

# **Practical Nursing Certificate to Diploma PLAR Candidate Guide**

Prior Learning Assessment and  
Recognition (PLAR)



Tomorrow  
in the making.

## Copyright

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Saskatchewan Polytechnic

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The Practical Nursing Certificate to Diploma 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?**

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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. Practical Nursing, Certificate to Diploma 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?**

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To be eligible for PLAR, an applicant must first register or already be registered as a Saskatchewan Polytechnic student.

### **Option A: Individual course challenge**

If you have two years successful experience as a Licensed Practical Nurse within the last five years and have learned the skills and knowledge for **one or more** of the following Practical Nursing, Certificate to Diploma 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, please visit the [PLAR database](#) under PLAR-ready courses for a program; selecting the Practical Nursing program (PNGDIP).

OR call Saskatchewan Polytechnic and ask to speak to the program contact person for PLAR challenges. The CNE's direct phone number is 306-775-7689. You may call Saskatchewan Polytechnic's toll free number 1-866-467-4278 and ask to be connected to the direct program number above.

## **How many courses can be challenged through PLAR in the Practical Nursing, Certificate to Diploma program?**

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Currently we have 5 out of 8 diploma 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 Nursing Certificate to Diploma Program Profile			
COURSE CODE	COURSE NAME	PLAR Challenge(s) available	PLAR Challenge(s) not available
LEAD 201	Leadership in Nursing for LPNs	✓	
NRSG 255	Nasogastric Tube Insertion LPN	✓	
NRSG 256	Tracheostomy Care LPN	✓	
NURS 227	Health Assessment for LPNs	✓	
SOCI 261	Sociology 3 (offered by Associated Studies)**	✓	

For assistance call Saskatchewan Polytechnic and ask to speak to the Program Contact person for PLAR challenges. The CNE's direct phone number is 306-775-7689. You may call Saskatchewan Polytechnic's toll free number 1-866-467-4278 and ask to be connected to the direct program number.

\*Note\*: Some courses common to multiple programs at Saskatchewan Polytechnic (i.e. computers, communications, math, and sciences) are managed by Associated Studies Faculty.

## Is PLAR available at any time of the year?

PLAR challenges are currently being offered September to June.

## 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

- performance evaluations (including skill demonstrations, role plays, clinical applications, case studies)
- 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 Web site: <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.

### **Other Credentialing process**

Students who have successfully completed the following courses

- Leadership in Nursing LEAD 1604
- IV Therapy, Blood and Blood Products NURS 1639
- Nasogastric Tube Insertion NURS 1664

will receive credit for LEAD 201, NRSNG 254, and NRSNG 255 towards the current Saskatchewan Polytechnic Diploma credential.

## Contact us

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

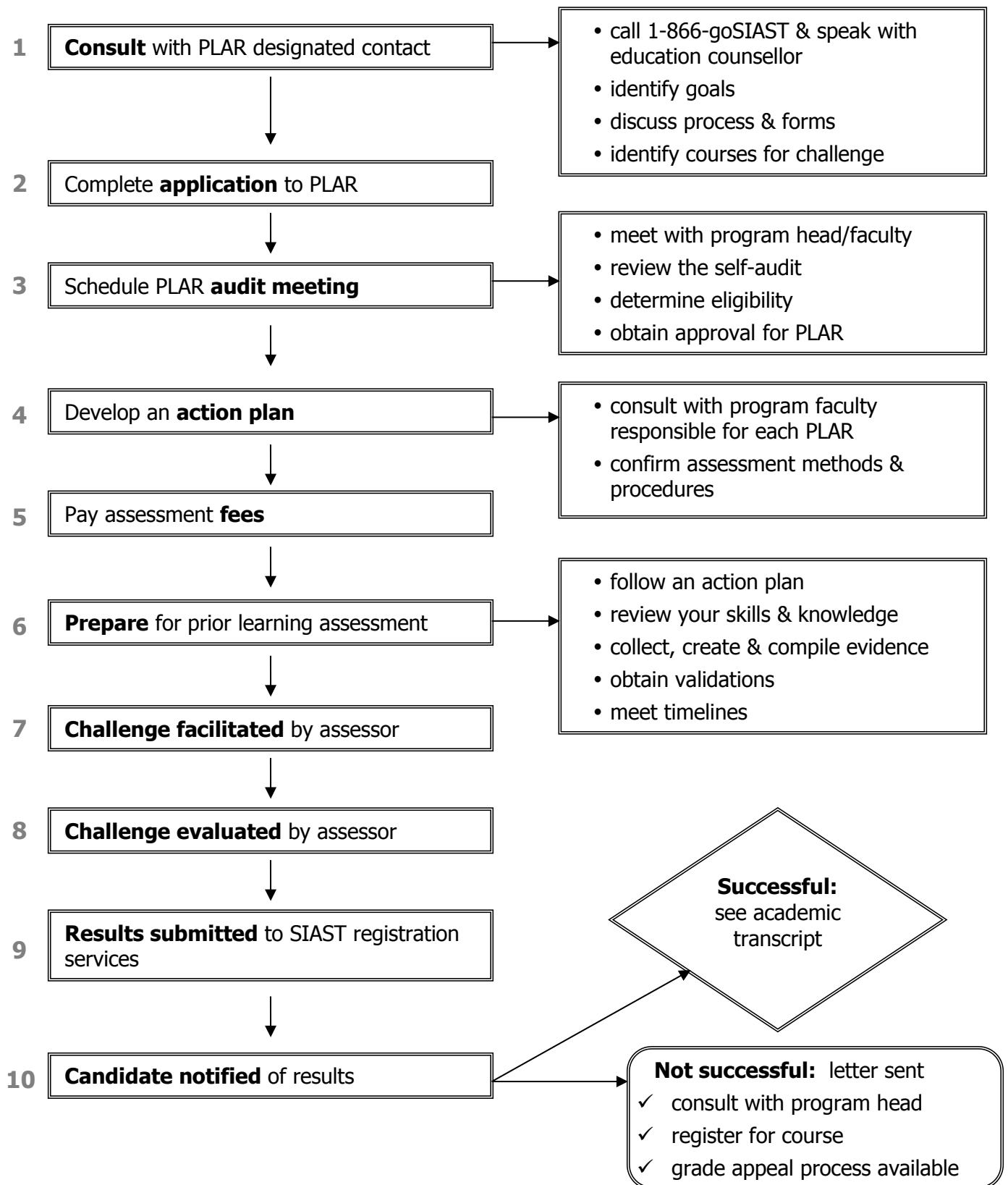
Saskatchewan Polytechnic in Moose Jaw  
Counselling Services, Room 2.203  
306-691-8311 or 306-691-8310  
[MooseJawCounselling@saskpolytech.ca](mailto:MooseJawCounselling@saskpolytech.ca)

