style="list-style-type: none"> ▪ Describe assessment of the abdomen 					
<ul style="list-style-type: none"> ▪ Describe normal and common abnormal findings that may be encountered during assessment of the abdomen 					
2. Explain assessment of the musculoskeletal system.					
<ul style="list-style-type: none"> ▪ Review the anatomy and physiology of the musculoskeletal system 					
<ul style="list-style-type: none"> ▪ Describe assessment of the musculoskeletal system 					
<ul style="list-style-type: none"> ▪ Describe normal and common abnormal findings that may be encountered during assessment of the musculoskeletal system 					
3. Explain assessment of the neurological system.					
<ul style="list-style-type: none"> ▪ Review the anatomy and physiology of the neurological system 					
<ul style="list-style-type: none"> ▪ Describe assessment of the neurological system 					
<ul style="list-style-type: none"> ▪ Describe normal and common abnormal findings that may be encountered during assessment of the neurological system 					
4. Explain assessment of the male and female genitalia and rectum.					
<ul style="list-style-type: none"> ▪ Describe the anatomy and physiology of the male and female genitalia and rectum 					
<ul style="list-style-type: none"> ▪ Describe assessment of the male and female genitalia, and rectum 					
5. Outline how to adapt the techniques of health assessment to other age groups.					
<ul style="list-style-type: none"> ▪ Describe techniques of examination for infancy 					
<ul style="list-style-type: none"> ▪ Describe the techniques of examination for early childhood (1 to 4 years) 					
<ul style="list-style-type: none"> ▪ Describe the techniques of examination for later childhood (5 to 12 years) 					
<ul style="list-style-type: none"> ▪ Describe the techniques of examination for adolescents 					

NRSNG 201 - Health Assessment 2		Mastery	Competent	Functional	Learning	None
Mastery:	I am able to demonstrate it well enough to teach it to someone else.					
Competent:	I can work independently to apply the outcome.					
Functional:	I need some assistance in using the outcome.					
Learning:	I am developing skills and knowledge for this area.					
None:	I have no experience with the outcome.					
<ul style="list-style-type: none"> Describe the age related changes that may affect health assessment of the older adult 						
6. Explain psychological assessment.						
<ul style="list-style-type: none"> Describe the components of mental functioning and variations with age 						
<ul style="list-style-type: none"> Describe the techniques for assessing mental status 						
7. Explain sociocultural assessment.						
<ul style="list-style-type: none"> Identify social and cultural influences that Identify spiritual and religious influences that affect health beliefs and practices 						
<ul style="list-style-type: none"> Identify spiritual and religious influences that affect health beliefs and practices 						
<ul style="list-style-type: none"> Describe sociocultural assessment 						

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Challenge exam – 100% of total mark

Written exam: multiple choice.

2. Evidence file

Evidence of successful completion of NRSNG 200 either by PLAR or through the regular route.

Resources

Refer to [Appendix B](#) for information on how to access textbooks for this course.

NRSG 202 – Issues and Trends in Professional Nursing 1

This course focuses on the theory related to professional nursing. You will assess your knowledge of the evolution of nursing, teaching and learning, critical thinking, decision-making and the nursing process, and reporting and recording in nursing. This is the first of two assessments that focus on issues and trends in professional nursing.

Credit unit(s): 2.0

NRSG 202 - Issues and Trends in Professional Nursing 1 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Demonstrate critical thinking.					
▪ Describe critical thinking and its role in nursing					
▪ Utilize critical thinking within the nursing role					
2. Analyze the evolution of the nursing role.					
▪ Describe the historical perspectives of nursing					
▪ Describe nursing theory					
▪ Describe the influence of nursing theory in practice					
3. Identify issues and trends in nursing.					
▪ Describe issues and trends influencing the nursing profession					
▪ Explain issues and trends influencing the role of the nurse					
4. Demonstrate reporting and recording in nursing.					
▪ Review medical terminology					
▪ Describe the process of recording					
▪ Review the methods of recording					
▪ Demonstrate the process of reporting					
▪ Use technology in reporting and recording					
5. Demonstrate knowledge of teaching and learning.					
▪ Describe the teaching process					
▪ Define and describe learning					
▪ Prepare a teaching plan					
6. Apply the nursing process.					
▪ Describe the nursing process					
▪ Apply the assessment phase					

NRSG 202 - Issues and Trends in Professional Nursing 1		Mastery	Competent	Functional	Learning	None
Mastery:	I am able to demonstrate it well enough to teach it to someone else.					
Competent:	I can work independently to apply the outcome.					
Functional:	I need some assistance in using the outcome.					
Learning:	I am developing skills and knowledge for this area.					
None:	I have no experience with the outcome.					
<ul style="list-style-type: none"> Apply the nursing diagnosis phase 						
<ul style="list-style-type: none"> Apply the planning phase 						
<ul style="list-style-type: none"> Apply the implementation phase 						

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Assignment – 40% of total mark
Concept Map Assignment

2. Challenge exam - 60% of total mark
Written exam: multiple choice
(to be written after Concept Map Assignment written assignment successfully completed)

Resources

Refer to [Appendix B](#) for information on how to access textbooks for this course.

NRSG 203 – Issues and Trends in Professional Nursing 2

The role of nursing has changed significantly, even over the past 5 years. This assessment focuses on the new roles nurses have acquired; the role nurses play in the research process, the use of research in clinical decision-making, and the importance of continuing professional development in nursing. Legal and ethical issues in nursing, communications techniques, and conflict management and resolution are components of the registered nurses’ professional practice. Leadership, inter-professional practice, and patient safety systems strategies are also assessed.

Credit unit(s): 3.0

NRSG 203 - Issues and Trends in Professional Nursing 2 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Exemplify professionalism in nursing.					
▪ Describe the characteristics of the nursing profession					
▪ Describe nursing unions					
▪ Review the role of the SRNA as it relates to you as the nurse					
▪ Describe the nurse’s role related to political issues					
2. Demonstrate the nurse’s role in research.					
▪ Describe nursing research					
▪ Describe the importance of nursing research to nurses and the nursing profession					
▪ Demonstrate the relationship between quality learning organizations and nursing education and practice					
3. Analyze legal and ethical issues in nursing.					
▪ Describe legal issues in nursing					
▪ Describe ethical issues in nursing					
▪ Review the CNA Code of Ethics for registered nurses					
▪ Discuss ethical decision making					
4. Use relational communication practices in nursing.					
▪ Describe effective nurse-client and nurse-healthcare provider communication					
▪ Describe the components of passivity, assertiveness and aggression					
▪ Discuss conflict management and conflict resolution					
5. Collaborate with other members of the health care team.					
▪ Explain the nurse’s role in collaborative nursing practice					

NRSG 203 - Issues and Trends in Professional Nursing 2		Mastery	Competent	Functional	Learning	None
Mastery:	I am able to demonstrate it well enough to teach it to someone else.					
Competent:	I can work independently to apply the outcome.					
Functional:	I need some assistance in using the outcome.					
Learning:	I am developing skills and knowledge for this area.					
None:	I have no experience with the outcome.					
6. Exemplify leadership in nursing.						
▪ Identify qualities and leadership styles associated with leadership in nursing						
▪ Describe leadership roles in nursing						
▪ Describe the nurse's role in continuing professional development						
7. Apply the key concepts in a systems approach to client safety.						
▪ Describe the key concepts in the systems approach to patient safety						
▪ Demonstrate the application of the systems approach patient safety in the health care system						

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file

Successful completion of NRSG 202, either by PLAR or by the regular route.

