

Practical Nurse Re-entry

PLAR Candidate Guide

Prior Learning Assessment and
Recognition (PLAR)



Tomorrow
in the making.

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The Practical Nurse 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 Practical Nurse 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.

Individual course challenge

If you have been out of the practical nursing profession for 10 years or less, and have learned the skills and knowledge for **one or more** of the Practical Nurse Re-entry program 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 Practical Nurse Re-entry program at: 1-866-467-4278.

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

Currently we have eight out of nine theory certificate courses with 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.

Which courses are PLAR-ready?

Practical Nurse Re-entry Program program profile			
COURSE CODE	COURSE NAME	PLAR Challenge(s) <i>available</i> through program	PLAR Challenge(s) <i>not</i> <i>available</i>
CLIN 227	Practical Nurse Re-entry Clinical Experience		X
COMP 170	Basic Computer Operation	✓	
NRSNG 213	Issues and Trends for Practical Nurse Re-entry	✓	
NRSNG 214	Interpersonal Relationships for Practical Nurse Re-entry	✓	
NRSNG 215	Health Challenges of the Adult	✓	
NRSNG 216	Healthy Aging and Health Challenges related to the Older Adult	✓	
NRSNG 217	Nursing Arts for Practical Nursing Re-entry		X
NRSNG 218	Nursing Specialties for Practical Nurse Re-entry	✓	
NURS 227	Health Assessment for LPNs	✓	
PHAR 201	Pharmacology for Practical Nurse Re-entry	✓	

Note:

Some courses common to multiple programs at Saskatchewan Polytechnic (i.e. computers, communications, math, and sciences) are managed by Associated Studies faculty. To see if the shared courses in your program are PLAR-ready, visit the "PLAR-ready courses" link on the [PLAR homepage](#) for further details.

For assistance call Saskatchewan Polytechnic and ask to speak to the PLAR advisor/counsellor assigned to the Practical Nurse Re-entry program at: 1-866-467-4278.

Is PLAR available at any time of the year?

You can register for PLAR between September 1st and April 30th. You must have completed the requirements for PLAR for a specific course prior to the second last week of June so that the assessment can be completed by the end of June. The deadline for applying for PLAR is April 30th of each year.

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. The assessment methods listed below are the ones most commonly used, but other forms of flexible assessment may be considered. These assessments may include one or a combination of the following assessment tools:

- product validation & assessment
- challenge exam
- standardized tests
- written assignments
- performance evaluations (including skill demonstrations, role plays, clinical applications, case studies)
- performance videotapes and/or audiotapes
- interviews and oral exams
- equivalency (evaluations of learning from non-credit training providers)
- evidence or personal documentation files (providing evidence of learning from life and work experiences and accomplishments)

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/counselling-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](#).

"Major changes in program content, may require that the student repeat, or seek prior learning assessment recognition for the course for which transfer credit is requested."

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.

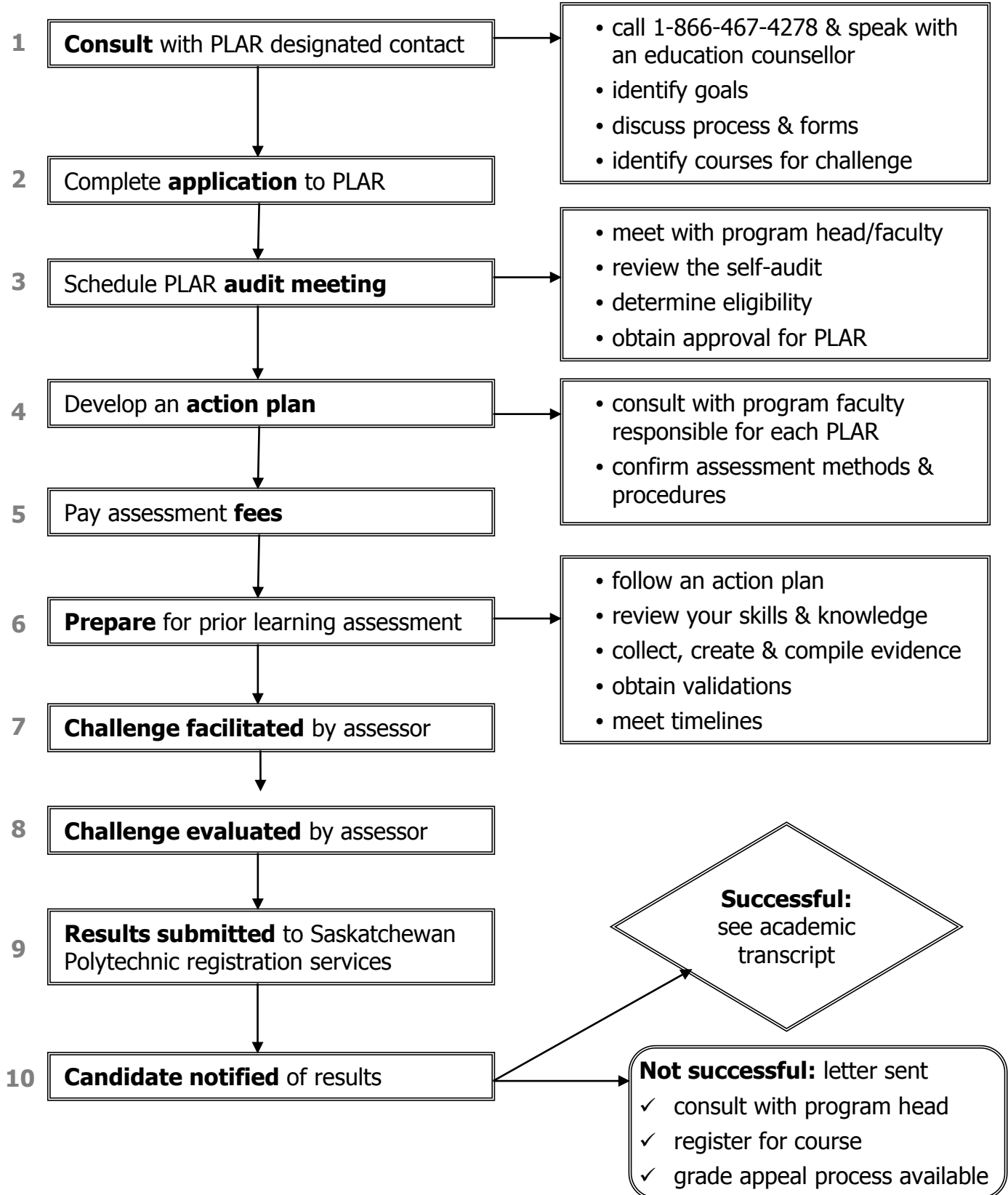
Saskatchewan Polytechnic in Moose Jaw
Counselling Services, Room 2.203
306-691-8311 or 306-691-8310
palliscounselling@saskpolytech.ca

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

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

Saskatchewan Polytechnic in Saskatoon
Counselling Services, Room 114
306-659-4050
kelsey counselling@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. You **MUST** have had practical nursing experience within the last 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 the Practical Nurse Re-entry program 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
- Special 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.

Frequently Asked Questions

1. Can I PLAR the Clinical Component?

No. CLIN 227 is NOT available for PLAR challenge

2. How long do I have to complete the required assessments, e.g. assignments and exams?

You MUST submit the required assignments and write the challenge exam within **5 weeks** from the time you register to PLAR a course.

3. What if I want to review some of the materials related to the course, before I take the PLAR challenge?

All the texts and course manuals are available for purchase through the [Saskatchewan Polytechnic Regina Campus bookstore](#). You can borrow textbooks through the library once you have registered to PLAR a specific course. Refer to [Appendix B](#) for information on how to access textbooks for this course.

4. What happens if I am not successful at a PLAR challenge? Can I repeat the challenge?

If you do not receive credit through the PLAR process, you are required to take the course.

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

Once you have completed all of the theory courses and the lab component of NURS 227, you can register for NRSNG 217. After successful completion of NRSNG 217, you can register for CLIN 227.

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 for each self-audit.

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.

Self-audit guide(s)

NRSRG 213 – Issues and Trends for Practical Nurse Re-entry

You will explore current issues and trends, including holistic health, primary health care, health promotion and determinants, teaching strategies, legal/ethical issues and evidence based practice. You will identify key concepts in a systems approach to client safety. You will explore the changing role of the LPN in relation to other professional groups and analyze influences that affect group behaviour.

Credit unit(s): 4.0

Prerequisite(s): COMP 170 – Basic Computer Operations

Passing Grade: 60%

NRSRG 213 Issues and Trends for Practical Nurse Re-entry 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 meaning of holistic health for self and others.					
<ul style="list-style-type: none"> Describe the concept of caring 					
<ul style="list-style-type: none"> Describe health and wellness 					
<ul style="list-style-type: none"> Describe the concepts of culture and ethnicity with an emphasis on Aboriginal and Metis culture 					
<ul style="list-style-type: none"> Describe diverse health care practices including complementary therapies 					
<ul style="list-style-type: none"> Describe spiritual health 					
2. Apply the principles of primary health care.					
<ul style="list-style-type: none"> Define primary health care 					
<ul style="list-style-type: none"> Describe the philosophy of primary health care 					
3. Discuss the delivery of health services.					
<ul style="list-style-type: none"> Describe the delivery of health care in Canada 					
<ul style="list-style-type: none"> Describe types of health care agencies included in the institutional and community sectors 					
<ul style="list-style-type: none"> Describe factors in society influencing health care delivery 					
4. Develop a nursing care plan using concept mapping.					
<ul style="list-style-type: none"> Describe the nursing process 					
<ul style="list-style-type: none"> Apply the nursing process in care plan development 					
<ul style="list-style-type: none"> Describe concept mapping 					