Saskatchewan Polytechnic in Prince Albert  
Counselling Services, Room F203 (Technical Centre)  
306-765-1611  
[PrinceAlbert.Counselling@saskpolytech.ca](mailto:PrinceAlbert.Counselling@saskpolytech.ca)

Saskatchewan Polytechnic in Regina  
Counselling Services, Room 228  
306-775-7436  
[ReginaCounselling@saskpolytech.ca](mailto:ReginaCounselling@saskpolytech.ca)

Saskatchewan Polytechnic in Saskatoon  
Counselling Services, Room 114  
306-659-4050  
[SaskatoonCounselling@saskpolytech.ca](mailto:SaskatoonCounselling@saskpolytech.ca)

## Prior Learning Assessment and Recognition process





## **Guiding principles for developing a PLAR evidence file**

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1. As you begin the PLAR process you will be advised if any evidence is required. This will be identified in your [action plan](#). Check with the PLAR designated contact **before** you begin to gather evidence.
2. Evidence must be valid and relevant. Your evidence must match the learning outcomes identified for each course.
  - It is your responsibility to create, collect and compile relevant evidence – if required.
3. Learning must be current within five 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**

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

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

Ensure that you provide full evidence to your Practical Nursing, Certificate to Diploma 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):

- Resume
- Related workshops/in-service education
- Experience (activity) outlines
- Workplace validations

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?**

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

## Steps to complete a self-audit

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

<b>Mastery:</b>	I am able to demonstrate the learning outcome well enough to teach it to someone else.
<b>Competent:</b>	I can work independently to apply the learning outcome.
<b>Functional:</b>	I need some assistance in using the outcome.
<b>Learning:</b>	I am developing skills and knowledge for this area.
<b>None:</b>	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)

### LEAD 201 – Leadership in Nursing for LPNs

You will enhance your leadership skills. You will study the changing roles in nursing, the professional concepts of leadership and management, and the significance of communication and conflict resolution to leadership and management. You will study how ethical and legal issues influence nursing; and how power and motivation relate to leadership and management. You will be able to demonstrate the basic skills necessary to be an effective team manager.

**Credit unit(s):** 3.0

<b>LEAD 201 – Leadership in Nursing for LPNs</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	<b>Mastery</b>	<b>Competent</b>	<b>Functional</b>	<b>Learning</b>	<b>None</b>
1. Discuss the changing roles in nursing.					
▪ Discuss the concept of paradigm and advocacy and how they impact Nursing					
▪ Explain why critical thinking is important to nursing					
▪ Describe change as it relates to nursing					
▪ Explain the term nursing informatics and its significance to nursing					
▪ Examine contemporary perspectives on patient safety					
2. Discuss leadership and management as professional concepts.					
▪ Discuss the differences between leadership and management					
▪ Describe leadership styles					
▪ Discuss the significance of communication and conflict resolution					
3. Discuss the significance of communication and conflict resolution to leadership and management.					
▪ Discuss communication principles for the clinical setting					
▪ Describe the importance of written communication as it relates to leadership and management					
▪ Explain the concept of failed communication					
▪ Describe conflict and conflict resolution processes					
4. Describe how ethical and legal issues influence nursing.					
▪ Describe the ethical responsibilities of the nurse					
▪ Review the legal responsibilities of the nurse					
5. Describe power and motivation as they relate to leadership and management.					
▪ Explain the term power and describe the types of power					