2. Assignment – 40% of total mark

Research Critique Assignment

3. Challenge exam – 60% of total mark

Written exam: multiple choice
(to be written after successful completion of research written assignment)

Resources

Refer to [Appendix B](#) for information on how to access textbooks for this course.

NRSG 204 – Perspectives in Community Nursing

This assessment is based upon the role nurses have in primary health care. Knowledge of the determinants of health and how these determinants improve the health of Canadians is assessed. Establishing the culture of patient safety, infection control, and communicable diseases such as SARS and AIDS are topics of assessment; as well as cultural diversity and sensitivity, including First Nations cultures and their traditional health care practices. You will also explore basic concepts in mental health nursing.

Credit unit(s): 3.0

Prerequisite(s): NRSG 201, minimum grade of 60 (concurrent) and NRSG 202, minimum grade of 60 (concurrent).

NRSG 204 - Perspectives in Community Nursing Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Explain the role of nursing in primary health care.					
▪ Outline historical approaches to health care in Canada					
▪ Outline health care delivery systems in Canada today					
▪ Outline components of health care in Saskatchewan					
▪ Describe health promotion in Saskatchewan					
▪ Examine trends that will determine the future health of the world community					
2. Illustrate how nurses can influence the determinants of health to improve the health of Canadians.					
▪ Explain how each of the major determinants of health interacts with each other in influencing health					
▪ Identify strategies that can influence health determinants					
▪ Identify the components of a community assessment					
▪ Identify the components of a home assessment					
3. Explain the nurse's role in infection control, especially in relation to such diseases as SARS and AIDS.					
▪ Describe terms relating to infection					
▪ Describe defences against infection					
▪ Explain conditions that promote the transmission of infections					
▪ Explain how the nursing process is applied in infection control					
▪ Describe AIDS, SARS, and West Nile Virus in terms of pathophysiology and transmission					
▪ Outline the nurse's role in relation to various infection control guidelines that have been put in place to reduce the spread of infectious disease, including the concept of client safety					
4. Examine ways in which nurses can be sensitive to the diversity of their clients.					

NRSG 204 - Perspectives in Community Nursing		Mastery	Competent	Functional	Learning	None
Mastery:	I am able to demonstrate it well enough to teach it to someone else.					
Competent:	I can work independently to apply the outcome.					
Functional:	I need some assistance in using the outcome.					
Learning:	I am developing skills and knowledge for this area.					
None:	I have no experience with the outcome.					
<ul style="list-style-type: none"> Identify basic characteristics of culture in Canada and cultural stumbling blocks 						
<ul style="list-style-type: none"> Identify how diversity affects client's views of health and illness 						
<ul style="list-style-type: none"> Identify ways in which nurses can be culturally sensitive to diversity 						
5. Describe ways that nurses can support First Nations communities and their traditional health care practices.						
<ul style="list-style-type: none"> Explore the Aboriginal culture in Saskatchewan including traditional health care beliefs and practices 						
<ul style="list-style-type: none"> Describe the role of elders in First Nations communities 						
<ul style="list-style-type: none"> Identify ways in which nurses can be culturally sensitive to persons from Aboriginal communities 						
6. Explore basic concepts related to mental health nursing.						
<ul style="list-style-type: none"> Define mental health and mental illness 						
<ul style="list-style-type: none"> Describe interventions to prevent mental illness and promote mental health 						
<ul style="list-style-type: none"> Describe predisposing factors and precipitating stressors that influence a person's ability to handle stress 						

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file

Successful completion of NRSG 201 and 202

2. Assignment – 40% of total mark

Windshield Survey assignment (Community Assessment)

3. Challenge exam – 60% of total mark

Written exam: multiple choice
(to be written after successful completion of Windshield Survey)

Resources

Refer to [Appendix B](#) for information on how to access textbooks for this course.

NRSRG 205 – Mental Health Nursing

You will apply the nursing process to the care of clients and their families who are experiencing a variety of mental health alterations in acute and community care. You will apply ethical and legal concepts in mapping safe and effective mental health nursing care.

Credit unit(s): 1.0

Prerequisite(s): NRSRG 203, minimum grade of 60 (concurrent) and NRSRG 204, minimum grade of 60 (concurrent) and PHAR 200, minimum grade of 60 (concurrent)

NRSRG 205 - Mental Health Nursing Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Apply the foundational content required to support clients and their families experiencing alterations in mental health.					
<ul style="list-style-type: none"> ▪ Explain mental health and mental illness in terms of promotion and predisposing factors 					
<ul style="list-style-type: none"> ○ Illustrate the differences/similarities between the nursing care of mental health clients (and their families) in the acute care setting versus the community care setting, consider: <ul style="list-style-type: none"> ▪ Treatment goals ▪ Mental health concepts ▪ Diversity ▪ Client rights ▪ Client safety ▪ Multidisciplinary practice ▪ Elements of nursing assessment 					
<ul style="list-style-type: none"> ▪ Identify the legal obligations, nursing standards and codes of ethics essential to providing safe, effective mental health nursing care 					
2. Apply the psychosocial nursing techniques required to support clients and their families experiencing an alteration in mental health.					
<ul style="list-style-type: none"> ▪ Apply each element of the nursing process incorporating core tools, resources and interventions 					
<ul style="list-style-type: none"> ○ Apply the nursing care required to maintain the elements of a therapeutic nurse-patient relationship 					
<ul style="list-style-type: none"> ○ Apply therapeutic and nontherapeutic communication techniques in the context of the clinical interview 					
3. Apply the nursing care required to support clients and their families experiencing an alteration in psychobiological functioning.					
<ul style="list-style-type: none"> ▪ Apply the nursing process to support clients and their families experiencing anxiety disorders 					
<ul style="list-style-type: none"> ▪ Apply the nursing process to support clients and their families experiencing depressive disorders 					
<ul style="list-style-type: none"> ▪ Apply the nursing process to support clients and their families experiencing bipolar disorders 					
<ul style="list-style-type: none"> ▪ Apply the nursing process to support clients and their families experiencing psychotic disorders 					
<ul style="list-style-type: none"> ▪ Apply the nursing process to support clients and their families experiencing substance abuse and addictive disorders 					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file

Successful completion of NRSB 203, NRSB 204, and PHAR 200

2. Challenge exam – 100% of total mark

Written exam: multiple choice

Resources

Refer to [Appendix B](#) for information on how to access textbooks for this course.

NRSG 207 – Nursing the Childbearing Family

You will assess your knowledge of the various aspects of pregnancy and the newborn as well as concepts of family and reproductive life planning.