NRSG 213 Issues and Trends for Practical Nurse Re-entry 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 health determinants.					
• Describe the determinants of health					
• Review Saskatchewan health trends					
• Describe population goals for Saskatchewan					
• Describe the health patterns and trends for Canadians					
• Identify risk factors which increase the potential for illness and injury					
6. Describe health promotion.					
• Describe health promotion					
• Describe the relationship between nutrition and health					
• Describe the relationship between stress and health					
• Describe the practical nurse's role in health promotion					
7. Demonstrate teaching strategies to facilitate optimum health of individuals.					
• Discuss purposes of client education					
• Describe concepts of teaching and learning					
8. Describe legal and ethical issues.					
• Describe client rights within the health care delivery system					
• Identify legal responsibilities in maintaining client rights within the delivery of care					
• Describe ethics, morals, and values in nursing					
• Describe the importance of standards of care for nursing practice					
• Identify legal issues in nursing					
9. Describe the culture of patient safety.					
• Describe key concepts in the culture of patient safety					
• Describe the LPN's role as it relates to patient safety					
10. Describe evidence-based practice.					
• Define evidence based practice					
• Describe the application of evidence based guidelines in Canada					

NRSG 213 Issues and Trends for Practical Nurse Re-entry 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
11. Describe the changing role of the LPN in the context of other professional groups.					
<ul style="list-style-type: none"> Describe how the multidisciplinary health team approach contributes to the client 					
<ul style="list-style-type: none"> Describe the concept of collaboration in nursing 					
12. Describe influences that affect group behaviour.					
<ul style="list-style-type: none"> Explain group dynamics 					
<ul style="list-style-type: none"> Discuss the concept of collegiality 					
<ul style="list-style-type: none"> Discuss conflict resolution 					
<ul style="list-style-type: none"> Describe giving and receiving feedback 					
<ul style="list-style-type: none"> Discuss leadership 					

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

- Written assignment on Values and Ethics. Learning outcome 8.
- This assignment must be successfully completed before the challenge exam can be written.
- See [Appendix C](#) – NRSG 213 for individual course assignment

2. Challenge exam

- Multiple choice (to be written after successful completion of the written assignment)
- Minimum grade of 60% required to pass
- Refer to [Appendix A](#) for exam blueprints

Sample question:

What is the capital of Saskatchewan?

- Weyburn
- Saskatoon
- Regina
- Moose Jaw

Resources

1. The Saskatchewan Polytechnic Library database list of "Alternative and Complimentary Therapies".
2. Public Health Agency of Canada. (2010) www.publichealth.gc.ca
3. Canadian Practical Nurses Association website.
4. The Saskatchewan Association of Licensed Practical Nurses website.
5. Government of Saskatchewan. (2004) Website: "Critical Incident Guidelines".
6. The Saskatchewan Health Critical Incident Reporting Guidelines, 2004.
7. Refer to [Appendix B](#) for information on how to access textbooks for this course.

NRSB 214 – Interpersonal Relationships for Practical Nurse Re-entry

You will explore the concept of self in relation to others. You will review basic therapeutic communication skills. Through reflection and understanding your nature, you will experience awareness, personal growth and development of critical thinking skills. You will focus on therapeutic relationships with an emphasis on caring, advocacy and diversity.

Credit unit(s): 4.0

NRSB 214 – Interpersonal Relationships for Practical Nurse Re-entry 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 listening process.					
• Describe the listening process					
• Identify and describe empathetic listening skills					
• Describe non-verbal communication					
• Describe verbal communication					
2. Explain the concept of self.					
• Describe self-concept					
• Identify factors that shape the development of self-concept					
• Describe self esteem					
• Describe how self-concept and self-esteem affect interpersonal communication					
3. Describe the concepts of caring in interaction with others.					
• Explain concepts of caring in nursing					
• Describe the dynamic of "being with" (presencing) in the nurse patient relationship					
4. Apply personal caring concepts.					
• Describe principles and practices for nurturing caregivers					
• Explore stress management					
• Recognize support systems – personal, peer and professional					
5. Describe critical thinking.					
• Describe problem solving and decision making					
• Describe critical thinking					
6. Describe relationships with peers, clients and groups.					

NRSG 214 – Interpersonal Relationships for Practical Nurse Re-entry 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"> Review SALPN's Code of Ethics 					
<ul style="list-style-type: none"> Describe the role and function of professional organizations 					
<ul style="list-style-type: none"> Discuss the role of unions and being a union member in the health care sector 					
7. Describe caring interpersonal skills for therapeutic of self in relationships.					
<ul style="list-style-type: none"> Describe the dynamics of a helping therapeutic relationship 					
<ul style="list-style-type: none"> Describe giving and receiving feedback 					
8. Describe management of difficult behaviour.					
<ul style="list-style-type: none"> Describe management of difficult behaviour 					
9. Describe responses to diversity/advocacy.					
<ul style="list-style-type: none"> Describe diversity 					
<ul style="list-style-type: none"> Explain some assumptions, beliefs or attitudes about diversity 					
<ul style="list-style-type: none"> Describe advocacy skills 					
<ul style="list-style-type: none"> Describe the practical nurse's role in client advocacy 					

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

- 3 open book quizzes (learning outcomes 5, 6, and 8). Minimum grade of 60% required to pass.
- The quizzes are to be completed at home and sent to the faculty member for marking.
- For quiz details, refer to:
 - [Appendix C – quiz 5](#)
 - [Appendix C – quiz 6](#)
 - [Appendix C – quiz 8](#)

2. Written assignment

- Learning outcome 3: Describe the dynamic of “being with” in the nurse patient relationship. Minimum grade of 60% required to pass.
- This assignment involves: Describing a time that you felt someone was “being with” you, and describing how this experience impacted your life: and a time that you were “being with” a patient.
- This is a written assignment to be completed at home. Student must follow criteria and submit paper to the faculty

Refer to [Appendix C](#) for details.

3. Video demonstration.

- Pass mark of 60%.
- Demonstrate empathetic listening and responding using appropriate kinesics and proxemics, and confirming language.
- Students will submit a video of themselves, demonstrating empathetic listening skills and appropriate verbal/non-verbal responses in a 5 minute interpersonal interview.
- The video assignment is worth 50 marks of the final mark for this course.

Refer to [Appendix C](#) for details.

Resources

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

NRSG 215 – Health Challenges of the Adult

You will discuss the concepts of growth and development. Your studies will focus on the concepts of holistic nursing care related to specific health challenges of adults. You will explore the area of infection control, discuss the concepts of microbiology and selected specific microorganisms. You will learn about emerging infections and communicable diseases in Canadian communities.

Credit unit(s): 4.0

Prerequisites: COMP 170 – Basic Computer Operation
 NRSG 213 – Issues and Trends for Practical Nurse Re-entry
 NRSG 214 – Interpersonal Relationships for Practical Nurse Re-entry
 PHAR 201 – Pharmacology for Practical Nurse Re-entry

NRSG 215 – Health Challenges of the 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. Describe growth and development of adults.					
<ul style="list-style-type: none"> Describe concepts of growth and development of the adult 					
<ul style="list-style-type: none"> Identify health risks of young and middle age adults 					
2. Identify concepts of health challenges related to growth of cells.					
<ul style="list-style-type: none"> Describe abnormal cell growth 					
<ul style="list-style-type: none"> Describe holistic nursing care related to abnormal cell growth 					
3. Describe concepts of health challenges related to fluid and gas transportation.					
<ul style="list-style-type: none"> Describe holistic nursing care for clients with cardiovascular and pulmonary disease 					
<ul style="list-style-type: none"> Describe holistic nursing care for clients with fluid volume and electrolyte imbalances 					
<ul style="list-style-type: none"> Describe holistic nursing care for clients with renal failure 					
4. Describe concepts of health challenges related digestion and elimination.					
<ul style="list-style-type: none"> Describe digestion and elimination health challenges 					
<ul style="list-style-type: none"> Describe holistic nursing care for a client with digestion and elimination health challenges 					
5. Describe concepts of health challenges related to metabolism.					
<ul style="list-style-type: none"> Describe holistic nursing care related to fever 					
<ul style="list-style-type: none"> Describe holistic nursing care for a client with diabetes mellitus 					
6. Describe concepts of health challenges related to reproduction.					

NRSG 215 – Health Challenges of the 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"> Describe holistic nursing care related to contraception 					
<ul style="list-style-type: none"> Describe menopause and male climacteric 					
<ul style="list-style-type: none"> Describe menorrhagia and hysterectomy 					
<ul style="list-style-type: none"> Describe sexual dysfunction 					
7. Describe concepts of health challenges related to cognition, sensation and motion.					
<ul style="list-style-type: none"> Describe holistic nursing care related to fractures 					
<ul style="list-style-type: none"> Describe holistic nursing care for a client with challenges related to neurological functioning 					
8. Describe concepts of health challenges related to defences and protection.					
<ul style="list-style-type: none"> Describe the inflammatory process 					
<ul style="list-style-type: none"> Describe holistic nursing care for a client experiencing a hypersensitivity reaction 					
<ul style="list-style-type: none"> Describe health challenges related to the integument 					
<ul style="list-style-type: none"> Describe holistic nursing care for a client with hepatitis 					
<ul style="list-style-type: none"> Describe holistic nursing care for a client with meningitis 					
<ul style="list-style-type: none"> Describe holistic nursing care for a client with burns 					
<ul style="list-style-type: none"> Describe holistic nursing care for a client with HIV/AIDS 					
9. Explain concepts of microbiology.					
<ul style="list-style-type: none"> Identify microorganisms 					
<ul style="list-style-type: none"> Explain the chain of infection 					
<ul style="list-style-type: none"> Describe specific microorganisms 					
<ul style="list-style-type: none"> Describe the health challenges of emerging infections 					
<ul style="list-style-type: none"> Describe holistic nursing care to prevent the spread of infection 					

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

- Candidate will be required to pass a **3 hour** multiple choice examination with a pass mark of **60%** or more.
- The closed book exam consists of **100** multiple choice exam questions.
- This exam is worth 100% of the final mark (1 mark for each question).
- See to [Appendix A](#) for challenge exam blueprint.

Samples questions:

To improve an adult's health habits, you often use health counselling and:

- a. Medication
- b. Time management strategies
- c. Relaxation techniques
- d. Assertiveness training

Resources

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

NRSRG 216 – Healthy Aging and Health Challenges Related to the Older Adult

You will discuss the growth and development of the older adult and the concept of healthy aging. Your studies will focus on the concepts of holistic nursing care related to specific health challenges of older adults. Using the primary health care approach, you will explore chronic health challenges specific to various body systems and approaches to their management.