<b>LEAD 201 – Leadership in Nursing for LPNs</b>		<b>Mastery</b>	<b>Competent</b>	<b>Functional</b>	<b>Learning</b>	<b>None</b>
<b>Mastery:</b>	I am able to demonstrate it well enough to teach it to someone else.					
<b>Competent:</b>	I can work independently to apply the outcome.					
<b>Functional:</b>	I need some assistance in using the outcome.					
<b>Learning:</b>	I am developing skills and knowledge for this area.					
<b>None:</b>	I have no experience with the outcome.					
<ul style="list-style-type: none"> <li>Explain the concepts of empowerment and powerlessness</li> </ul>						
<ul style="list-style-type: none"> <li>Explain employee motivation</li> </ul>						
6. Describe the skills necessary to be an effective team leader.						
<ul style="list-style-type: none"> <li>Explain team building and group norms</li> </ul>						
<ul style="list-style-type: none"> <li>Discuss the art of delegation</li> </ul>						
<ul style="list-style-type: none"> <li>Review the variables involved in staffing plans</li> </ul>						

### PLAR assessment methods

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

#### 1. Evidence File

- Annotated personal work experience resume
- Education documents
- Evidence to be reflective of course objectives (learning outcomes 1-6 listed above)

#### 2. Assignment - Reflective Writing

Three reflective writing entries

#### 3. Scholarly paper

- 6-8 page APA style paper applying leadership concepts to Health Care System Change

### Resources

Dahlkemper, T. (2013) *Anderson's Nursing Leadership, Management, and Professional Practice for the LPN/LVN: In Nursing Schools and Beyond*. F.A. Davis & Company.

## NRSB 255 – Nasogastric Tube Insertion LPN

You will develop knowledge and skill in assessing a client with a nasogastric tube. You will learn the skill of insertion, maintenance and removal of a nasogastric tube. Your studies will include self-study theory, review exercises, simulation practice lab and a written exam.

**Credit unit(s):** 1.0

**Prerequisite(s):** Must be a licenced practical nurse

<b>NRSB 255 – Nasogastric Tube Insertion LPN</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Discuss the anatomy and physiology of the gastrointestinal tract.					
2. Review the vocabulary of the gastrointestinal tract.					
3. Describe the indications of nasogastric tube insertion.					
4. Describe nasogastric tubes.					
5. Describe the assessment of a client with a nasogastric tube.					
6. Demonstrate the preparation and procedure for inserting, maintaining and discontinuing a nasogastric tube.					
7. Demonstrate the insertion and removal of a nasogastric tube.					

### 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

- Current LPN licence
- Letter of validation from employer indicating nasogastric tube care experience
- Resume indicating nasogastric tube care courses and/or work experience
- Self-audit checklist for nasogastric tube care
- Other relevant documentation

## **2. Challenge exam** (Refer to [Appendix A](#) for sample questions)

Once you have submitted your evidence file and been approved to proceed, you will set a date and time with your instructor to write the exam. You must get a mark of 60% or more to proceed with the lab demonstration.

Comprehensive objective type examination:

- 35 multiple choice, matching and fill in the blank questions
- 1.5 hours

## **3. Lab demonstration and workplace validation**

- Workplace validation checklist for Nasogastric Tube Care signed by manager (Refer to [Appendix B](#))
- Lab demonstration (Refer to [Appendix C](#))

## NRSB 256 – Tracheostomy Care LPN

This course is for licensed practical nurses who will develop the knowledge and skill regarding tracheostomy care. You will demonstrate the knowledge and ability to perform the required care of a person with a tracheostomy. The course content includes self-study theory, review exercises, simulation practice lab and a written exam.

**Credit unit(s):** 1.0

**Prerequisite(s):** Must be a licensed practical nurse

<b>NRSB 256 – Tracheostomy Care LPN</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe the tracheostomy tube.					
2. Describe the indications for the use of tracheostomy tubes.					
3. Review the vocabulary of artificial airways.					
4. Describe psychological considerations related to tracheostomy care.					
5. Describe the general nursing care of a client with a tracheostomy.					
6. Describe the knowledge and ability to suction a client with a tracheostomy tube.					
7. Describe the knowledge and ability to perform the care for a client with a tracheostomy tube.					
8. Demonstrate the knowledge and ability to suction a client with a tracheostomy tube.					
9. Discuss the knowledge and ability to recognize the complications, clinical manifestations and nursing interventions related to tracheostomy care.					
10. Demonstrate the knowledge and ability to recognize the complications, clinical manifestations and nursing interventions related to tracheostomy care.					

## PLAR assessment methods

If you qualify for PLAR, you will 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

- Current LPN licence
- Letter of validation from employer indicating tracheostomy experience
- Resume indicating tracheostomy courses and/or work experience
- Above Self audit checklist for tracheostomy care
- Other relevant documentation

### 2. Challenge exam (Please refer to [Appendix D](#) for sample exam questions)

Once you have submitted your evidence file and been approved to proceed, you will set a date and time with your instructor to write the exam. You must get a mark of 60% or more to proceed with the lab demonstration.

Comprehensive objective type examination:

- 35 multiple choice, matching and fill in the blank questions
- .5 hours

### 3. Lab demonstration and workplace validation

- Workplace validation checklist for Tracheostomy Care signed by manager (Refer to [Appendix E](#))
- Lab demonstration (Refer to [Appendix F](#))



## NURS 227 – Health Assessment/LPN

The Health Assessment course for Licensed Practical Nurses (LPN) will prepare the LPN to perform a health history and physical examination of clients in various stages across the lifespan. The LPN will examine a healthy adult and identify deviations from health that must be referred to a registered nurse or physician. Challenges related to aging will also be explored. The course includes a family assessment focusing on structural aspects. Documentation of the findings is a component of the course.