Credit unit(s): 2.0

Prerequisite(s): PHAR 200, minimum grade of 60 (concurrent)

NRSG 207 - Nursing the Childbearing Family Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Examine the concept of family.					
<ul style="list-style-type: none"> ▪ Describe how family is defined by roles, values, power and decision-making 					
<ul style="list-style-type: none"> ▪ Identify cultural influences affecting the family 					
<ul style="list-style-type: none"> ▪ Describe a family assessment 					
<ul style="list-style-type: none"> ▪ Prepare a family assessment 					
2. Describe reproductive life planning.					
<ul style="list-style-type: none"> ▪ Describe reasons women and couples choose to use different methods of contraception 					
<ul style="list-style-type: none"> ▪ Identify common methods of contraception 					
3. Demonstrate knowledge of normal pregnancy and the nursing care required to support the family during the prenatal period.					
<ul style="list-style-type: none"> ▪ Describe conception, and fetal growth and development 					
<ul style="list-style-type: none"> ▪ Identify normal physiological and psychological changes occurring during pregnancy 					
<ul style="list-style-type: none"> ▪ Demonstrate knowledge of antenatal nursing assessment 					
<ul style="list-style-type: none"> ▪ Explain how to promote nutritional health during pregnancy 					
<ul style="list-style-type: none"> ▪ Identify nursing care required to support the family in meeting their needs during the first, second, and third trimesters of pregnancy 					
4. Demonstrate knowledge of the normal childbirth experience and the nursing care required to support the family during this period.					
<ul style="list-style-type: none"> ▪ Describe assessments and interventions related to the care of a mother experiencing the preliminary signs of labour 					
<ul style="list-style-type: none"> ▪ Describe adaptive physical and psychological processes experienced by the mother during labour and delivery 					
<ul style="list-style-type: none"> ▪ Identify nursing care required to support mother and neonate during the four stages of labour, including client safety 					
5. Describe common deviations that can occur during labour and birth.					
<ul style="list-style-type: none"> ▪ Describe common deviations in the critical factors that cause dystocia 					

NRS 207 - Nursing the Childbearing Family					
Mastery: I am able to demonstrate it well enough to teach it to someone else.					
Competent: I can work independently to apply the outcome.					
Functional: I need some assistance in using the outcome.					
Learning: I am developing skills and knowledge for this area.					
None: I have no experience with the outcome.					
	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> Identify assessment and therapeutic management for the woman in labour and during birth regarding deviations from the normal labour process 					
6. Describe maternal conditions that predispose the mother and fetus to an abnormal response to pregnancy.					
<ul style="list-style-type: none"> Describe pregnancy-induced hypertension and the therapeutic management required for the woman with pregnancy-induced hypertension 					
<ul style="list-style-type: none"> Describe maternal infections in pregnancy and the effects they can have on the fetus 					
<ul style="list-style-type: none"> Describe maternal hemorrhagic disorders and Rh sensitization in pregnancy 					
<ul style="list-style-type: none"> Describe Diabetes Mellitus in pregnancy 					
7. Demonstrate knowledge of the puerperium including the nursing care required to support the family during this period.					
<ul style="list-style-type: none"> Describe physiological, psychological and sociological adaptations occurring during the postpartum period. 					
<ul style="list-style-type: none"> Demonstrate knowledge of lactation 					
<ul style="list-style-type: none"> Describe characteristics of the normal newborn 					
<ul style="list-style-type: none"> Describe the nursing care required to support the mother and family in the first 24 hours postpartum 					
<ul style="list-style-type: none"> Prepare a teaching plan, including client safety, for the mother and family in preparation for discharge 					
8. Identify factors which place the newborn in the high-risk category.					
<ul style="list-style-type: none"> Describe the pre-term newborn and the Therapeutic Management of the pre-term newborn 					
<ul style="list-style-type: none"> Describe Respiratory Distress Syndrome of the newborn and the Therapeutic Management for the newborn with Respiratory Distress Syndrome 					
<ul style="list-style-type: none"> Describe infants of diabetic mothers and the Therapeutic Management for the infant of a mother with diabetes 					
<ul style="list-style-type: none"> Describe Hyperbilirubinemia and the Therapeutic Management of the newborn with Hyperbilirubinemia 					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file

Successful completion of PHAR 200

2. Assignment – 40% of total mark
Discharge Teaching Plan (

3. Challenge exam – 60% of total mark
Written exam: multiple choice
(to be written after successful completion of discharge teaching plan assignment)

Resources

Refer to [Appendix B](#) for information on how to access textbooks for this course.

NRSG 208 – Child Health Nursing

You will assess your ability to care for infants, children and adolescents and their families experiencing common health alterations. Growth and development of children from birth to 19 years, is assessed, along with principles of child health nursing with the client as a partner to enhance patient safety.

Credit unit(s): 4.0

Prerequisite(s): PHAR 200, minimum grade of 60 (concurrent)

NRSG 208 - Child Health Nursing Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Examine the growth and development of children from birth to 19 years of age.					
<ul style="list-style-type: none"> ▪ Describe principles of growth and development and developmental tasks associated with Havinghurst, Freud, Erikson, Piaget and Kohlberg 					
<ul style="list-style-type: none"> ▪ Explain the influence of heredity on growth and development 					
<ul style="list-style-type: none"> ▪ Describe assessment of growth and development of the infant and toddler 					
<ul style="list-style-type: none"> ▪ Describe assessment of growth and development of the preschool and school age child 					
<ul style="list-style-type: none"> ▪ Describe assessment of growth and development of the adolescent 					
2. Apply principles of child health nursing.					
<ul style="list-style-type: none"> ▪ Identify strategies to use when communicating with parents 					
<ul style="list-style-type: none"> ▪ Identify techniques that will facilitate communication with children 					
<ul style="list-style-type: none"> ▪ Describe the use of transmission-based precautions to reduce the risk of nosocomial infections when caring for children 					
<ul style="list-style-type: none"> ▪ Explain safety measures to be considered when using restraints with children 					
<ul style="list-style-type: none"> ▪ Describe medication administration as it relates to the child 					
3. Describe the nursing care required to support children (and their families) experiencing surgery.					
<ul style="list-style-type: none"> ▪ Describe asthma in terms of pathophysiology, diagnosis and therapeutic management 					
<ul style="list-style-type: none"> ▪ Outline the nursing care required to support children (and their families) experiencing asthma utilizing the nursing process and considering: <ul style="list-style-type: none"> ○ applicable tenets of primary health care (health promotion, illness/injury prevention, curative/supportive care and/or rehabilitative care) ○ mental health concepts ○ diversity ○ principles of teaching and learning ○ culture of safety ○ leadership ○ multidisciplinary practice 					