Credit unit(s): 4.0

Prerequisite(s): COMP 170 – Basic Computer Operation
 NRSRG 213 – Issues and Trends for Practical Nurse Re-entry
 NRSRG 214 – Interpersonal Relationships for Practical Nurse Re-entry
 PHAR 201 – Pharmacology for Practical Nurse Re-entry
 NRSRG 215 – Health Challenges of the Adult

NRSRG 216 – Healthy Aging and Health Challenges Related to the Older Adult Mastery: I am able to demonstrate it well enough to teach it to someone. 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 concept of healthy aging, including growth and development.					
<ul style="list-style-type: none"> Describe the concept of wellness in relation to the physiological and psychological processes of aging 					
<ul style="list-style-type: none"> Describe concepts of growth and development of the older adult 					
2. Describe health challenges of the older adult related to fluid and gas transportation.					
<ul style="list-style-type: none"> Describe common cardiovascular health challenges in older adults 					
<ul style="list-style-type: none"> Describe common respiratory health challenges in older adults 					
3. Describe health challenges of the older adult related to digestion and elimination.					
<ul style="list-style-type: none"> Describe common gastrointestinal health challenges 					
<ul style="list-style-type: none"> Describe health challenges of the older adult related to elimination 					
<ul style="list-style-type: none"> Describe holistic nursing care for clients with renal failure 					
4. Describe health challenges of the older adult related to metabolism.					
<ul style="list-style-type: none"> Describe the health challenge of diabetes mellitus in older adults 					
<ul style="list-style-type: none"> Describe health challenges of the older adult related to thermoregulation 					
5. Describe health challenges of the older adult related to cognition, sensation and motion.					
<ul style="list-style-type: none"> Describe the health challenge of cognitive impairment in older adults 					
<ul style="list-style-type: none"> Describe the health challenge of cerebrovascular accident in older adults 					
<ul style="list-style-type: none"> Describe the health challenge of Parkinson’s disease in older adults 					
<ul style="list-style-type: none"> Describe the health challenge of sensory impairment in older adults 					

NRSG 216 – Healthy Aging and Health Challenges Related to the Older Adult					
Mastery: I am able to demonstrate it well enough to teach it to someone.					
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 the health challenge of maintain mobility in older adults 					
6. Describe health challenges of the older adult related to abnormal cell growth.					
<ul style="list-style-type: none"> Describe the health challenge of abnormal cell growth in older adults 					
<ul style="list-style-type: none"> Describe holistic nursing care related to abnormal cell growth in older adults 					
7. Describe health challenges of the older adult related to defences and protection.					
<ul style="list-style-type: none"> Describe immunologic changes in older adults 					
<ul style="list-style-type: none"> Describe the health challenge of pressure sores in older adults 					
8. Describe health challenges of the older adult related to pain.					
<ul style="list-style-type: none"> Describe the concept of pain 					
<ul style="list-style-type: none"> Describe the health challenge of pain in older adults 					

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

- Candidate will be required to pass a 2 hour closed book examination with a mark of 60% or more.
- The closed book exam consists of 50 multiple choice exam questions.
- This exam is worth 100% of the course.

Sample questions:

The three common conditions affecting cognition in older adults are:

- Stroke, heart attack, and cancer of the brain
- Cancer, Alzheimer's disease, and stroke
- Delirium, depression, and dementia
- Blindness, hearing loss, and stroke

See [Appendix A](#) for challenge exam blueprint.

Resources

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

NRSG 218 – Nursing Specialties for Practical Nurse Re-entry

Your studies will focus on the concepts of holistic nursing care related to specialized areas of nursing. You will study rehabilitation nursing, palliative care, mental health nursing, family centered perinatal nursing, pediatric nursing, community nursing and perioperative nursing.

Credit unit(s): 4.0

Prerequisite(s): COMP 170 – Basic Computer Operation
 NRSG 213 – Issue and Trends for Practical Nurse Re-entry
 NURS 227 – Health Assessment for LPN's
 NRSG 214 – Interpersonal Relationships for Practical Nurse Re-entry
 PHAR 201 – Pharmacology for Practical Nurse Re-entry
 NRSG 215 – Health Challenges of the Adult
 NRSG 216 – Health Aging and Health Challenges Related to the Older Adult

NRSG 218– Nursing Specialties for Practical Nurse Re-entry Mastery: I am able to demonstrate it well enough to teach it to someone. 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. Explore concepts of holistic nursing care related to rehabilitation nursing.					
• Describe the rehabilitation process					
• Describe goals and principles of rehabilitation					
• Describe the roles of the members of the interdisciplinary team in rehabilitation					
• Describe the rehabilitation process of a client with a CVA					
2. Explore concepts of holistic nursing care related to Palliative care.					
• Discuss principles of palliative care					
• Describe death, loss and grief					
• Describe the nursing process for the dying client					
• Discuss pain					
3. Explore concepts of holistic nursing care related to mental health nursing.					
• Discuss legal and ethical issues related to mental health care in Saskatchewan					
• Describe community services available for clients and families					
• Discuss anxiety disorders					
• Discuss eating disorders					
• Discuss addictive behaviours					
• Discuss altered thought processes					
• Discuss mood disorders					
• Discuss dementia					

NRSG 218– Nursing Specialities for Practical Nurse Re-entry Mastery: I am able to demonstrate it well enough to teach it to someone. 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"> Discuss suicide 					
4. Explore concepts of holistic nursing care related to family-centred, perinatal nursing.					
<ul style="list-style-type: none"> Discuss concepts of antepartum nursing 					
<ul style="list-style-type: none"> Discuss the process of labour and delivery 					
<ul style="list-style-type: none"> Discuss concepts of postpartum nursing 					
<ul style="list-style-type: none"> Discuss the care of the normal newborn 					
5. Explore concepts of holistic nursing care related to pediatric nursing.					
<ul style="list-style-type: none"> Describe growth and development of the infant, child and adolescent 					
<ul style="list-style-type: none"> Describe the holistic health assessment and nursing care of individuals from infancy to adolescence 					
<ul style="list-style-type: none"> Describe the effects of hospitalization from infancy to adolescence 					
6. Explore concepts of holistic nursing care related to community nursing.					
<ul style="list-style-type: none"> Define community 					
<ul style="list-style-type: none"> Describe caring for clients in their homes 					
7. Explore concepts of holistic nursing care related to perioperative nursing.					
<ul style="list-style-type: none"> Describe classifications and types of surgical procedures 					
<ul style="list-style-type: none"> Discuss an informed operative consent 					
<ul style="list-style-type: none"> Describe risk factors that affect client responses to surgery 					
<ul style="list-style-type: none"> Discuss perioperative care 					
<ul style="list-style-type: none"> Apply the nursing process for a client having hip or knee arthroplasty 					

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

- Candidate will be required to pass a 2 hour closed book examination with a mark of 60% or more.
- The closed book exam consists of 50 multiple choice exam questions.
- This exam is worth 100% of the course.

See to [Appendix A](#) for challenge exam blueprint.

Sample question

When obtaining a wound culture to determine the presence of a wound infection, the specimen should be taken from the:

- a. Necrotic tissue
- b. Wound drainage
- c. Drainage on the dressing
- d. Wound after it has first been cleansed with normal saline

Resources

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

NURS 227 – Health Assessment for LPNs

The Health Assessment course for licensed practical nurses (LPNs) will prepare you to perform a health history and physical examination of clients in various stages across the lifespan. You will examine a healthy adult and identify deviations from health that must be referred to the physician. Challenges related to aging will also be explored.

You will submit the “Health History and Physical examination” documentation of your findings on your chosen client.

Credit unit(s): 4.0

Prerequisite(s): Must be registered for licensure with SALPN if an LPN. If a Practical Nurse Re-entry student, there is no prerequisite.

NURS 227 – Health Assessment for LPNs 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 nursing assessment across the lifespan.					
<ul style="list-style-type: none"> Identify the growth and development components of the nursing assessment of the child 					
<ul style="list-style-type: none"> Describe the role of assessment in the care of the adult and the older adult 					
<ul style="list-style-type: none"> Describe the challenges in assessing the older adult 					
<ul style="list-style-type: none"> Describe trans-cultural considerations in assessing a client 					
2. Describe the components of a comprehensive health history of an older adult client.					
<ul style="list-style-type: none"> Explain the structure and purpose of a health history 					
<ul style="list-style-type: none"> Describe interviewing skills that facilitate the collection of health history data 					
<ul style="list-style-type: none"> Describe communication barriers to gathering health history data on the part of the client or on the part of the nurse 					
<ul style="list-style-type: none"> Identify the critical characteristics of symptoms 					
<ul style="list-style-type: none"> Identify the client’s pattern of health promotion 					
<ul style="list-style-type: none"> Document health history data 					
3. Demonstrate the components of a physical assessment.					
<ul style="list-style-type: none"> Describe the approach to physical assessment in the clinical setting 					
<ul style="list-style-type: none"> Identify components of the general survey of physical assessment 					
<ul style="list-style-type: none"> Demonstrate the use of equipment used in physical assessment 					
<ul style="list-style-type: none"> Demonstrate the three techniques of inspection, palpation and auscultation 					

NURS 227 – Health Assessment for LPNs 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"> Perform a general survey during physical assessment 					
4. Demonstrate an assessment of mental status functioning of an adult client.					
<ul style="list-style-type: none"> Describe components of mental status assessment 					
<ul style="list-style-type: none"> Perform a mental status examination 					
<ul style="list-style-type: none"> Report and document data collection 					
5. Demonstrate an assessment of sensory functioning.					
<ul style="list-style-type: none"> Review the anatomy of the following: <ul style="list-style-type: none"> skin, hair, nails head and neck ears and eyes nose, mouth and throat 					
<ul style="list-style-type: none"> Describe normal and abnormal findings in sensory functioning 					
<ul style="list-style-type: none"> Describe developmental considerations in assessment of sensory functioning 					
<ul style="list-style-type: none"> Describe potential age-related variations in assessment of sensory functioning of an older adult 					
<ul style="list-style-type: none"> Perform an assessment of sensory functioning 					
<ul style="list-style-type: none"> Report and record data collection 					
6. Perform an assessment of the breasts and axillae of an adult client.					
<ul style="list-style-type: none"> Review the anatomy of the breasts, axillae, and genitalia 					
<ul style="list-style-type: none"> Describe normal and abnormal findings in assessment of the breasts, axillae, and genitalia 					
<ul style="list-style-type: none"> Describe age-related variations in the breasts, axillae and genitalia of the older adult 					
<ul style="list-style-type: none"> Describe how to assess the breasts, axillae and genitalia 					
<ul style="list-style-type: none"> Perform an assessment of the breasts and axillae 					
<ul style="list-style-type: none"> Report and record data collection 					
7. Perform an assessment of the thorax and lungs.					
<ul style="list-style-type: none"> Review the anatomy of the thorax and lungs 					
<ul style="list-style-type: none"> Describe normal, abnormal findings in assessment of respiratory functioning 					
<ul style="list-style-type: none"> Describe age-related variations in the thorax and lungs of the older adult 					