**Credit unit(s):** 4.0

<b>NURS 227 – Health Assessment/LPN</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	<b>Mastery</b>	<b>Competent</b>	<b>Functional</b>	<b>Learning</b>	<b>None</b>
1. Examine nursing assessment across the lifespan.					
<ul style="list-style-type: none"> <li>▪ Identify the growth and development components of the nursing assessment of the child</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the role of assessment in the care of the adult and the older adult</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the challenges in assessing the older adult</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe transcultural considerations in assessing a client</li> </ul>					
2. Describe the components of a comprehensive health history of an older adult client.					
<ul style="list-style-type: none"> <li>▪ Explain the structure and purpose of a health history</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe interviewing skills that facilitate the collection of health history data</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe communication barriers to gathering health history data on the part of the client or on the part of the nurse</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Identify the critical characteristics of symptoms</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Identify the client’s pattern of health promotion</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Document health history data</li> </ul>					
3. Demonstrate the components of a physical assessment.					
<ul style="list-style-type: none"> <li>▪ Describe the approach to physical assessment in the clinical setting</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Identify components of the general survey of physical assessment</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Demonstrate the use of equipment used in physical assessment</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Demonstrate the three techniques of inspection, palpation and auscultation</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Perform a general survey during physical assessment</li> </ul>					

<b>NURS 227 – Health Assessment/LPN</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
4. Demonstrate an assessment of mental status functioning of an adult client.					
<ul style="list-style-type: none"> <li>▪ Describe components of mental status assessment</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Perform a mental status examination</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Report and document data collection</li> </ul>					
5. Demonstrate an assessment of sensory functioning.					
<ul style="list-style-type: none"> <li>▪ Review the anatomy of the following: <ul style="list-style-type: none"> <li>○ skin, hair, nails</li> <li>○ head and neck</li> <li>○ ears and eyes</li> <li>○ nose, mouth and throat</li> </ul> </li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe normal and abnormal findings in sensory functioning</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe developmental considerations in assessment of sensory functioning</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe potential age-related variations in assessment of sensory functioning of an older adult</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Perform an assessment of sensory functioning</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Report and record data collection</li> </ul>					
6. Perform an assessment of the breasts and axillae of an adult client.					
<ul style="list-style-type: none"> <li>▪ Review the anatomy of the breasts, axillae, and genitalia</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe normal and abnormal findings in assessment of the breasts, axillae, and genitalia</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe age-related variations in the breasts, axillae and genitalia of the older adult</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe how to assess the breasts, axillae and genitalia</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Perform an assessment of the breasts and axillae</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Report and record data collection</li> </ul>					
7. Perform an assessment of the thorax and lungs.					
<ul style="list-style-type: none"> <li>▪ Review the anatomy of the thorax and lungs</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe normal, abnormal findings in assessment of respiratory functioning</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe age-related variations in the thorax and lungs of the older adult</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe how to assess the thorax and lungs</li> </ul>					

<b>NURS 227 – Health Assessment/LPN</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> <li>▪ Perform an assessment of the thorax and lungs</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Report and record data collection</li> </ul>					
<b>8. Perform an assessment of the cardiovascular and peripheral vascular systems.</b>					
<ul style="list-style-type: none"> <li>▪ Review the anatomy of the cardiovascular and peripheral vascular system</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe normal, abnormal finding in assessment of the cardiovascular and peripheral vascular systems</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe age-related variations in the cardiovascular and peripheral vascular systems of the older adult</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe how to assess the cardiovascular and peripheral vascular systems</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Perform an assessment of the cardiovascular and peripheral vascular systems</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Report and record data collection</li> </ul>					
<b>9. Perform an assessment of the gastrointestinal system.</b>					
<ul style="list-style-type: none"> <li>▪ Review the anatomy of the gastrointestinal system</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe normal, abnormal findings in assessment of the gastrointestinal system</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe age-related variations in the gastrointestinal system of the older adult</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe how to assess the gastrointestinal system</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Perform an assessment of the gastrointestinal system</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Report and record data collection</li> </ul>					
<b>10. Perform an assessment of the musculoskeletal system.</b>					
<ul style="list-style-type: none"> <li>▪ Review the anatomy of the musculoskeletal system</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe normal, abnormal findings in assessment of the musculoskeletal system</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe age-related variations in the musculoskeletal system of the older adult</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe how to assess the musculoskeletal system</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Perform an assessment of the musculoskeletal system</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Report and record data collection</li> </ul>					
<b>11. Perform an assessment of the neurological system.</b>					