NRSG 208 - Child Health Nursing Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Describe congenital heart disease in terms of pathophysiology, diagnosis and therapeutic management 					
<ul style="list-style-type: none"> ▪ Outline the nursing care required to support children (and their families) experiencing congenital heart disease utilizing the nursing process and considering: <ul style="list-style-type: none"> ○ applicable tenets of primary health care (health promotion, illness/injury prevention, curative/supportive care and/or rehabilitative care) ○ mental health concepts ○ diversity ○ principles of teaching and learning ○ culture of safety ○ leadership ○ multidisciplinary practice 					
<ul style="list-style-type: none"> ▪ Review fluid and electrolyte and acid/base balance and imbalance in terms of how they affect the child 					
<ul style="list-style-type: none"> ▪ Describe dehydration in terms of how it affects the child 					
<ul style="list-style-type: none"> ▪ Outline the nursing care required to support children (and their families) experiencing dehydration utilizing the nursing process and considering: <ul style="list-style-type: none"> ○ applicable tenets of primary health care (health promotion, illness/injury prevention, curative/supportive care and/or rehabilitative care) ○ mental health concepts ○ diversity ○ principles of teaching and learning ○ culture of safety ○ leadership ○ multidisciplinary practice 					
<p>4. Describe the nursing care required to support children (and their families) experiencing health alterations related to fluid and gas transport.</p>					
<ul style="list-style-type: none"> ▪ Describe cystic fibrosis in terms of pathophysiology, diagnosis and therapeutic management 					
<ul style="list-style-type: none"> ▪ Outline the nursing care required to support children (and their families) experiencing cystic fibrosis utilizing the nursing process and considering: <ul style="list-style-type: none"> ○ applicable tenets of primary health care (health promotion, illness/injury prevention, curative/supportive care and/or rehabilitative care) ○ mental health concepts ○ diversity ○ principles of teaching and learning ○ culture of safety ○ leadership ○ multidisciplinary practice 					
<p>5. Describe the nursing care required to support children (and their families) experiencing health alterations related to metabolic functioning.</p>					

NRS208 - Child Health Nursing Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Describe diarrhea in terms of pathophysiology, diagnosis and therapeutic management 					
<ul style="list-style-type: none"> ▪ Outline the nursing care required to support children (and their families) experiencing diarrhea utilizing the nursing process and considering: <ul style="list-style-type: none"> ○ applicable tenets of primary health care (health promotion, illness/injury prevention, curative/supportive care and/or rehabilitative care) ○ mental health concepts ○ diversity ○ principles of teaching and learning ○ culture of safety ○ leadership ○ multidisciplinary practice 					
<ul style="list-style-type: none"> ▪ Describe appendicitis in terms of pathophysiology, diagnosis and therapeutic management 					
<ul style="list-style-type: none"> ▪ Outline the nursing care required to support children and their families experiencing appendicitis utilizing the nursing process and considering: <ul style="list-style-type: none"> ○ the four tenets of primary health care (health promotion, illness/injury prevention, curative/supportive care and/or rehabilitative care) ○ mental health concepts ○ diversity ○ principles of teaching and learning ○ culture of safety ○ leadership ○ multidisciplinary practice 					
<p>6. Describe the general nursing care required to support children (and their families) health alterations related to digestion and elimination.</p>					
<ul style="list-style-type: none"> ▪ Explain the psychological and physical preparation required for children (and their families) experiencing surgery 					
<ul style="list-style-type: none"> ▪ Outline the nursing care required to support children (and their families) experiencing surgery utilizing the nursing process and considering: <ul style="list-style-type: none"> ○ applicable tenets of primary health care (health promotion, illness/injury prevention, curative/supportive care and/or rehabilitative care) ○ mental health concepts ○ diversity ○ principles of teaching and learning ○ culture of safety ○ leadership ○ multidisciplinary practice 					
<p>7. Describe the nursing care required to support children (and their families) experiencing health alterations related to cell aberration.</p>					
<ul style="list-style-type: none"> ▪ Describe leukemia in terms of pathophysiology, diagnosis and therapeutic management 					

NRS 208 - Child Health Nursing Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Outline the nursing care required to support children (and their families) experiencing leukemia utilizing the nursing process and considering: <ul style="list-style-type: none"> ○ applicable tenets of primary health care (health promotion, illness/injury prevention, curative/supportive care and/or rehabilitative care) ○ mental health concepts ○ diversity ○ principles of teaching and learning ○ culture of safety ○ leadership ○ multidisciplinary practice 					
<p>8. Describe the nursing care required to support children (and their families) experiencing health alterations related to reproduction and sexuality.</p>					
<ul style="list-style-type: none"> ▪ Describe sexually transmitted infections in terms of pathophysiology, diagnosis and therapeutic management 					
<ul style="list-style-type: none"> ▪ Outline the nursing care required to support children (and their families) experiencing sexually transmitted infections, utilizing the nursing process and considering: <ul style="list-style-type: none"> ○ applicable tenets of primary health care (health promotion, illness/injury prevention, curative/supportive care and/or rehabilitative care) ○ mental health concepts ○ diversity ○ principles of teaching and learning ○ culture of safety ○ leadership ○ multidisciplinary practice 					
<p>9. Describe the nursing care required to support children (and their families) experiencing health alterations related to cognition, sensation and motion.</p>					
<ul style="list-style-type: none"> ▪ Describe Fetal Alcohol Spectrum Disorder in terms of pathophysiology, diagnosis, and therapeutic management 					
<ul style="list-style-type: none"> ▪ Outline the nursing care required to support children (and their families) experiencing Fetal Alcohol Spectrum Disorder utilizing the nursing process and considering: <ul style="list-style-type: none"> ○ applicable tenets of primary health care (health promotion, illness/injury prevention, curative/supportive care and/or rehabilitative care) ○ mental health concepts ○ diversity ○ principles of teaching and learning ○ culture of safety ○ leadership ○ multidisciplinary practice 					
<ul style="list-style-type: none"> ▪ Describe Attention-Deficit Hyperactivity Disorder in terms of pathophysiology, diagnosis, and therapeutic management 					

NRSG 208 - Child Health Nursing Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Outline the nursing care required to support children and their families experiencing Attention-Deficit Hyperactivity Disorder utilizing the nursing process and considering: <ul style="list-style-type: none"> ○ applicable tenets of primary health care (health promotion, illness/injury prevention, curative/supportive care and/or rehabilitative care) ○ mental health concepts ○ diversity ○ principles of teaching and learning ○ culture of safety ○ leadership ○ multidisciplinary practice 					
<p>10. Describe the nursing care required to support children (and their families) experiencing health alterations related to defence and protection.</p>					
<ul style="list-style-type: none"> ▪ Describe common viral infectious diseases in terms of pathophysiology, diagnosis, and therapeutic management 					
<ul style="list-style-type: none"> ▪ Outline the nursing care required to support children (and their families) experiencing common viral infectious diseases utilizing the nursing process and considering: <ul style="list-style-type: none"> ○ applicable tenets of primary health care (health promotion, illness/injury prevention, curative/supportive care and/or rehabilitative care) ○ mental health concepts ○ diversity ○ principles of teaching and learning ○ culture of safety ○ leadership ○ multidisciplinary practice 					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file

Successful completion of PHAR 200

2. Assignment – 40% of total mark

Pediatric Concept Map Assignment

3. Challenge exam – 60% of total mark

Written exam: multiple choice

(to be written after successful completion of Pediatric Concept Mapping assignment)

Resources

Refer to [Appendix B](#) for information on how to access textbooks for this course.

NRSG 209 – Adult Health Nursing 1

You will assess your knowledge of the concepts of growth and development of the adult from 20 to 64 years, inflammation and infection, the immune response, and cell aberration. Fluid and electrolyte and acid/base imbalances are assessed, as well as the nursing care required to support adult clients and families undergoing surgery and experiencing health alterations related to fluid and gas transport.