NURS 227 – Health Assessment for LPNs 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 how to assess the thorax and lungs 					
<ul style="list-style-type: none"> Perform an assessment of the thorax and lungs 					
<ul style="list-style-type: none"> Report and record data collection 					
8. Perform an assessment of the cardiovascular and peripheral vascular systems.					
<ul style="list-style-type: none"> Review the anatomy of the cardiovascular and peripheral vascular system 					
<ul style="list-style-type: none"> Describe normal, abnormal finding in assessment of the cardiovascular and peripheral vascular systems 					
<ul style="list-style-type: none"> Describe age-related variations in the cardiovascular and peripheral vascular systems of the older adult 					
<ul style="list-style-type: none"> Describe how to assess the cardiovascular and peripheral vascular systems 					
<ul style="list-style-type: none"> Perform an assessment of the cardiovascular and peripheral vascular systems 					
<ul style="list-style-type: none"> Report and record data collection 					
9. Perform an assessment of the gastrointestinal system.					
<ul style="list-style-type: none"> Review the anatomy of the gastrointestinal system 					
<ul style="list-style-type: none"> Describe normal, abnormal findings in assessment of the gastrointestinal system 					
<ul style="list-style-type: none"> Describe age-related variations in the gastrointestinal system of the older adult 					
<ul style="list-style-type: none"> Describe how to assess the gastrointestinal system 					
<ul style="list-style-type: none"> Perform an assessment of the gastrointestinal system 					
<ul style="list-style-type: none"> Report and record data collection 					
10. Perform an assessment of the musculoskeletal system.					
<ul style="list-style-type: none"> Review the anatomy of the musculoskeletal system 					
<ul style="list-style-type: none"> Describe normal, abnormal findings in assessment of the musculoskeletal system 					
<ul style="list-style-type: none"> Describe age-related variations in the musculoskeletal system of the older adult 					
<ul style="list-style-type: none"> Describe how to assess the musculoskeletal system 					
<ul style="list-style-type: none"> Perform an assessment of the musculoskeletal system 					
<ul style="list-style-type: none"> Report and record data collection 					

NURS 227 – Health Assessment for LPNs 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
11. Perform an assessment of the neurological system.					
<ul style="list-style-type: none"> Review the anatomy of the neurological system 					
<ul style="list-style-type: none"> Describe normal, abnormal finding in assessment of the neurological system 					
<ul style="list-style-type: none"> Describe age-related variations in the neurological system of the older adult 					
<ul style="list-style-type: none"> Describe how to assess the neurological system 					
<ul style="list-style-type: none"> Perform an assessment of neurological functioning 					
<ul style="list-style-type: none"> Report and record data collection 					
12. Perform a psychological assessment.					
<ul style="list-style-type: none"> Describe psychological age-related variations in the older adult 					
<ul style="list-style-type: none"> Describe the components of a psychological assessment 					
<ul style="list-style-type: none"> Perform a psychological assessment 					
<ul style="list-style-type: none"> Report and record data collection 					
13. Perform a sociocultural assessment.					
<ul style="list-style-type: none"> Describe socio and cultural influences that affect health and health practices 					
<ul style="list-style-type: none"> Describe the spiritual and religious influences that affect health, health beliefs and practices 					
<ul style="list-style-type: none"> Identify sociocultural factors that influence the older adult 					
<ul style="list-style-type: none"> Describe the components of a sociocultural assessment 					
<ul style="list-style-type: none"> Perform a sociocultural assessment 					
<ul style="list-style-type: none"> Report and record data collection 					
14. Perform a family structure assessment.					
<ul style="list-style-type: none"> Describe factors that influence health beliefs and practices 					
<ul style="list-style-type: none"> Identify factors that influence the family structure of the older adult 					
<ul style="list-style-type: none"> Describe the components of a family structure assessment 					
<ul style="list-style-type: none"> Perform a family structure assessment 					
<ul style="list-style-type: none"> Report and record data collection 					

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 a Health Assessment course or workshop, within the last 10 years, with outcomes that encompass the learning outcomes of this course.
- Course outlines and content descriptions from the workshop or course.
- Copies of transcripts.
- Will be graded as met/not met (no percentage mark will be applied).

2. Written assignment

- Minimum grade of 60% required to pass.
- “*Health History/Physical Examination*” documentation assignment. This assignment is to be completed after successfully passing the challenge examination.

See [Appendix C](#) for individual course assignment.

3. Challenge exam:

- Fifty multiple choice exam including true and false questions. Minimum grade of 60% required to pass.
- Exam is worth 70% of final mark.
- 2 hours allowed to write exam.
- See to [Appendix A](#) for challenge exam blueprint.

Sample question:

If a blood pressure cuff is too small, the blood pressure reading is?

- a. Falsely low
- b. Falsely high
- c. Difficult to hear because sounds are muffled
- d. Dependent on the examiner’s hearing acuity

4. Lab demonstration: physical examination skills (pass/fail)

- Demonstration of a head to toe assessment, utilizing physical examination skills in a lab setting.
- Candidate will be required to provide a volunteer for the demonstration. The faculty member will arrange the demonstration after the candidate submits the written assignment.

See [Appendix C](#) for Physical Examination Skills checklist.

Resources

1. NURS 227 Health Assessment for LPNs course manual and course pack.
2. Refer to [Appendix B](#) for information on how to access textbooks for this course.

PHAR 201 – Pharmacology for Practical Nurse Re-entry

You will study the basic concepts of pharmacology and related nursing responsibilities in the context of patient safety. Your studies will focus on drug classifications, drug preparations, drug actions and interactions and the channels of drug administration. You will study selected drug classifications in depth. You will learn how to research drugs and perform drug dosage calculations. You will also learn about nursing responsibilities related to drug administration. You will receive information about Canadian drug laws, use and availability.

Credit unit(s): 4.0

PHAR 201 – Pharmacology for Practical Nurse Re-entry 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 factors related to the safe use of drugs and patient safety.					
<ul style="list-style-type: none"> Discuss the importance of drug therapy to the role of the practical nurse 					
<ul style="list-style-type: none"> Identify drug sources 					
<ul style="list-style-type: none"> Describe drug uses 					
<ul style="list-style-type: none"> Identify pharmaceutical preparations and related administration responsibilities 					
<ul style="list-style-type: none"> Discuss implications of Canadian Drug Legislation 					
<ul style="list-style-type: none"> Describe safety factors in using drugs 					
2. Describe drug classifications and names.					
<ul style="list-style-type: none"> Describe how drugs are named 					
<ul style="list-style-type: none"> Discuss common drug classifications 					
3. Describe factors that influence drug actions and effects in the body.					
<ul style="list-style-type: none"> Explain the difference between local and systemic effects of drugs 					
<ul style="list-style-type: none"> Describe drug action 					
<ul style="list-style-type: none"> Discuss therapeutic and adverse drug effects 					
<ul style="list-style-type: none"> Identify channels of drug administration 					
4. Describe how to gather drug information.					
<ul style="list-style-type: none"> Identify information that must be obtained concerning the client's drugs 					
<ul style="list-style-type: none"> Identify sources of drug information 					

PHAR 201 – Pharmacology for Practical Nurse Re-entry 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 drug classifications for infection.					
<ul style="list-style-type: none"> Describe antibiotics, antifungals, and antivirals 					
6. Describe drug classifications that affect the central nervous system.					
<ul style="list-style-type: none"> Describe sympathetic nervous system drugs 					
<ul style="list-style-type: none"> Describe parasympathetic nervous system drugs 					
7. Describe drug classifications that affect the nervous system.					
<ul style="list-style-type: none"> Describe sympathetic nervous system drugs 					
<ul style="list-style-type: none"> Describe parasympathetic nervous system drugs. 					
8. Describe drug classifications used for cardiovascular and blood disorders.					
<ul style="list-style-type: none"> Describe antilipemics agents 					
<ul style="list-style-type: none"> Describe antihypertensive 					
<ul style="list-style-type: none"> Describe drugs used to treat heart failure 					
<ul style="list-style-type: none"> Describe antianginal agents 					
<ul style="list-style-type: none"> Describe drugs used to treat peripheral vascular disease 					
<ul style="list-style-type: none"> Describe diuretics 					
<ul style="list-style-type: none"> Describe antithromboembolics agents 					
<ul style="list-style-type: none"> Describe drugs used to treat electrolyte imbalances 					
9. Describe drug classifications that affect the endocrine system.					
<ul style="list-style-type: none"> Describe diabetes 					
<ul style="list-style-type: none"> Describe insulin 					
<ul style="list-style-type: none"> Describe oral hypoglycemics 					
<ul style="list-style-type: none"> Describe corticosteroids 					
10. Apply drug therapy concepts to simulated situations.					
<ul style="list-style-type: none"> Practice application of drug therapy concepts 					

PHAR 201 – Pharmacology for Practical Nurse Re-entry					
Mastery: I am able to demonstrate it well enough to teach it to someone else.	Mastery	Competent	Functional	Learning	None
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					
11. Perform drug dosage calculations.					
• Describe the metric SI of weights and measures					
• Calculate drug dosages using the formula method or the ratio and proportion method					
• Calculate pediatric drug dosages					
12. Describe nursing responsibilities for preparing medications.					
• Describe the six safety checks that act as a guide when administering medication					
• Describe the unit dose system of drug preparation and administration					
• Describe general nursing responsibilities related to safe administration of drugs					

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. Written assignment

Completion of PHAR 201 – Pharmacology for Practical Nurse Re-entry assignment, with a pass mark of 60%, before the challenge exam can be written. It is worth 10% of final grade for this course.

Refer to [Appendix C](#) for details of written assignment.