<b>NURS 227 – Health Assessment/LPN</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> <li>▪ Review the anatomy of the neurological system</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe normal, abnormal findings in assessment of the neurological system</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe age-related variations in the neurological system of the older adult</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe how to assess the neurological system</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Perform an assessment of neurological functioning</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Report and record data collection</li> </ul>					
<b>12. Perform a psychological assessment.</b>					
<ul style="list-style-type: none"> <li>▪ Describe psychological age-related variations in the older adult</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the components of a psychological assessment</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Perform a psychological assessment</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Report and record data collection</li> </ul>					
<b>13. Perform a sociocultural assessment.</b>					
<ul style="list-style-type: none"> <li>▪ Describe social and cultural influences that affect health and health practices</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the spiritual and religious influences that affect health, health beliefs and practices</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Identify sociocultural factors that influence the older adult</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the components of a sociocultural assessment</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Perform a sociocultural assessment</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Report and record data collection</li> </ul>					
<b>14. Perform a family structure assessment.</b>					
<ul style="list-style-type: none"> <li>▪ Describe factors that influence family health beliefs and practices</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Identify factors that influence the family structure of the older adult</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the components of a family structure assessment</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Perform a family structure assessment</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Report and record data collection</li> </ul>					

## PLAR assessment methods

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

### 1. Evidence file

- Evidence of having completed a health assessment course or workshop.

### 2. Challenge exam

- Written exam: multiple choice. You must pass this exam with 60% or more to continue with the PLAR process. Refer to [Appendix G](#) for exam blueprints.

### 3. Workplace validation

- Health History/Physical Examination skills checklist validated by your manager. This will be provided after you successfully pass the exam.

### 4. Assignment

- Health History/Physical Examination documentation assignment to be completed after successfully passing the exam.

### 5. Lab demonstration

- Demonstration of a head to toe assessment utilizing physical examination skills in a lab setting (date and time to be arranged once you have passed the exam, completed the assignment and submitted your evidence portfolio which includes Health Assessment/LPN Self Audit).

## Resources

Jarvis, C. *Physical Examination & Health Assessment*. (2009) (1st ed). Philadelphia. W.B. Saunders Co.

Saskatchewan Polytechnic NURS 227 Health Assessment for LPNs Course Manual and Coursepack

Jarvis, C. *Pocket Companion Physical Examination And Health A*, (2009)(1<sup>st</sup> ed)

*Tabers cyclopedic medical dictionary*. (2001). (20<sup>th</sup> ed.). Philadelphia: F.A. Davis Co.

The Canadian PN Exam – Prep Guide. Assessment Strategies Inc.

### SOCI 261 – Sociology 3

In this course you will explore the sociological complexities involved in caring for clients from diverse cultural backgrounds. You will learn how to provide culturally respectful care to clients of Aboriginal ancestry while recognizing the diversity within Aboriginal peoples' culture. You will explore the history of Canada's Aboriginal peoples, as well as current trends and conditions.

**Credit unit(s):** 2.0

**Prerequisite(s):** SOCI 160 minimum grade of 60

<b>SOCI 261 – Sociology 3</b> <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> I can work independently to apply the outcome. <b>Functional:</b> I need some assistance in using the outcome. <b>Learning:</b> I am developing skills and knowledge for this area. <b>None:</b> I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe identity and world views from an Aboriginal perspective.					
<ul style="list-style-type: none"> <li>▪ Sociological Review: Revisiting Key Definitions and Concepts</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Examine the early political and economic history of the aboriginal peoples of Canada</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the treaty processes and Indian policy development</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe the tribal origins of aboriginal groups in Saskatchewan</li> </ul>					
2. Examine family and community from an Aboriginal perspective.					
<ul style="list-style-type: none"> <li>▪ Examine historical aboriginal family relations, roles and structures</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Describe contemporary aboriginal family acculturation categories</li> </ul>					
3. Examine health issues and traditional healing from an Aboriginal perspective.					
<ul style="list-style-type: none"> <li>▪ Examine pre-contact aboriginal health and traditional healing practices</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Examine post-contact aboriginal health and traditional healing practices</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Examine current aboriginal health and healing practices</li> </ul>					
4. Apply cultural awareness skills when caring for First Nations and Métis clients.					
<ul style="list-style-type: none"> <li>▪ Discuss the Cultural Diversity of Communication Styles</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Discuss issues of power in nursing, healing and health care</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Explore how to apply your sociological skills to case studies</li> </ul>					

## 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 challenge exam

- Short Answer and long answer questions
- 60% must be attained to successfully challenge this course

The PLAR candidate will successfully complete a challenge exam. A final mark of 60% or greater indicates the candidate has completed all necessary criteria for the course. The challenge exam assesses outcomes 1 through 4 as listed in the candidate guide self-audit. The exam consists of 4 short answer and 5 long answer questions (total 9 questions). Candidates have only one attempt at the exam.

- Please refer to [Appendix H](#) for exam blueprint.
- The PLAR candidate is allowed two (2) hours to complete the exam.

### 2. Resume

- Detailing the relevant work history of the candidate.

## Resources

Waldram, J.B., Herring, D. A., & Young, T. K. (2006). *Aboriginal health in Canada* (2<sup>nd</sup> ed.) Toronto, ON: University of Toronto Press.

Saskatchewan Polytechnic. (2009). *SOCI 261 – Sociology 3* [Course Manual]. Regina, SK. Saskatchewan Polytechnic Wascana Campus.

Saskatchewan Polytechnic. (2009). *SOCI 261 – Sociology 3* [Coursepack]. Regina, SK. Saskatchewan Polytechnic Wascana Campus.