Credit unit(s): 4.0

Prerequisite(s): NRSG 205, minimum grade of 60 (concurrent)

NRSG 209 - Adult Health Nursing 1		Mastery	Competent	Functional	Learning	None
Mastery:	I am able to demonstrate it well enough to teach it to someone else.					
Competent:	I can work independently to apply the outcome.					
Functional:	I need some assistance in using the outcome.					
Learning:	I am developing skills and knowledge for this area.					
None:	I have no experience with the outcome.					
1. Examine the growth and development of adult clients from 20 to 64 years of age.						
▪ Describe adult development models						
▪ Describe assessment of the young adult						
▪ Describe assessment of the middle aged adult						
2. Explain inflammation and infection.						
▪ Describe the inflammatory response						
▪ Explain healing by primary, secondary and tertiary intention						
▪ Describe the factors and complications that delay wound healing						
3. Explain the immune response.						
▪ Describe the normal immune response						
▪ Describe the difference between cell-mediated and humoral (antibody-mediated) immunity						
▪ Describe altered immune responses						
▪ Identify the action involved in autoimmunity						
4. Examine cell aberration.						
▪ Explain the two major dysfunctions present in the process of cancer						
▪ Describe the initiation, promotion and progression of stages of cancer development						
▪ Identify the major classifications of aberrant cell growth						
▪ Identify health promotion activities which may help prevent cancer						
▪ Briefly describe techniques used in the diagnosis of cancer						
▪ Describe common cancer treatment modalities						

NRSG 209 - Adult Health Nursing 1 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
5. Describe the nursing care required to support clients (and their families) experiencing an alteration in fluid and electrolyte and/or acid/base balance.					
<ul style="list-style-type: none"> ▪ Describe the physiological mechanisms by which the body maintains fluid-electrolyte balance 					
<ul style="list-style-type: none"> ▪ Review the pathophysiology of fluid and electrolyte imbalance 					
<ul style="list-style-type: none"> ▪ Describe the physiological mechanisms by which the body maintains acid/base balance 					
<ul style="list-style-type: none"> ▪ Review the pathophysiology of acid/base imbalance 					
<ul style="list-style-type: none"> ▪ Outline the nursing care required to support clients (and their families) experiencing a fluid and electrolyte and/or acid/base imbalance utilizing the nursing process and considering: <ul style="list-style-type: none"> ○ applicable tenets of primary health care (health promotion, illness/injury prevention, curative/supportive care and/or rehabilitative care) ○ mental health concepts ○ diversity ○ principles of teaching and learning ○ culture of safety ○ leadership ○ multidisciplinary practice 					
6. Describe the general nursing management required to support surgical clients and their families.					
<ul style="list-style-type: none"> ▪ Describe pre-operative assessment of the surgical client 					
<ul style="list-style-type: none"> ▪ Describe the initial nursing assessment of the post-operative client upon return to the nursing unit 					
<ul style="list-style-type: none"> ▪ Outline the nursing care required to support clients (and their families) experiencing surgery utilizing the nursing process and considering: <ul style="list-style-type: none"> ○ applicable tenets of primary health care (health promotion, illness/injury prevention, curative/supportive care and/or rehabilitative care) ○ mental health concepts ○ diversity ○ principles of teaching and learning ○ culture of safety ○ leadership ○ multidisciplinary practice 					
7. Describe the nursing care required to support clients (and their families) experiencing health alterations related to fluid and gas transport.					
<ul style="list-style-type: none"> ▪ Describe coronary artery disease including angina pectoris and myocardial infarction in terms of pathophysiology, diagnosis and therapeutic management 					

NRSG 209 - Adult Health Nursing 1 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Outline the nursing care required to support clients (and their families) experiencing coronary artery disease utilizing the nursing process and considering: <ul style="list-style-type: none"> ○ applicable tenets of primary health care (health promotion, illness/injury prevention, curative/supportive care and/or rehabilitative care) ○ mental health concepts ○ diversity ○ principles of teaching and learning ○ culture of safety ○ leadership ○ multidisciplinary practice 					
<ul style="list-style-type: none"> ▪ Describe hypertension in terms of pathophysiology, diagnosis and therapeutic management 					
<ul style="list-style-type: none"> ▪ Outline the nursing care required to support clients (and their families) experiencing hypertension utilizing the nursing process and considering: <ul style="list-style-type: none"> ○ applicable tenets of primary health care (health promotion, illness/injury prevention, curative/supportive care and/or rehabilitative care) ○ mental health concepts ○ diversity ○ principles of teaching and learning ○ culture of safety ○ leadership ○ multidisciplinary practice 					
<ul style="list-style-type: none"> ▪ Describe pneumonia in terms of pathophysiology, diagnosis and therapeutic management 					
<ul style="list-style-type: none"> ▪ Outline the nursing care required to support clients (and their families) experiencing pneumonia utilizing the nursing process and considering: <ul style="list-style-type: none"> ○ applicable tenets of primary health care (health promotion, illness/injury prevention, curative/supportive care and/or rehabilitative care) ○ mental health concepts ○ diversity ○ principles of teaching and learning ○ culture of safety ○ leadership ○ multidisciplinary practice 					
<ul style="list-style-type: none"> ▪ Describe tuberculosis in terms of pathophysiology, diagnosis and therapeutic management 					

NRSG 209 - Adult Health Nursing 1 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Outline the nursing care required to support clients (and their families) experiencing tuberculosis utilizing the nursing process and considering: <ul style="list-style-type: none"> ○ applicable tenets of primary health care (health promotion, illness/injury prevention, curative/supportive care and/or rehabilitative care) ○ mental health concepts ○ diversity ○ principles of teaching and learning ○ culture of safety ○ leadership ○ multidisciplinary practice 					
8. Apply theory from Learning Outcomes 1-7 to simulated clinical situations.					
<ul style="list-style-type: none"> ▪ Apply theory from Learning Outcome 7 to a simulated clinical situation 					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file

Successful completion of NRSG 205

2. Assignment – 40% of total mark

Documentation Assignment

Resources

Refer to [Appendix B](#) for information on how to access textbooks for this course.

NRS210 – Adult Health Nursing 2

You will assess your knowledge of the nursing care required to support clients and their families experiencing health alterations related to metabolic functioning, digestion and elimination, cell aberration, reproduction and sexuality, defence and protection.