2. Challenge exam

- 3 hour closed book examination with a mark of 60% or more.
- This closed book exam consists of 100 multiple choice exam questions.
- This exam is worth 75% of the final mark.

Sample question:

You suspect that your client is showing signs of respiratory depression. Which of the following drugs could result in this complication?

- Naloxone (Narcan)
- Hydromorphone (Dilaudid)
- Methamphetamine
- Transdermal nicotine patch

Refer to [Appendix A](#) for exam blueprints.

3. Drug dosage calculation exam

- Candidate will be required to pass a 75 minute closed book written exam with a pass mark of 80% or more.
- This written exam consists of 17 drug dosage calculation questions. (Question number 17 has 4 parts)
- This exam is worth 15% of the final grade.

Resources

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

Practical Nurse Re-entry

Appendices

Appendix A: Challenge Exam Blueprints

NRSG 213 – Issues and Trends for Practical Nurse Re-entry	
Learning outcomes	Number of questions per outcome
1. Describe the meaning of holistic health for self and others.	6
2. Describe the concepts of primary health care.	3
3. Explain the delivery of health services.	2
4. Develop a nursing care plan using concept mapping.	6
5. Describe health determinants.	3
6. Describe health promotion.	3
7. Describe appropriate teaching strategies to facilitate optimum health of individuals.	3
8. Describe legal and ethical issues.	5
9. Describe the culture of patient safety.	4
10. Describe evidence based practice.	2
11. Describe the changing role of the LPN in the context of other professional groups.	5
12. Describe influences that affect group behavior.	8
Total	50

NRSG 215 – Health Challenges of the Adult

Learning outcomes	Number of questions per outcome
1. Describe growth and development of adults.	4
2. Identify concepts of health challenges related to growth of cells.	5
3. Describe concepts of health challenges related to fluid and gas transportation.	18
4. Describe concepts of health challenges related to digestion and elimination.	4
5. Describe concepts of health challenges related to mental health.	6
6. Describe concepts of health challenges related to metabolism.	8
7. Describe concepts of health challenges related to reproduction.	4
8. Describe concepts of health challenges related to cognition, sensation and motion.	10
9. Describe concepts of health challenges related to defenses and protection.	10
10. Explain concepts of microbiology.	6
Total	75

NRSG 216 – Healthy Aging and Health Challenges Related to the Older Adult

Learning outcomes	Number of questions per outcome
1. Describe the concept of healthy aging including growth and development.	5
2. Describe health challenges of the older adult related to fluid and gas transportation.	7
3. Describe health challenges of the older adult related to digestion and elimination.	5
4. Describe health challenges of the older adult related to metabolism.	5
5. Describe health challenges of the older adult related to cognition, sensation and motion.	5
6. Describe health challenges of the older adult related to abnormal cell growth.	7
7. Describe health challenges of the older adult related to defenses and protection.	7
8. Describe health challenges of the older adult related to promotion and maintenance of the integument.	5
9. Describe health challenges of the older adult related to pain.	4
Total	50

NRSG 218 – Nursing Specialties for Practical Nurse Re-entry

Learning outcomes	Number of questions per outcome
1. Explore concepts of holistic nursing care related to rehabilitation nursing.	8
2. Explore concepts of holistic nursing care related to palliative care.	8
3. Explore concepts of holistic nursing care related to mental health nursing.	9
4. Explore concepts of holistic nursing care related to family centered perinatal nursing.	7
5. Explore concepts of holistic nursing care related to pediatric nursing.	9
6. Explore concepts of holistic nursing care related to community nursing.	3
7. Explore concepts of holistic nursing care related to perioperative nursing.	7
Total	50

NURS 227 – Health Assessment for LPNs

Learning outcomes	Number of questions per outcome
1. Examine nursing assessment across the lifespan.	2
2. Describe the components of a comprehensive health history of an older adult including normal aspects of aging.	4
3. Demonstrate the components of a physical assessment.	3
4. Demonstrate an assessment of mental status functioning of an adult client.	2
5. Demonstrate an assessment of sensory functioning.	5
6. Perform an assessment of the breasts and axillae of an adult client.	4
7. Perform an assessment of the lungs and thorax.	5
8. Perform an assessment of the cardiovascular and peripheral vascular systems.	6
9. Perform an assessment of the gastrointestinal system.	4
10. Perform an assessment of the musculoskeletal system.	5
11. Perform an assessment of the neurological system.	5
12. Perform a sociocultural assessment.	3
13. Perform a family structural assessment.	1
Total	50

**PHAR 201 – Pharmacology for Practical Nurse Re-entry
Written Theory Exam**

Learning outcomes	Number of questions per outcome
1. Describe factors related to the safe use of drugs and patient safety.	10
2. Describe drug classifications and names.	7
3. Describe factors that influence drug actions and effects in the body.	10
4. Describe how to gather drug information.	5
5. Describe drug classifications for infection.	10
6. Describe drug classifications that affect the central nervous system.	10
7. Describe drug classifications that affect the autonomic nervous system.	12
8. Describe drug classifications used for cardiovascular and blood disorders.	12
9. Describe drug classifications that affect the endocrine system.	14
10. Apply drug therapy concepts to simulated clinical situations. (0 is correct)	0
11. Perform drug dosage calculations. (0 is correct)	0
12. Describe nursing responsibilities for preparing medications.	10
Total	100

**PHAR 201 – Pharmacology for Practical Nurse Re-entry
Dosage Calculation Exam**

Learning outcomes	Number of questions per outcome
1. Perform drug dosage calculation.	17
Total	17

Appendix B: Practical Nurse Re-entry Program Booklist

Go to the Saskatchewan Polytechnic bookstore link www.gosiast.com/bookstore 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
- Select Regina Campus – Continuing Ed
- 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)

Appendix C: Individual Course Assignments

NRSG 213 – Trends and Issues for Practical Nurse Re-entry Assignment: Written paper on Values (beliefs/virtues)

Name: _____ Date _____

Mark _____/Fail (Pass Mark 60%)

Instructions

Your paper must be neatly handwritten or typed, and double-spaced. This assignment is worth **20%** of your final grade.

Values (beliefs/virtues) inform and direct our behavior. We learn our values in childhood but they can change over time. The values we possess build our characters. Look at the values listed below and identify those that have influenced your character. How did you come to embrace these values? In your opinion, which of these values are most important to the profession of nursing? Why?

Directions

In a 2-4 page paper, write about your personal values and how these values help you to function in your role as a nurse. List 5 values that you believe are most important to the profession of nursing and state how these values assist nurses in giving ethical care to their patients.

Values:

- Accountability
- Competence
- Health and well being
- Choice
- Dignity
- Respect
- Freedom
- Confidentiality
- Honesty and truthfulness
- Kindness
- Consideration and concern for others
- Obedience
- Responsibility
- Courage
- Duty
- Choice
- Co-operation
- Loyalty

Grading rubric for marking

NRSG 213 – Trends and Issues for Practical Nurse Re-entry Assignment: Written paper on Values (beliefs/virtues)

Exemplary: Assignment goes beyond the requirements, has not errors or omissions. Can be used as an example for others. (90-100%: 18–20 marks)

Excellent: Assignment meets all requirements with some errors or omissions, and or may require some elaboration. (70-89 %: 14-18 marks)

Satisfactory: Assignment submitted has many errors or omissions, and/or requires elaboration, but meets minimum requirements. (60-69 %: 12-14 marks)

Unacceptable: Assignment submitted does not meet requirements. (<60%: 0-11 marks)

NRSG 213 – Trends and Issues for Practical Nurse Re-entry		
Marking Criteria	Mark	Criteria
Format and organization: (2 marks) <ul style="list-style-type: none">Paper is 2 - 4 pages, double-spaced, uses correct spelling, grammar, sentence structure, and clearly communicated thoughts.		
Presentation: (4 marks) <ul style="list-style-type: none">Presented in a logical sequence with content related appropriately.		
Covers all aspects of assignment: (14 marks) <ul style="list-style-type: none">Identified personal values and how there are formed.Stated how these values help you function in your role as a LPN.Stated what values are most important to nursing and how these values help nurses give ethical care.		

NRSG 214 – Interpersonal Relationships for Practical Nurse Re-entry

Quiz: Learning Outcome 5 – Critical Thinking

Name: _____ Date: _____

Mark: _____ Pass/Fail (Pass mark 60%)

Directions:

Study and research “critical thinking skills” for nurses and answer the following questions. This quiz is worth **20 marks**.

1. Briefly discuss what critical thinking is. **(4 marks)**
2. Identify 5 characteristics of critical thinkers. **(5 marks)**
3. _____ and _____ personal factors and
_____ and _____ situational factors
influence our ability to think critically. **(4 marks)**
4. List 3 strategies to enhance critical thinking. **(3 marks)**
5. Discuss your understanding of “ways of knowing according to Carper”. **(4 marks)**

NRSG 214 – Interpersonal Relationships for Practical Nurse Re-entry
Grading Rubric for Marking Learning Outcome 5 Quiz

Exemplary:

- Assignment goes beyond the requirements, has no errors or omissions.
- Can be used as an example for others.
(90-100%: 18–20 marks)

Excellent:

- Assignment meets all requirements with some errors or omissions, and or may require some elaboration.
(70-89 %: 14-18 marks)

Satisfactory:

- Assignment submitted has many errors or omissions, and/or requires elaboration, but meets minimum requirements.
(60-69 %: 12-14 marks)

Unacceptable:

- Assignment submitted does not meet requirements.
(<60%: 0-11 marks)

Marking Criteria	Mark	Comments
<p>Briefly discuss critical thinking</p> <p>Contains no spelling or grammar errors, and clearly communicated thoughts. (4 marks)</p>		
<p>Identifies 5 characteristics of critical thinkers. (5 marks)</p>		
<p>Identifies 4 factors that influence the ability to think critically. (4 marks)</p>		
<p>Lists 3 strategies that enhance critical thinking. (3 marks)</p>		
<p>Discusses understanding of “ways of knowing” according to Carper.</p> <ul style="list-style-type: none"> • Contains no spelling or grammar errors. <p>(4 marks)</p>		

NRSG 214 – Interpersonal Relationships for Practical Nurse Re-entry

Quiz: Learning Outcome 6

10 marks

Name: _____ Date: _____

Mark: _____ Pass/Fail (**Pass mark 60%**)