# **Practical Nursing Certificate to Diploma**

## Appendices



## Appendix A

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### NRSNG 255 – Nasogastric Tube Insertion LPN

#### Sample exam questions

1. Describe how to measure the appropriate distance to insert a nasogastric tube.
  
  
  
  
  
  
  
  
  
  
2. What would you do if during insertion, your client begins to cough, gag and choke?
  
  
  
  
  
  
  
  
  
  
3. List 3 nursing responsibilities in caring for a client receiving nasogastric suction.
  - a)
  - b)
  - c)
  
  
  
  
  
  
  
  
  
  
4. To irrigate a nasogastric tube, the nurse inserts \_\_\_\_\_ mL of \_\_\_\_\_ into the tube after checking tube placement.

## Appendix B

### Employer validation checklist

Practical Nursing, Certificate to Diploma

Name: \_\_\_\_\_

**NRSB 255** - Nasogastric Tube Insertion Care LPN

Student ID: \_\_\_\_\_

Completion date: \_\_\_\_\_

Employee/PLAR candidates for the challenge of **NRSB 255** must have this form completed by their direct supervisor/employer. The supervisor/employer is responsible for ensuring the Employer Validation Checklist accurately reflects the student's abilities in each area identified. *The employee/candidate must use/be using these skills on a regular basis in a recent and relevant manner. (2 years within the last five years)*

**Directions:** On the following page(s) there is a list of skill and knowledge factors that the employer/candidate is required to achieve in completing NRSB 255. Please validate the employee/candidate's performance by placing a ✓ in the appropriate column. Add any clarifications and/or observations in the "Optional Comments" section. Sign and date below.

<b>The student:</b> _____ <b>Mastery:</b> is able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> can work independently to apply the outcome. <b>Functional:</b> needs some assistance in using the outcome. <b>Learning:</b> is developing skills and knowledge for this area. <b>None:</b> has no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Applies correct procedures for a variety of nasogastric tubes.					
2. Recognizes the indications for use of the nasogastric tube.					
3. Uses correct vocabulary related to nasogastric tube use.					
4. Considers the psychological issues related to nasogastric care.					
5. Carries out nursing care of a client with a nasogastric tube based on the client care plan.					
6. Routinely inserts a nasogastric tube using correct procedure.					
7. Routinely removes a nasogastric tube using correct procedure.					
8. Routinely provides overall professional care for a client with a nasogastric tube.					
9. Responds appropriately in recognizing complications, clinical manifestations and nursing interventions related to nasogastric tube care.					

**Note:** The employer/supervisor will be contacted by the Saskatchewan Polytechnic assessor to confirm/clarify information provided.

Comments:

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**Candidate information** *(please print)*

Name \_\_\_\_\_ Student number \_\_\_\_\_

I affirm that I am the person who has performed those items checked on this checklist. I acknowledge that the performance checklists used are solely for the purpose of skills assessment for the Saskatchewan Polytechnic Practical Nursing, Certificate to Diploma requirements, and are not intended to replace or modify company operating or safety procedures, and may not be appropriate for use in all circumstances.

PLAR candidate's signature \_\_\_\_\_ Date \_\_\_\_\_

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**Employer/ Supervisor's information** *(please print)*

Name \_\_\_\_\_ Phone \_\_\_\_\_

Organization/employer \_\_\_\_\_

Address \_\_\_\_\_

I affirm that I am the person who has administered this checklist, and that I have conducted this candidate's skills assessment with integrity. I also affirm that the above named candidate is the person whose performance I evaluated, and that the above named person performed the checked tasks at the indicated level without assistance from me or any other person.

Employer/supervisor's signature \_\_\_\_\_ Date \_\_\_\_\_

### Performance lab test guidelines

#### NRSG 255 – Nasogastric Tube Insertion and Removal performance test guidelines

##### Introduction

You will be participating in a performance examination intended to assess your ability to insert and remove a nasogastric tube. The simulated lab setting allows you to perform this skill in a situation that closely resembles the real clinical world without worrying about the safety of a real client.

You will be required to perform these skills safely in order to complete the course. It is intended that preparation for and performance of the examination will better enable you to perform the skills efficiently in your clinical experience.

##### Purpose of this performance test guide

This performance test guide is designed to provide students and examiners with directions about the examination process. Providing specific directions about the examination process will allow for optimal:

- **Level of acceptability:** the essential nursing behaviors that constitute acceptable practice are identified.
- **Objectivity** on the part of the examiners.
- **Comparability** (fairness) in terms of each student's assignment.
- **Consistency** in terms of how each student is tested.
- **Systematized conditions** i.e., equality in test time, criteria for pass/fail, codes for behavior.

##### Performance test location

The performance test will occur in the nursing simulation laboratory. All the required equipment will be provided, i.e., tubes, mannequins.

##### Scope of performance test

The performance test will focus on the following areas:

- **Insertion:** The insertion of a nasogastric tube.
- **Placement:** Identifying correct placement of tube.
- **Removal:** Removal of a nasogastric tube.

The **standards** (criteria) that will be used to measure competence are called **Critical Elements**. Critical elements are essential nursing behaviors that clearly state what must be done to ensure safe practice.

### **The critical elements of Asepsis include:**

1. Protects self from contamination.
2. Protects client from contamination.
3. Disposes of contaminated material in designated containers.
4. Confines contaminated material to contaminated areas.
5. Maintains sterility of equipment when required.