Credit unit(s): 3.0

Prerequisite(s): CLIN 200, minimum grade of P (concurrent)

NRS210 - Adult Health Nursing 2 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe the nursing care required to support clients (and their families) experiencing health alterations related to metabolic functioning.					
<ul style="list-style-type: none"> ▪ Describe diabetes mellitus in terms of pathophysiology, diagnosis and therapeutic management 					
<ul style="list-style-type: none"> ▪ Outline the nursing care required to support clients (and their families) experiencing diabetes mellitus utilizing the nursing process and considering: <ul style="list-style-type: none"> ○ applicable tenets of primary health care (health promotion, illness/injury prevention, curative/supportive care and/or rehabilitative care) ○ mental health concepts ○ diversity ○ principles of teaching and learning ○ culture of safety ○ leadership ○ multidisciplinary practice 					
<ul style="list-style-type: none"> ▪ Describe hyperthyroidism and hypothyroidism in terms of pathophysiology, diagnosis , therapeutic management and comprehensive nursing care 					
2. Describe the nursing care required to support clients (and their families) experiencing health alterations related to digestion and elimination.					
<ul style="list-style-type: none"> ▪ Describe eating disorders in terms of pathophysiology, diagnosis and therapeutic management and comprehensive nursing care 					
<ul style="list-style-type: none"> ▪ Describe obesity disorders in terms of pathophysiology, diagnosis, therapeutic management and comprehensive nursing care 					
<ul style="list-style-type: none"> ▪ Describe inflammatory bowel disease in terms of pathophysiology, diagnosis and therapeutic management 					
<ul style="list-style-type: none"> ▪ Describe peptic ulcer in terms of pathophysiology, diagnosis , therapeutic management and comprehensive nursing care 					
<ul style="list-style-type: none"> ▪ Describe cirrhosis of the liver in terms of pathophysiology, diagnosis , therapeutic management and comprehensive nursing care 					
<ul style="list-style-type: none"> ▪ Describe cystitis in terms of pathophysiology, diagnosis, therapeutic management and comprehensive nursing care 					
<ul style="list-style-type: none"> ▪ Describe chronic kidney disease in terms of pathophysiology, etiology, therapeutic management and comprehensive nursing care 					

NRS210 - Adult Health Nursing 2 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
3. Describe the nursing care required to support clients (and their families) experiencing health alterations related to cell aberration.					
<ul style="list-style-type: none"> ▪ Describe cancer of the colon in terms of pathophysiology, diagnosis, therapeutic management and comprehensive nursing care 					
<ul style="list-style-type: none"> ▪ Describe cancer of the breast in terms of pathophysiology, diagnosis, therapeutic management and comprehensive nursing care 					
<ul style="list-style-type: none"> ▪ Describe cancer of the lung in terms of pathophysiology, diagnosis, therapeutic management and comprehensive nursing care 					
4. Describe the nursing care required to support clients (and their families) experiencing health alterations related to reproduction and sexuality.					
<ul style="list-style-type: none"> ▪ Describe sexually transmitted diseases in terms of pathophysiology, etiology, therapeutic management and comprehensive nursing care 					
<ul style="list-style-type: none"> ▪ Describe benign prostatic hyperplasia in terms of pathophysiology, diagnosis, therapeutic management and comprehensive nursing care 					
5. Describe the nursing care required to support clients (and their families) experiencing health alterations related to cognition, sensation and motion.					
<ul style="list-style-type: none"> ▪ Describe increased intracranial pressure and head trauma in terms of pathophysiology, diagnosis, therapeutic management and comprehensive nursing care 					
<ul style="list-style-type: none"> ▪ Describe fractures in terms of pathophysiology, diagnosis and therapeutic management 					
<ul style="list-style-type: none"> ▪ Outline the nursing care required to support clients (and their families) experiencing fractures utilizing the nursing process and considering: <ul style="list-style-type: none"> ○ applicable tenets of primary health care (health promotion, illness/injury prevention, curative/supportive care and/or rehabilitative care) ○ mental health concepts ○ diversity ○ principles of teaching and learning ○ culture of safety ○ leadership ○ multidisciplinary practice 					
6. Describe the nursing care required to support clients (and their families) experiencing health alterations related to defence and protection.					
<ul style="list-style-type: none"> ▪ Describe multiple sclerosis in terms of pathophysiology, etiology, therapeutic management and comprehensive nursing care 					
7. Apply theory from Learning Outcomes 1 to 6 to simulated clinical situations.					
<ul style="list-style-type: none"> ▪ Apply theory from Learning Outcome 1 to simulated clinical situations (Diabetes Mellitus Type 1 and Type 2) 					

NRSNG 210 - Adult Health Nursing 2 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> Apply theory from Learning Outcome 2 to simulated clinical situations (hyperthyroidism) 					
<ul style="list-style-type: none"> Apply theory from Learning Outcome 2 to simulated clinical situations (inflammatory bowel disease) 					
<ul style="list-style-type: none"> Apply theory from Learning Outcome 2 to simulated clinical situations (peptic ulcer) 					
<ul style="list-style-type: none"> Apply theory from Learning Outcome 2 to simulated clinical situations (cirrhosis of the liver) 					
<ul style="list-style-type: none"> Apply theory from Learning Outcome 2 to simulated clinical situations (cystitis) 					
<ul style="list-style-type: none"> Apply theory from Learning Outcome 2 to simulated clinical situations (chronic kidney disease) 					
<ul style="list-style-type: none"> Apply theory from Learning Outcome 3 to simulated clinical situations (breast cancer) 					
<ul style="list-style-type: none"> Apply theory from Learning Outcome 5 to simulated clinical situations (hip fracture) 					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Assignment – 40% of total mark
 Research Paper Assignment

2. Challenge exam – 60% of total mark
 Written exam: multiple choice

Resources

Refer to [Appendix B](#) for information on how to access textbooks for this course.

NRSG 211 – Nursing the Older Adult

You will assess your knowledge of the nursing care required to support older adults and their families experiencing common health alterations and loss, grief and/or death. You will also assess the growth and development of the older adult, and explore your knowledge of issues related to older adults including the healthy adaptive older person, the effects of ageism, drug related issues affecting older adults, elder abuse and neglect, the caregiver role and institutionalization.

Credit unit(s): 3.0

Prerequisite(s): NRSG 210, minimum grade of 60 (concurrent)

NRSG 211 - Nursing the Older Adult Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Examine the growth and development of older adults.					
<ul style="list-style-type: none"> ▪ Describe theories of aging 					
<ul style="list-style-type: none"> ▪ Explain how attitudes toward aging affect the older adult 					
<ul style="list-style-type: none"> ▪ Review physiological and psychosocial assessment of older adults 					
2. Describe a range of issues related to older adults.					
<ul style="list-style-type: none"> ▪ Describe how nurses can assist older adults achieve healthy aging 					
<ul style="list-style-type: none"> ▪ Describe the role of the family as caregiver and identify coping strategies and community resources available for caregivers 					
<ul style="list-style-type: none"> ▪ Describe elder abuse and neglect and outline the nursing care required to support older adults (and their families) experiencing elder abuse and/or neglect utilizing the nursing process and considering: <ul style="list-style-type: none"> ○ applicable tenets of primary health care (health promotion, illness/injury prevention, curative/supportive care and/or rehabilitative care) ○ mental health concepts ○ diversity ○ principles of teaching and learning ○ culture of safety ○ leadership ○ multidisciplinary practice 					
<ul style="list-style-type: none"> ▪ Describe the effects of institutionalization on older adults and the nursing care required to support older adults (and their families) experiencing institutionalization utilizing the nursing process and considering: <ul style="list-style-type: none"> ○ applicable tenets of primary health care (health promotion, illness/injury prevention, curative/supportive care and/or rehabilitative care) ○ mental health concepts ○ diversity ○ principles of teaching and learning ○ culture of safety ○ leadership ○ multidisciplinary practice 					