1. Define the term "ethics" **(2 marks)**
2. T F According to the SALPN Code of Ethics it is a professional responsibilities of the LPN to ensure that knowledge and skills are maintained. **(1 mark)**
3. T F One SALPN mission statement promotes the development of a dominant team for the provision of health care services. **(1 mark)**
4. T F SALPN lists public accountability as a guiding principle for LPNs. **(1 mark)**
5. A distinct field of nursing in Saskatchewan providing service to individuals whose care needs relate primarily to mental and developmental health is represented by an association called _____.
(1 mark)
6. The ICN or _____ founded in _____ was one of the first health care organizations to adopt a strict policy of _____.
(2 marks)
7. An objective of SALPN is to promote _____ between health care providers.
(1 mark)
8. The SRNA advocates a health care system based on the principles of _____ and the development of _____.
(1 mark)

NRSG 214 – Interpersonal Relationships for Practical Nurse Re-entry
Grading Rubric for Marking Learning Outcome 6 Quiz

Exemplary:

- Assignment goes beyond the requirements, has no errors or omissions. Can be used as an example for others.
(90-100%: 9-10 marks)

Excellent:

- Assignment meets all requirements with some errors or omissions, and or may require some elaboration.
(70-89 %: 8-8.5 marks)

Satisfactory:

- Assignment submitted, has many errors or omissions, and/or requires elaboration, but meets minimum requirements.
(60-69 %: 6-7.5 marks)

Unacceptable:

- Assignment submitted does not meet requirements.
(<60%: <6 marks)

Marking Criteria	Mark	Comments
1. Defines "ethics". Contains no spelling or grammar errors (2 marks)		
2. Identifies correctly if the answer is true or false. (1 mark)		
3. Identifies correctly if the answer is true or false (1 mark)		
4. Identifies correctly if the answer is true or false (1 mark)		
5. Inserts correctly one missing word in the blank space provided (1 mark)		
6. Inserts correctly the three missing words in the blank spaces (2 marks)		
7. Inserts correctly one missing word in the blank space (1 mark)		
8. Inserts correctly two missing words in the blank spaces (1 marks)		
Total Mark		

NRSB 214 – Interpersonal Relationships for Practical Nurse Re-entry
Quiz: Learning Outcome 8 – Management of Difficult Behaviour

25 marks

Name: _____ Date _____

Mark: _____ Pass/Fail **(Pass mark 60%)**

1. List 4 warning sign behaviors which may signal an escalation toward violence.
(4 marks)
2. Describe why a “behavior map” is a useful assessment tool.
(1 mark)
3. List 10 strategies for a caregiver to use when confronted with difficult behavior.
(10 marks)
4. Describe 5 appropriate follow-up measures after the following incident occurred:
An LPN on your unit was punched hard in the face after she leaned over and attempted to give medications to her 60-year-old client sitting in his wheelchair.
(5 marks)
5. T F Each “difficult behavior” presented by a client, has a clear and logical immediate response by the care provider. **(1 mark)**
6. T F An LPN arrives at shift change prepared to work on an adolescent unit with her hair in a single, long braid, wearing clean scrubs, clogs on her feet and stethoscope around her neck. She is dressed in a safe manner for work. **(1 mark)**
7. T F Joe’s client, Mr. S., screams at him “Get out of here or I’ll kill you!!!” Joe should report his behavior promptly when he returns for his next home care shift in 2 days. **(1 mark)**
8. T F When documenting the behavior (in # 8) Joe writes, “Mr. S. appeared angry when writer attempted to give him a bath. Bath will be rescheduled for the following visit”. This documentation clearly described the incident. **(1 mark)**
9. T F Violence is never an accepted part of your job. (1 mark)

NRSG 214 – Interpersonal Relationships for Practical Nurse Re-entry
Grading Rubric for Marking Learning Outcome 8 Quiz

Exemplary:

- Assignment goes beyond the requirements, has no errors or omissions. Can be used as an example for others.
(90-100%: 22.5–25 marks)

Excellent:

- Assignment meets all requirements with some errors or omissions, and or may require some elaboration.
(70-89 %: 18.5-22 marks)

Satisfactory:

- Assignment submitted has many errors or omissions, and/or requires elaboration, but meets minimum requirements.
(60-69 %: 15-18 marks)

Unacceptable:

- Assignment submitted does not meet requirements.
(<60%: <14 marks)

Marking Criteria	Mark	Comments
1. Identifies 4 warning sign behaviors which may signal an escalation toward violence (4 marks)		
2. Describes why a “behavior map” is a useful assessment tool. -contains no spelling or grammar error. (1 mark)		
3. Identifies 10 strategies for a caregiver to use when confronted with difficult behavior (10 marks)		
4. Describes 5 appropriate follow-up measures in the case scenario given -contains no spelling or grammar error. (5 marks)		
5. Identifies correctly if the answer is true or false (1 mark)		
6. Identifies correctly if the answer is true or false (1 mark)		
7. Identifies correctly if the answer is true or false (1 mark)		
8. Identifies correctly if the answer is true or false (1 mark)		
9. Identifies correctly if the answer is true or false (1 mark)		
Total Mark		

NRSG 214 – Interpersonal Relationships for Practical Nurse Re-entry
Written Assignment – “Being with” (presencing) in the nurse patient relationship

20 marks

Presencing in Nursing

“Being with”, is one of the fundamental concepts of the practical nursing program. A life may be viewed as a journey. “Being with” is an act of caring; a commitment toward protection, enhancement and preservation of human dignity.

Direction

In a 4-6 page paper describe a time you felt that someone was “being with” you. Describe how this experience impacted your life. **(10 marks)**

Describe a time that you were “being with” a patient. Describe how this experience impacted your life. **(10 marks)**

NRSG 214 – Interpersonal Relationships for Practical Nurse Re-entry
Grading Rubric for Marking “Being with” Assignment

Exemplary:

- Assignment goes beyond the requirements, has not errors or omissions. Can be used as an example for others.
(90-100%: 18–20 marks)

Excellent:

- Assignment meets all requirements with some errors or omissions, and or may require some elaboration.
(70-89 %: 14-18 marks)

Satisfactory:

- Assignment submitted has many errors or omissions, and/or requires elaboration, but meets minimum requirements.
(60-69 %: 12-14 marks)

Unacceptable:

- Assignment submitted does not meet requirements.
(<60%: 0-11 marks)

Marking Criteria	Mark	Comments
<p>Format and organization:</p> <ul style="list-style-type: none"> • Paper is 4-6 pages, double-spaced, uses correct spelling, grammar, sentence structure, and communicates thoughts and ideas clearly (2 marks) 		
<p>Presentation:</p> <ul style="list-style-type: none"> • Presented in a logical sequence with content related appropriately (2 marks) 		
<p>Covers all aspects of assignment:</p> <ul style="list-style-type: none"> • Paper describes a time when some was “being with”, and how this experience impacted your life (7 marks) • Paper describes a time when “you were being with” a patient, and how this experience impacted your life (9 marks) 		
Total Mark		

NRS214 – Interpersonal Relationships for Practical Nurse Re-entry
Performance assignment, video assignment, demonstration of empathetic listening skills and appropriate verbal/non verbal responses.

50%

Name: _____ Date: _____

Mark: _____ Pass/Fail (Pass mark 60%)

Directions:

You are required to submit a video tape of yourself, demonstrating empathetic listening skills and appropriate verbal/non-verbal responses in a 5 minute interpersonal interview.

Discuss topic for the interview with your facilitator. Suggestions include: distressing news (health, family etc.), personal stressors, other topics of personal interest to you and your partner.

Guidelines:

Demonstrate empathetic listening and responding using appropriate kinesics and proxemics and confirming language.

1. Choose a partner for the interview.
2. Interview your partner for 5 minutes on videotape.
3. Submit the interview to Practical Nurse Re-entry faculty.
4. You will be evaluated according to the following list of skills.

Nonverbal Skills	Verbal Skills
Direct eye contact (2 marks)	Effective and appropriate questions (7 marks)
Open, relaxed body posture (2 marks)	Accurate paraphrase of content (7 marks)
Uncrossed Arms (2 marks)	Accurate paraphrase of emotion (7 marks)
Uncrossed Legs (2 marks)	Timely paraphrase (2 marks)
Appropriate hand gestures (2 marks)	Appropriate lead in ("So" or "You seem to be saying") (5 marks)
Reinforcing nods (2 marks)	Didn't interrupt the speaker (4 marks)
Responsive facial expression (2 marks)	
Appropriate tone of voice (2 marks)	
Appropriate volume (2 marks)	

Adapted from: Beebe, Bee, Redmond, Geernick, & Milstone. P. 130

**A signed consent form must accompany this assignment.
 If a signed consent is not included a grade of 0% will be given.**

NRSG 214 – Interpersonal Relationships for Practical Nurse Re-entry
Grading Rubric for Marking Video Presentation

Exemplary:

- Voice, eye contact and pacing hold interest and attention; introduced self and project. Presentation shows a continuous progression of ideas and tells a complete, easily followed story. Well organized. Excellent, well thought out explanation shows superior effort.
(90-100%: 38 – 50 marks)

Excellent:

- Communicates ideas with proper voice projection; made eye contact; introduced self and project. Responds to questions. Meets all requirements with some errors or omissions. Fairly fluid delivery.
(70-89%: 25–37 marks)

Satisfactory:

- Some difficulty communicating ideas. Poor voice projections; some eye contact; no introduction and long pauses. Meets minimum requirements.
(60-69%: 13-24 marks)

Unacceptable:

- Great difficulty communicating ideas. Poor voice projection; no eye contact; no introduction, confused and stopped or had long **pauses**. Assignment does not meet requirements.
(< 60%: 0-12 marks)

Marking Criteria	Mark	Comments
Non-verbal skills <ul style="list-style-type: none"> • Direct eye contact (2 marks) • Open, relaxed body posture (2 marks) • Uncrossed arms (2 marks) • Uncrossed legs (2 marks) • Appropriate hand gestures (2 marks) • Reinforcing nods (2 marks) • Responsive facial expression (2 marks) • Appropriate tone of voice (2 marks) • Appropriate volume (2 marks) 		
Verbal Skills <ul style="list-style-type: none"> • Effective and appropriate questions (7 marks) • Accurate paraphrase of content (7 marks) • Accurate paraphrase of emotion (7 marks) • Timely paraphrase (2 marks) • Appropriate lead in (“so” or “you” seem to be saying) (5 marks) • Didn’t interrupt the speaker (4 marks) 		
Total Mark		

NRSG 214 – Interpersonal Relationships for Practical Nurse Re-entry

Video consent form

Before you begin your interview, determine that your client understands the wording of the consent sheet. Have your client sign and date the consent form and attach it to the back of your assignment.