(Lenburg, 1979, p. 50)

### **Criteria for passing the performance test**

1. Students must achieve all **critical elements** related to asepsis in order to pass the performance test.
2. Students will be allowed to **correct** omissions/errors providing none of the critical elements have been compromised.
3. When a critical element is omitted or unmet, the performance test will be discontinued.
4. The student will meet with the Examiner immediately following the examination to discuss the outcome. All students must meet the critical elements to pass the performance test.

## **Student and examiner roles**

### **Student role**

You will:

1. Prepare for the performance test. **Practice** is the key to success. Use your performance checklists and the critical elements when you practice.
2. Be expected to insert a Nasogastric tube, check placement and then remove the nasogastric tube without consulting the examiner. You may talk your way through the skill if you wish. Directions, clarification, or assistance will be provided by the examiner. However, you will make decisions and implement them without assistance from the Examiner.
3. Be expected to demonstrate the Nasogastric tube insertion and removal according to the Critical Elements.

## **NRSG 255 – Nasogastric Tube Insertion and Removal**

### **Performance test signatures**

#### **Employee information** *(please print)*

Dates of employment: \_\_\_\_\_ to \_\_\_\_\_  
(dd/mm/yy) (dd/mm/yy)

Employment description: Full-time  Hours per week: \_\_\_\_\_  
Part-time  Hours per week: \_\_\_\_\_

Position(s) held \_\_\_\_\_

#### **Candidate information** *(please print)*

Name \_\_\_\_\_ Student number \_\_\_\_\_

I affirm that I am the person who has performed those items checked on this nasogastric tube insertion, removal and care checklist. I acknowledge that the nasogastric tube insertion, removal and care performance checklists used are solely for the purpose of skills assessment for the Saskatchewan Polytechnic Practical Nursing Certificate to Diploma requirements, and are not intended to replace or modify company operating or safety procedures, and may not be appropriate for use in all circumstances.

PLAR candidate's signature \_\_\_\_\_ Date \_\_\_\_\_

#### **Employer/ Supervisor's Information** *(please print)*

Name \_\_\_\_\_ Phone \_\_\_\_\_

Organization/employer \_\_\_\_\_

Address \_\_\_\_\_

I affirm that I am the person who has administered this checklist, and that I have conducted this candidate's skills assessment with integrity. I also affirm that the above named candidate is the person whose performance I evaluated, and that the above named person performed the checked tasks at the indicated level without assistance from me or any other person.

Employer/supervisor's signature \_\_\_\_\_ Date \_\_\_\_\_

### NRSG 256 – Tracheostomy Care LPN Tracheostomy Care sample questions

1. Name the two types of water used to clean the inside of the suction tube?

\_\_\_\_\_ and \_\_\_\_\_

2. The outer tube can be cleaned with \_\_\_\_\_ or \_\_\_\_\_.

3. What items must be kept at bedside at all times in case of accidental tube expulsion?  
(2 marks)

4. Match the following:

1) Replace old tracheostomy tube with new one

a) insecure tube

2) Adjust or apply new ties

b) infection

3) Patient temperature 39°C

c) accidental extubation

## Appendix E

### Employer validation checklist

Practical Nursing, Certificate to Diploma

Name: \_\_\_\_\_

**NRSG 256** - Tracheostomy Care for LPNs

Student ID: \_\_\_\_\_

Completion date: \_\_\_\_\_

Employee/PLAR candidates for the challenge of **NRSG 256** must have this form completed by their direct supervisor/employer. The supervisor/employer is responsible for ensuring the Employer Validation Checklist accurately reflects the student's abilities in each area identified. *The employee/candidate must use/be using these skills on a regular basis in a recent and relevant manner. (2 years within the last five years)*

**Directions:** On the following page(s) there is a list of skill and knowledge factors that the employer/candidate is required to achieve in completing NRSG 256. Please validate the employee/candidate's performance by placing a ✓ in the appropriate column. Add any clarifications and/or observations in the "Optional Comments" section. Sign and date below.

<b>The student :</b> <b>Mastery:</b> is able to demonstrate it well enough to teach it to someone else. <b>Competent:</b> can work independently to apply the outcome. <b>Functional:</b> needs some assistance in using the outcome. <b>Learning:</b> is developing skills and knowledge for this area. <b>None:</b> has no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Applies correct procedures for a variety of tracheostomy tubes.					
2. Recognizes the indications for use of the tracheostomy tube.					
3. Uses correct vocabulary related to artificial airways.					
4. Considers the psychological issues related to tracheostomy care.					
5. Carries out nursing care of a client with a tracheostomy tube based on the client care plan.					
6. Routinely performs correct care of a client with a tracheostomy tube.					
7. Routinely suctions a client with a tracheostomy tube using correct procedures.					
8. Routinely provides overall professional care for a client with a tracheostomy tube.					
9. Responds appropriately in recognizing complications, clinical manifestations and nursing interventions related to tracheostomy care.					



**Note:** The employer/ supervisor will be contacted by the Saskatchewan Polytechnic assessor to confirm/clarify information provided.