NRSG 211 - Nursing the Older Adult Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Identify alternatives to institutional care for the older adult 					
3. Describe drug-related issues affecting older adults.					
<ul style="list-style-type: none"> ▪ Discuss age-related changes which impact drug therapy in older adults 					
<ul style="list-style-type: none"> ▪ Identify problems with drug therapy and how these problems can be prevented 					
<ul style="list-style-type: none"> ▪ Identify helpful tips that the nurse can utilize when teaching older adults about medications 					
4. Describe the nursing care required to support clients (and their families) experiencing loss, grief, and/or death.					
<ul style="list-style-type: none"> ▪ Describe loss and grief 					
<ul style="list-style-type: none"> ▪ Describe death and dying 					
<ul style="list-style-type: none"> ▪ Describe palliative care 					
<ul style="list-style-type: none"> ▪ Outline the nursing care required to support clients (and their families) experiencing loss, grief, and/or death utilizing the nursing process and considering: <ul style="list-style-type: none"> ○ applicable tenets of primary health care (health promotion, illness/injury prevention, curative/supportive care and/or rehabilitative care) ○ mental health concepts ○ diversity ○ principles of teaching and learning ○ culture of safety ○ leadership ○ multidisciplinary practice 					
5. Describe the nursing care required to support clients (and their families) experiencing an alteration in fluid and gas transport.					
<ul style="list-style-type: none"> ▪ Describe chronic obstructive pulmonary disease (COPD), including emphysema and chronic bronchitis in terms of pathophysiology, diagnosis and therapeutic management 					
<ul style="list-style-type: none"> ▪ Outline the nursing care required to support clients (and their families) experiencing chronic obstructive pulmonary disease (COPD) utilizing the nursing process and considering: <ul style="list-style-type: none"> ○ applicable tenets of primary health care (health promotion, illness/injury prevention, curative/supportive care and/or rehabilitative care) ○ mental health concepts ○ diversity ○ principles of teaching and learning ○ culture of safety ○ leadership ○ multidisciplinary practice 					
<ul style="list-style-type: none"> ▪ Describe congestive heart failure (CHF) in terms of pathophysiology, diagnosis and therapeutic management 					

NRSG 211 - Nursing the Older Adult Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Outline the nursing care required to support older adults (and their families) experiencing CHF, utilizing the nursing process and considering: <ul style="list-style-type: none"> ○ Applicable tenants of primary health care (health promotion, illness/injury prevention, curative/supportive care and/or rehabilitative care) ○ Mental health concepts ○ Diversity ○ Principles of teaching and learning ○ Culture of safety ○ Leadership ○ Multidisciplinary practice 					
<p>6. Describe the nursing care required to support clients (and their families) experiencing an alteration in metabolic functioning.</p>					
<ul style="list-style-type: none"> ▪ Describe osteoporosis in terms of pathophysiology, diagnosis and therapeutic management 					
<ul style="list-style-type: none"> ▪ Outline the nursing care required to support clients (and their families) experiencing osteoporosis utilizing the nursing process and considering: <ul style="list-style-type: none"> ○ applicable tenets of primary health care (health promotion, illness/injury prevention, curative/supportive care and/or rehabilitative care) ○ mental health concepts ○ diversity ○ principles of teaching and learning ○ culture of safety ○ leadership ○ multidisciplinary practice 					
<p>7. Describe the nursing care required to support clients (and their families) experiencing cell aberration.</p>					
<ul style="list-style-type: none"> ▪ Describe cancer of the prostate in terms of pathophysiology, diagnosis and therapeutic management 					
<ul style="list-style-type: none"> ▪ Outline the nursing care required to support clients (and their families) experiencing cancer of the prostate utilizing the nursing process and considering: <ul style="list-style-type: none"> ○ applicable tenets of primary health care (health promotion, illness/injury prevention, curative/supportive care and/or rehabilitative care) ○ mental health concepts ○ diversity ○ principles of teaching and learning ○ culture of safety ○ leadership ○ multidisciplinary practice 					
<p>8. Describe the nursing care required to support clients (and their families) experiencing an alteration in sexual health.</p>					
<ul style="list-style-type: none"> ▪ Describe the phenomenon of sexual health as it applies to the older adult 					

NRSG 211 - Nursing the Older Adult Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Outline physiological alterations that affect the older adult’s sexual function 					
<ul style="list-style-type: none"> ▪ Outline the nursing care required to support clients (and their families) experiencing an alteration in sexual health utilizing the nursing process and considering: <ul style="list-style-type: none"> ○ applicable tenets of primary health care (health promotion, illness/injury prevention, curative/supportive care and/or rehabilitative care) ○ mental health concepts ○ diversity ○ principles of teaching and learning ○ culture of safety ○ leadership ○ multidisciplinary practice 					
<p>9. Describe the nursing care required to support clients (and their families) experiencing an alteration in cognition, sensation and motion.</p>					
<ul style="list-style-type: none"> ▪ Describe cerebrovascular accident in terms of pathophysiology, diagnosis and therapeutic management 					
<ul style="list-style-type: none"> ▪ Outline the nursing care required to support clients (and their families) experiencing a cerebrovascular accident utilizing the nursing process and considering: <ul style="list-style-type: none"> ○ applicable tenets of primary health care (health promotion, illness/injury prevention, curative/supportive care and/or rehabilitative care) ○ mental health concepts ○ diversity ○ principles of teaching and learning ○ culture of safety ○ leadership ○ multidisciplinary practice 					
<ul style="list-style-type: none"> ▪ Describe Alzheimer’s disease in terms of pathophysiology, diagnosis and therapeutic management 					
<ul style="list-style-type: none"> ▪ Outline the nursing care required to support clients (and their families) experiencing Alzheimer’s Disease utilizing the nursing process and considering: <ul style="list-style-type: none"> ○ applicable tenets of primary health care (health promotion, illness/injury prevention, curative/supportive care and/or rehabilitative care) ○ mental health concepts ○ diversity ○ principles of teaching and learning ○ culture of safety ○ leadership ○ multidisciplinary practice 					
<ul style="list-style-type: none"> ▪ Describe arthritis in terms of pathophysiology, diagnosis and therapeutic management 					

NRSG 211 - Nursing the Older Adult Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Outline the nursing care required to support clients (and their families) experiencing arthritis utilizing the nursing process and considering: <ul style="list-style-type: none"> ○ applicable tenets of primary health care (health promotion, illness/injury prevention, curative/supportive care and/or rehabilitative care) ○ mental health concepts ○ diversity ○ principles of teaching and learning ○ culture of safety ○ leadership ○ multidisciplinary practice 					
<ul style="list-style-type: none"> ▪ Describe fracture of the hip in terms of pathophysiology, diagnosis and therapeutic management 					
<ul style="list-style-type: none"> ▪ Outline the nursing care required to support clients (and their families) experiencing fracture of the hip utilizing the nursing process and considering: <ul style="list-style-type: none"> ○ applicable tenets of primary health care (health promotion, illness/injury prevention, curative/supportive care and/or rehabilitative care) ○ mental health concepts ○ diversity ○ principles of teaching and learning ○ culture of safety ○ leadership ○ multidisciplinary practice 					
10. Describe the nursing care required to support clients (and their families) experiencing an alteration in defence and protection.					
<ul style="list-style-type: none"> ▪ Describe pressure ulcers in terms of pathophysiology, diagnosis and therapeutic management 					
<ul style="list-style-type: none"> ▪ Outline the nursing care required to support clients (and their families) experiencing pressure ulcers utilizing the nursing process and considering: <ul style="list-style-type: none"> ○ applicable tenets of primary health care (health promotion, illness/injury prevention, curative/supportive care and/or rehabilitative care) ○ mental health concepts ○ diversity ○ principles of teaching and learning ○ culture of safety ○ leadership ○ multidisciplinary practice 					
11. Apply theory form learning outcomes 1 to 10 to simulated clinical situations.					
<ul style="list-style-type: none"> ▪ Apply theory form learning outcomes 1 to 10 to simulated clinical situations. 					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file

Successful completion of NRS 210

2. Challenge exam – 100% of total mark

Written exam: multiple choice

Resources

Refer to [Appendix B](#) for information on how to access textbooks for this course.