I, (please print name) _____ give consent for the Saskatchewan Polytechnic Practical Nurse Re-entry student named here (please print name)

_____ to conduct a health history interview on me. I understand that only my initials will be used and that the data I give the above named student will be written down and submitted to a Saskatchewan Polytechnic Practical Nurse Re-entry faculty member who will read the health history and assign a mark to the student. I understand that the health history data will be used for educational purposes only.

Signature of client

Date

Signature of student

NURS 227 – Health History and Physical Examination Documentation Assignment

30%

Directions:

Complete a health history and physical examination on an adult client. You may use a health history form of your choice. (The library has many health assessment texts that contain health history forms).

Note: If you are unsuccessful in the PLAR written assignment you will be required to take NURS 227 by the regular route. The NURS 227 course is 60 hours, with a comprehensive assessment: Health History documentation assignment, 2 day lab participation where you are required to demonstrate health history and physical examination skills, one midterm and final multiple choice online examination. You have 12 weeks to complete the course once you have registered

Instructions:

You must obtain written consent from the individual prior to starting the assignment. The consent form is attached. This consent form must be signed and attached to the back of your assignment when you hand it in.

In the assignment do not use names of the person(s) involved to maintain confidentiality. Refer to the person(s) by initials only.

(When you have completed the assignment submit it to your instructor).

Grading criteria

In order to receive full marks your assignment must contain the following:

Health History

- Biographical data
- Source of history
- Reason for seeking care

Present Health or History of Present Illness

- Past health
- Childhood illnesses
- Accidents or injuries
- Serious or chronic illnesses
- Hospitalizations/Operations
- Obstetric history
- Immunizations
- Last examination date
- Allergies
- Current medications

Family History

- Family illnesses
- Internal structure
- External structure
- Genogram

Psychological Assessment

- General appearance and behavior
- Cognition and learning
- Orientation and consciousness
- Memory
- Attention and concentration
- Comprehension
- Judgment
- Communication
- Thought content and processes
- Emotion
- Affect
- Mood
- Personality
- Self-concept
- Coping ability

Sociocultural Assessment

- Growth and development
- Living Environment
- Social support
- Cultural background
- Spirituality
- Sexuality
- Life Stage
- Routine
- Interpersonal/social
- Ecomap

Review of Systems

- Overall general health
- Skin, hair and nails
- Head
- Eyes
- Ears
- Nose and sinuses
- Mouth and throat
- Neck
- Breast and axillae
- Respiratory system
- Cardiovascular system
- Peripheral vascular system
- Gastrointestinal system
- Urinary system
- Reproductive system
- Musculoskeletal system
- Neurologic system
- Hematologic/endocrine system
- Usual pattern of health promotion

Physical Examination (follow physical examination skills checklist)

- General survey including vital signs
- Mental status
- Sensory
- Breasts/axillae and genitalia (not required)
- Thorax and lungs
- Heart and peripheral vascular system
- Abdomen
- Musculoskeletal
- Neurological

**A signed consent form must accompany this assignment.
If a signed consent is not included, a grade of 0% will be given**

NURS 227 – Health History and Physical Examination Documentation Assignment

30%

Name: _____ Date: _____

Mark: _____/Fail (Pass mark 60%)

Evaluation Criteria	Excellent 90-100%	Good 75-90%	Satisfactory 60-75%	Unsatisfactory <60%
Format & Organization (6 marks)	<ul style="list-style-type: none"> No spelling errors No grammatical errors Consistent use of headings to clearly identify areas Written in point form Confidentiality of client maintained throughout 	<ul style="list-style-type: none"> 1-2 spelling errors 1-2 grammatical errors Consistent use of headings Majority of information presented in point form Confidentiality maintained throughout 	<ul style="list-style-type: none"> 3-4 spelling errors 3-4 grammatical errors Majority of information included under headings Most of information in point form Confidentiality maintained throughout 	<ul style="list-style-type: none"> Many spelling errors Many grammatical errors Rare use of clearly identified headings Rare use of point form Confidentiality breached with use of names, phone #s , addresses
Depth of Content (7 marks)	<ul style="list-style-type: none"> Required components addressed in sufficient depth Consistent use of appropriate assessment techniques demonstrated (inspection, palpation and auscultation) Application of theory used consistently Consistent use of health promotion related to each system 	<ul style="list-style-type: none"> Most assessment components addressed in sufficient depth Use of many appropriate assessment techniques demonstrated Many examples of theory used throughout Many examples of use of health promotion information 	<ul style="list-style-type: none"> Many components of assessment addressed in sufficient depth A few assessment techniques not included Application of some theory throughout Several health promotions areas addressed 	<ul style="list-style-type: none"> Lack of adequate depth and neglected many of the components of the health assessment. Few assessment techniques utilized Lack of application of theory noted throughout Few or no Health promotion areas addressed
Accuracy of Content (8 marks)	<ul style="list-style-type: none"> Consistently accurate Information, documentation and terminology 	<ul style="list-style-type: none"> Frequent use of accurate information, documentation and terminology 	<ul style="list-style-type: none"> Several examples of accurate information and use of 	<ul style="list-style-type: none"> Did not provide accurate information, documentation and used inappropriate terminology

Evaluation Criteria	Excellent 90-100%	Good 75-90%	Satisfactory 60-75%	Unsatisfactory <60%
			appropriate terminology	
Analysis of Content (9 marks)	<ul style="list-style-type: none"> Consistently shows evidence of integration and follow through of assessment data to client physical exam 	<ul style="list-style-type: none"> Frequent evidence of integration and follow through of assessment data to client's physical exam 	<ul style="list-style-type: none"> Several examples of evidence of integration and follow through of assessment data to client physical exam 	<ul style="list-style-type: none"> Does not provide evidence of integration and follow through of assessment data to client physical exam
Total (30 marks)				

Comments:

Assessor Signature: _____

Date: _____

NURS 227 – Health Assessment for LPNs
Physical Examination Skills Checklist Lab Demonstration

Name: _____ Date: _____

Mark: _____ Pass/Fail _____

Instructions

You will be required to demonstrate proper technique of the physical examination skills. You will be required to provide a volunteer for the demonstration. The demonstration will be arranged after you submit the written assignment.

Note: If you are unsuccessful in the PLAR written assignment you will be required to take NURS 227 by the regular route. The NURS 227 course is 60 hours, with a comprehensive assessment: Health History Documentation Assignment, 2 day lab participation where you are required to demonstrate health history and physical examination skills, one midterm and final multiple choice online examination. You have 12 weeks to complete the course once you have registered.

Physical Examination Skills Checklist Lab Demonstration

Criteria: All items must be checked yes for attainment.	YES	NO
1. General Survey		
<ul style="list-style-type: none"> • Takes note of the following during interview or throughout physical <ul style="list-style-type: none"> ○ Examination ○ General state of health ○ Signs of distress ○ Color ○ Height, weight, build (slight, medium, heavy, muscular) ○ Sexual development ○ Posture/motor activity/gait ○ Personal grooming/hygiene ○ Odours (body/breath) ○ Facial expression ○ Speech and language ○ Mental status (appearance, behaviour, mood, memory and attention, Intellectual functioning) ○ Vital signs: temperature, pulse, respiratory rate, and blood pressure (could do Snellen as well) 		
2. Integument		
<ul style="list-style-type: none"> • Examines the integument for each specific region when appropriately exposed, i.e.: face and hair with head examination, abdominal skin with abdominal, etc. • Inspect and palpate skin <ul style="list-style-type: none"> Note: <ul style="list-style-type: none"> ○ Colour, moisture, texture, mobility ○ Temperature: check symmetrically with the back of the hand ○ Turgor: check inner forearm, abdomen in child ○ Edema: check dependent areas • Inspect and palpate nails. <ul style="list-style-type: none"> Note: <ul style="list-style-type: none"> ○ Colour, shape, lesions • Inspect and palpate hair. Note: <ul style="list-style-type: none"> ○ Texture, quantity, distribution, lesions, parasites 		
3. Head		
<ul style="list-style-type: none"> • Inspect and palpate <ul style="list-style-type: none"> ○ Hair: from vertex to occiput ○ Scalp: lumps, lesions, tenderness ○ Skull: size, contours ○ Face: expression, symmetry ○ Ask client to raise both eyebrows, frown, close eyes tightly, show teeth ○ Smile and puff out cheeks ○ Temporomandibular joints as client opens and closes mouth 		
4. Ears		
<ul style="list-style-type: none"> • Inspect and palpate bilaterally <ul style="list-style-type: none"> ○ Alignment auricle, mastoid, tragus, canal • Assess hearing <ul style="list-style-type: none"> ○ Gross auditory acuity (CNS) by the whisper test by occluding one ear, standing 2 feet away and whispering two syllable words 		

Criteria: All items must be checked yes for attainment.	YES	NO
5. Eyes		
<ul style="list-style-type: none"> • Assess visual acuity (CN2) of each eye using a Snellen chart (client to wear glasses, if glasses are normally worn). • Inspect external eyes <ul style="list-style-type: none"> ○ Position, alignment ○ Eyebrows ○ Eyelids ○ Lacrimal apparatus ○ Conjunctiva, sclera ○ Iris, cornea, lens • Inspect pupils for <ul style="list-style-type: none"> ○ Size, shape, equality ○ Reaction to light both direct and consensual • Assess extraocular muscles <ul style="list-style-type: none"> ○ Corneal reflections ○ Six cardinal fields of gaze ○ Convergence ○ Parallel alignment at the eyes 		
6. Nose		
<ul style="list-style-type: none"> • Inspect and palpate; test for patency • Examine internal nose using large disposable ear piece with speculum (insert away from septum) <ul style="list-style-type: none"> ○ Septum ○ Mucosa ○ Frontal sinus ○ Maxillary sinus 		
7. Mouth and Pharynx		
<ul style="list-style-type: none"> • Inspect lips, buccal mucosa, gums, teeth, hard palate, tongue, pharynx, parotid, submaxillary ducts • Assess CN10 by watching soft palate rise • Assess CN12 by having client protrude and wag tongue side to side 		
8. Neck		
<ul style="list-style-type: none"> • Inspect neck for deformities • Palpate <ul style="list-style-type: none"> ○ the lymph nodes by moving the skin over the nodes with the pads of forefingers. ○ identify and palpate thyroid, cricoids cartilages, trachea ○ inspect the thyroid gland at rest and as client swallows • Palpate cervical spine and neck muscles from behind the client • Assess CN11 by shoulder shrug against resistance and head turning against hand • Assess ROM by asking client to flex chin to chest, extend head back, laterally flex ear to should and rotate head from side to side 		
9. Thorax		
<ul style="list-style-type: none"> • Perform the following examination both anteriorly and posteriorly. (client is seated with arms folded across chest to assess the posterior chest and supine for anterior). 		