Comments:

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## NRSG 256 – Tracheostomy Care for LPNs

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### Employee information *(please print)*

Dates of employment: \_\_\_\_\_ to \_\_\_\_\_  
(dd/mm/yy) (dd/mm/yy)

Employment description: Full-time  Hours per week: \_\_\_\_\_  
Part-time  Hours per week: \_\_\_\_\_

Position(s) held \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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### Candidate information *(please print)*

Name \_\_\_\_\_ Student number \_\_\_\_\_

I affirm that I am the person who has performed those items checked on this tracheostomy care checklist. I acknowledge that the tracheostomy care performance checklists used are solely for the purpose of skills assessment for the Saskatchewan Polytechnic Practical Nursing Certificate to Diploma requirements, and are not intended to replace or modify company operating or safety procedures, and may not be appropriate for use in all circumstances.

PLAR candidate's signature \_\_\_\_\_ Date \_\_\_\_\_

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### Employer/ Supervisor's Information *(please print)*

Name \_\_\_\_\_ Phone \_\_\_\_\_

Organization/employer \_\_\_\_\_

Address \_\_\_\_\_

I affirm that I am the person who has administered this checklist, and that I have conducted this candidate's skills assessment with integrity. I also affirm that the above named candidate is the person whose performance I evaluated, and that the above named person performed the checked tasks at the indicated level without assistance from me or any other person.

Employer/supervisor's signature \_\_\_\_\_ Date \_\_\_\_\_

### Performance lab test guidelines

#### NRSG 256 – Tracheostomy Tube Suctioning and Care performance test guidelines

##### Introduction

You will be participating in a performance test intended to assess your ability to suction and care for a client with a tracheostomy tube. The simulated lab setting allows you to perform this skill in a situation that closely resembles the real clinical world without worrying about the safety of a real client.

You will be required to perform these skills safely in order to complete your course. It is intended that preparation for and performance of the test will better enable you to perform the skills efficiently in your clinical experience.

##### Purpose of this Performance Test

This performance test is designed to provide students and examiners with directions about the examination process. Providing specific directions about the performance test process will allow for optimal:

- **Level of acceptability:** the essential nursing behaviors that constitute acceptable practice are identified.
- **Objectivity** on the part of the examiners.
- **Comparability** (fairness) in terms of each student's assignment.
- **Consistency** in terms of how each student is tested.
- **Systematized conditions** i.e., equality in test time, criteria for pass/fail, codes for behavior.

##### Performance test location

1. The performance test will occur in the nursing simulation laboratory.
2. All the required equipment will be provided i.e... tubes, mannequins.

##### Scope of performance test

The performance test will focus on the following areas:

- **Suctioning:** The suctioning of a Tracheostomy tube
- **Care:** Cleaning the tracheostomy tube and changing the ties

The **standards** (criteria) that will be used to measure competence are called **Critical Elements**. Critical elements are essential nursing behaviors that clearly state what must be done to ensure safe practice.

### **The Critical Elements of Asepsis include:**

1. Protects self from contamination.
2. Protects client from contamination.
3. Disposes of contaminated material in designated containers.
4. Confines contaminated material to contaminated areas.
5. Maintains sterility of equipment when required.

(Lenburg, 1979, p. 50)

### **Criteria for passing the performance test**

1. Students must achieve all **critical elements** related to asepsis in order to pass the performance test.
2. Students will be allowed to **correct** omissions/errors providing none of the critical elements have been compromised.
3. When a critical element is omitted or unmet, performance test will be discontinued.
4. The student will meet with the Examiner immediately following performance test to discuss the outcome. All students must meet the critical elements to pass the Performance Test.

The following document will be completed by the Examiner based on the student's performance.

### **Student role**

You will:

1. Prepare for performance test. **Practice** is the key to success. Use your performance checklists and the critical elements when you practice. Attend classes and practice times to learn the skills and practice them correctly with the assistance of your instructors.
2. Be expected to suction a Tracheostomy tube and care for the tracheostomy tube, by cleaning the cannulas and replacing the ties without consulting the examiner. You may talk your way through the skill if you wish. Directions, clarification, or assistance will be provided by the examiner. However, you will make decisions and implement them without assistance from the Examiner.
3. Be expected to demonstrate the Suctioning and care of a Tracheostomy tube according to the Critical Elements.

## Appendix G

### NURS 227 – Health Assessment for LPNs

#### Exam blueprint

Learning outcome	Number of questions
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
<b>Total</b>	<b>50</b>

## Appendix H

### SOCI 261 – Sociology 3

#### Exam Blueprint

<b>SOCI 261 – Sociology 3</b> In this course you will explore the sociological complexities involved in caring for clients from diverse cultural backgrounds. You will learn how to provide culturally respectful care to clients of Aboriginal ancestry while recognizing the diversity within Aboriginal peoples' culture. You will explore the history of Canada's Aboriginal peoples, as well as current trends and conditions.	<b>Short answer</b>	<b>Long answer</b>	<b>Total (outcome)</b>
1. Describe identity and world views from an aboriginal perspective.	2	1	3
2. Examine family and community from an aboriginal perspective.	0	1	1
3. Examine health issues and traditional healing from an aboriginal perspective.	0	2	2
4. Apply cultural awareness skills when caring for First Nations and Métis clients.	2	1	3
<b>Total</b>	<b>4</b>	<b>5</b>	<b>9</b>