PHAR 200 – Pharmacology in Nursing **This course is a pre-req for NRSG 205**

You will assess your knowledge of the basic principles of pharmacology and common medication classifications. General nursing roles, responsibilities related to drug administration and the identification of cultural factors influencing drug therapy will be assessed. You will assess your knowledge of adapting drug therapy for children and older adults. You will also assess your ability to perform correct drug dosage and IV rate calculations. You will assess your knowledge of the pain phenomenon and the implications for nursing care in partnership with clients experiencing pain.

Credit unit(s): 3.0

Prerequisite(s): NRSG 201, minimum grade of 60 (concurrent) and NRSG 202, minimum grade of 60 (concurrent) and NRSG 203, minimum grade of 60 (concurrent)

PHAR 200 - Pharmacology in Nursing	Mastery	Competent	Functional	Learning	None
Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.					
1. Explore general nursing roles and responsibilities related to drug administration.					
▪ Describe guidelines for effective study of pharmacology					
▪ Explain Canadian drug laws and standards					
▪ Identify legal responsibilities associated with administering medications					
▪ Explain how the nursing process is used in drug therapy					
▪ Identify supplies, techniques and observations needed for safe and accurate administration of medications by different routes					
2. Identify cultural factors influencing drug therapy.					
▪ Identify health and illness beliefs and treatment interventions used by various cultural groups					
▪ Identify the nurse's responsibility regarding herbal medicines					
3. Explain the concepts and processes necessary to understand drug effects.					
▪ Describe the processes of pharmacokinetics					
▪ Describe the processes of pharmacodynamics					
▪ Describe drug-related variables that affect drug actions					
▪ Describe client-related variables that affect drug actions					
▪ Describe common and/or serious adverse effects of drugs					
4. Outline adaptations to drug therapy for child clients and older adults.					
▪ Explain physiological characteristics of child clients that have implications for drug therapy					
▪ Explain physiological characteristics of older adults that have implications for drug therapy					

PHAR 200 - Pharmacology in Nursing		Mastery	Competent	Functional	Learning	None
Mastery:	I am able to demonstrate it well enough to teach it to someone else.					
	Competent: I can work independently to apply the outcome.					
	Functional: I need some assistance in using the outcome.					
	Learning: I am developing skills and knowledge for this area.					
	None: I have no experience with the outcome.					
5. Calculate correct drug dosage and IV rates.						
▪ Calculate drug dosages using the metric system						
▪ Calculate drug dosages for children						
▪ Calculate IV flow rates						
6. Outline the major drug classifications and their associated nursing implications.						
▪ Identify major drug classifications						
▪ Describe major actions and nursing implications associated with selected drug classifications						
7. Explore the phenomenon of pain and implications for nursing care required to support clients experiencing pain.						
▪ Describe the physiology of pain						
▪ Distinguish among different types of pain						
▪ Describe components of a pain assessment						
▪ Describe drug classifications that are used for relief of pain						
▪ Describe complementary and alternative therapies used for relief of pain						
▪ Identify barriers to effective pain management						

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file

Successful completion of NRSB 201, NRSB 202, and NRSB 203

2. Assignment – Candidates must achieve 100% on this assignment to pass this course. This assignment must be completed prior to attempting the Challenge Exam.

Candidates will receive the mark they achieve on their **first attempt** of this assignment, but will have to redo incorrect questions until they have correct answers for all questions. Written Calculation assignment

3. Challenge Exam – Candidates must achieve minimum of 60% to achieve credit for this course.

Written exam: multiple choice

Resources

Refer to [Appendix B](#) for information on how to access textbooks for this course.

Nursing Re-entry

Appendices

Appendix A

<On employer's letterhead>

Letter of validation

I have confidence that _____ (candidate's name) has used the features for each of the identified criteria on the PLAR validation checklist for _____ (course code and title).

Name of validator: _____

Employer: _____

Job title: _____

Telephone: _____

Fax: _____

Email: _____

General comments regarding the candidate's performance (optional):

Signature: _____

Date: _____

The information within this letter must be completed and signed by your immediate employer/supervisor and printed on official letterhead indicating the place of practice of the professional who is validating your work sample. The supervisor or designate is responsible for ensuring your validation checklist accurately reflects your abilities on the validation checklist. A copy of the signed and dated PLAR validation checklist must be included with the letter of validation.

The letter of validation and copy of the PLAR validation checklist contains confidential information and must be sent directly to:

Coordinator – Standardized Computer Curriculum
Computer Systems Technology
Saskatchewan Polytechnic Saskatoon Campus
Idylwyld Drive & 33rd Street
PO Box 1520
Saskatoon, SK S7K 3R5

Appendix B – Nurse Re-entry program booklist

Go to the Saskatchewan Polytechnic bookstore link <http://saskpolytech.ca/student-services/academic/bookstores.aspx> to determine text books and learning manuals with current prices used in this course.

Directions:

- Go to <http://saskpolytech.ca/student-services/academic/bookstores.aspx>
- Select Regina Campus
- Scroll down to the bottom of the page and select Textbooks Buy
- Select Continuing Ed – Regina from pull down list
- Select CEDL
- Select the relevant course title

Ordering Course Material:

Once you are enrolled in the program and have a Saskatchewan Polytechnic Student ID#, you can order course materials online or by phone to the bookstore order processing centre. To order course material before you are enrolled, contact the Regina Campus Bookstore in Regina directly.

Online:

<http://saskpolytech.ca/student-services/academic/bookstores.aspx>

Bookstore Order Processing Centre:

1-866-569-8398 (1-866-5myTEXT)

Regina Campus Bookstore:

4500 Wascana Parkway, Regina

(306) 775-7755 or toll free 1-866-467-4278

(Call ahead to confirm bookstore hours and to ensure material is available)

The following texts may also be required; you may borrow these from the library rather than purchasing them:

NRS# 205

Pollard C., Ray S., & Haase M. (2014). *Varcarolis's Canadian Psychiatric Mental Health Nursing*. (1st ed.) Elsevier

NRS# 207

Olds, S., London, M., Wieland Ladewig, P., & Davidson, M. (2012). *Maternal-Newborn Nursing & Women's Health Care*. (9th ed.) Upper Saddle River: Prentice Hall.

NRS# 208

James, S., Ashwill, J., & Droske, S. (2013). *Nursing care of children: principles and practice*. (4th ed.) Philadelphia: W. B. Saunders.

NRS# 211

Ebersole, P., Hess, P., Luggen, A. (2012). *Toward healthy aging: human needs and nursing response*. (8th ed.) Mosby.