Criteria: All items must be checked yes for attainment.	YES	NO
<ul style="list-style-type: none"> • Inspect entire chest • Note: Rate, rhythm, depth, effort and sound <ul style="list-style-type: none"> ○ Use of accessory muscles ○ Chest shape ○ Deformities, symmetry, abnormality • Palpate for: <ul style="list-style-type: none"> ○ tenderness using firm pressure ○ assessment of observed abnormalities ○ thoracic expansion at level of tenth rib with thumbs ○ proximal to the spinal column. • Tactile fremitus from apices to bases using ball of hand ulnar surface of hand • Auscultate from apices to bases systematically moving the stethoscope from side to side: <ul style="list-style-type: none"> ○ Instruct client to breathe through mouth ○ Evaluate breath sounds ○ Identify adventitious sound quality and location consolidation suspected, auscultate for abnormal voice sounds 		
10. Breasts and Axilla		
<ul style="list-style-type: none"> • Inspect in three positions arms and chest relaxed, arms raised over head and hands pressed into hips for: <ul style="list-style-type: none"> ○ size, symmetry ○ contour ○ skin appearance, vascular patters • Inspect nipples <ul style="list-style-type: none"> ○ size and shape ○ rashes, ulcerations, discharge • Palpate each breast from clavicle to the sixth or seventh rib. <ul style="list-style-type: none"> ○ Start with opposite breast if client states has lump ○ Use flat hand bending wrists not fingers to go over curves, applying moderate pressure in circular movements and keeping contact with the skin. ○ Move back and forth over the full area of the breast in a straight line pattern making constant circles sliding down a finger width for each pass ○ Check for consistency, tenderness, and nodules noting of present location, size, shape, mobility etc. ○ If problem is noted, repeat palpation in supping position with pillow under shoulder of side being examined ○ With client seated reach high into axilla to palpate central axillary nodes ○ Palpate pectoral group, lateral group, and subscapular group ○ Palpate down the humerus inside the anterior and posterior axillary fold to assess the epitrochlear nodes ○ Palpate along the clavicle to assess the supraclavicular and infraclavicular 		
11. Cardiovascular		
<ul style="list-style-type: none"> • Client is placed in supine position and examiner examines from the right side. Inspect <ul style="list-style-type: none"> ○ Use tangential lighting to compare chest for symmetry 		

Criteria:	YES	NO
All items must be checked yes for attainment.		
<ul style="list-style-type: none"> ○ Locate apical impulse if visible Palpation <ul style="list-style-type: none"> ○ Feel apical pulse noting location, rate, rhythm ○ Feel for thrills, heave, diffuse, lift, extra impulses in the (R) 2nd ICS, (L) 2nd ICS LSB, Apex Auscultation <ul style="list-style-type: none"> ○ Listen to heart with a stethoscope in (R) 2nd ICS, (L) 2nd ICS LSB and Apex. Use carotid to identify S1 ○ Identify rate, rhythm, where S1 is the loudest, where S2 is the loudest ○ Identify if equal to peripheral pulses ○ Listen in all areas again with the bell of the stethoscope ○ Listen at apex with the bell of the stethoscope and the client turned to left side ○ With client seated and leaning forward listen with the diaphragm of the stethoscope in the pulmonic site as client holds breath and then fully exhales • Neck vessels (may be done with neck) <ul style="list-style-type: none"> ○ Inspect carotid arteries and jugular veins for symmetry • Inspect jugular veins for changes with respiration and gradual elevation of the head to 45 degrees • Palpate carotid artery one side at a time by hooking fingers around cleidomastoid muscle <ul style="list-style-type: none"> ○ Ausclutate for carotid bruits 		
12. Peripheral Vascular Systems		
<ul style="list-style-type: none"> • Inspect arms for: (can be completed throughout musculoskeletal exam or general survey) <ul style="list-style-type: none"> ○ Size, swelling, clubbing, color, temperature, symmetry ○ Venous pattern ○ Color and texture of nails • Palpate radial and brachial pulses. Describe rate, rhythm, force, symmetry • Inspect legs for: <ul style="list-style-type: none"> ○ Size, swelling, clubbing, color, temperature, symmetry ○ Venous pattern ○ Color and texture of skin ○ Hair distribution ○ Pitting edema • Palpate femoral, popliteal, dorsalis pedis and posterior tabial <ul style="list-style-type: none"> ○ Describe rate, rhythm, force and symmetry • Palpate superficial inguinal nodes • Palpate calf for signs of phlebitis • Ask client to stand and re-inspect pattern 		
13. Abdomen		

Criteria:	YES	NO
All items must be checked yes for attainment.		
<p>Client has an empty bladder and abdomen is bared to symphysis pubis</p> <ul style="list-style-type: none"> • Inspect <ul style="list-style-type: none"> ○ skin ○ umbilicus ○ contours ○ peristaltic waves ○ pulsations • Auscultate all quadrants and epigastrium for <ul style="list-style-type: none"> ○ bowel sounds ○ vascular sounds • Palpate all four quadrants <ul style="list-style-type: none"> ○ with light firm pressure with fingertips ○ observes clients face to determine reaction, i.e. plan ○ measure abdominal girth 		
14. Musculoskeletal System		
<ul style="list-style-type: none"> • Inspect all joints for <ul style="list-style-type: none"> ○ ease and ROM ○ signs of inflammation ○ condition of tissues ○ deformity or asymmetry ○ muscle tone • Hands and Wrists - Assess ROM by asking client to <ul style="list-style-type: none"> ○ make fists ○ straighten fingers ○ flex and extend wrists ○ turn hands laterally and medially • Inspect and palpate <ul style="list-style-type: none"> ○ distal and proximal interphalangeal ○ metacarpophalangeal ○ wrists joints • Assess muscle strength by <ul style="list-style-type: none"> ○ straightening flexed wrist and extended wrists against resistance ○ having client grab two fingers and squeeze ○ applying strength to force clients out spread fingers together ○ by having client press thumb against each fingertip and resisting pulling apart • Elbows - Assess ROM <ul style="list-style-type: none"> ○ Ask client to bend and straighten elbows ○ Turn palms up and down • Inspect and Palpate elbow joint • Assess muscle strength by applying opposing force to extended flexed elbows • Shoulders - Assess ROM by asking client to <ul style="list-style-type: none"> ○ raise both arms vertically ○ place both arms behind neck and elbows out (abduction and external rotation) ○ place hands at the small of the back (internal rotation) • Inspect and Palpate shoulder and check for pronator drift <ul style="list-style-type: none"> ○ Arms held forward with eyes closed for 20 -30 seconds ○ Ask client to keep arms up and tap downward • Assess muscle strength by applying opposing force while client <ul style="list-style-type: none"> ○ maintains shrugged shoulders ○ raises arms overhead 		

NURS 227 – Health Assessment for LPN

Consent Form

Before you begin your interview, determine that your client understands the wording of the consent sheet. Have your client sign and date the consent form and attach it to the back of your assignment.

I, (please print name) _____ give consent for the Saskatchewan Polytechnic Practical Nurse Re-entry student named here (please print name) _____ to conduct a health history interview on me. I understand that only my initials will be used and that the data I give the above named student will be written down and submitted to a Saskatchewan Polytechnic Practical Nurse Re-entry faculty member who will read the health history and assign a mark to the student. I understand that the health history data will be used for educational purposes only.

Signature of client

Date

Signature of student

Date

PHAR 201 – Pharmacology for Practical Nurse Re-entry
Written Assignment

10%

Article Review

Instructions:

1. Find and read an article pertaining to medications. Possible sources are: newspaper, nursing journals, reputable magazines (e.g. McLean's) and reputable websites.
2. Write a report that addresses the marking criteria listed below.
3. Submit a copy of the article with your assignment. The report will not be accepted unless the article is included.

Marking Criteria:

1. Summarize the content in your own words. **(2 marks)**
2. Identify information that is misleading and/or confusing. **(2 marks)**
3. Discuss the significance of the information for:
 - the health consumer **(2 marks)**
 - the nurse **(2 marks)**
4. Suggest how the practical nursing student can utilize the information. **(2 marks)**

Length:

Minimum 1 typed page

Maximum 2 typed pages

PHAR 201 – Pharmacology for Practical Nurse Re-entry
Grading Rubric for Marking Article Review

- Exemplary:** Assignment goes beyond the requirements, has not errors or omissions. Can be used as an example for others. (90-100%: 9-10 marks)
- Excellent:** Assignment meets all requirements with some errors or omissions, and or may require some elaboration. (70-89 %: 7.5-8.5 marks)
- Satisfactory:** Assignment submitted has many errors or omissions, and/or requires elaboration, but meets minimum requirements. (60-69 %: 6-7.5 marks)
- Unacceptable:** Assignment submitted does not meet requirements. (<60%: <6 marks)

Marking Criteria	Mark	Comments
Summarizes content in own words (2 marks) <ul style="list-style-type: none"> Paper is 1-2 pages, double-spaced, uses correct spelling, grammar, sentence structure, and communicates thoughts and ideas clearly 		
Identifies information that is misleading and/or confusing (2 marks) <ul style="list-style-type: none"> Presented in a logical sequence with content related appropriately 		
Discusses the significance of the information for: <ul style="list-style-type: none"> The health consumer (2 marks) The nurse (2 marks) 		
Suggests how the practical nursing student can utilized the information (2 marks)		
Total Mark		