

Continuing Care Assistant

PLAR Candidate Guide

Prior Learning Assessment and
Recognition (PLAR)



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Saskatchewan Polytechnic

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The Continuing Care Assistant program is committed to assessing and awarding credit for students' existing knowledge and skills that closely match the learning outcomes of one or more of our courses. Fair, valid, and flexible assessment methods can be applied to award credit for prior learning acquired through post-secondary education, workplace training, and informal learning.

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Prior learning credit options at Saskatchewan Polytechnic

There are **three ways** to get advance credit for what you already know. You can combine them for credit in the same program, but not for the same course.

1. **Transfer credit** for courses taken from another college or university. See our online webpage for more information about [transfer credit](#).

Transfer credit is an option if...

- One or two courses you took closely match one or two of our courses.
- The school you attended is a [recognized or authorized](#) post-secondary institution.
- You list the school and program on your [Application for Admission](#) form.
- You provide an [acceptable transcript](#) before you start the program,
- You submit a [Transfer Credit Request](#) form (no fee).

***For example,** if you took a university chemistry course, you may get transfer credit for a similar chemistry course at Sask Polytech.*

2. **Equivalency credit** for one or more Sask Polytech courses you took before. You may have taken it from one of our campuses, at a regional college, or for dual credit in high school. See our webpage for more information about [dual credit](#).

Equivalency Credit is an option if...

- The course is the same or equal to a course in your current program.
- You passed the course within the last 5 years. Ask for an exception if you have been using the knowledge since taking the course.
- You listed the course on your [Application for Admission](#) to a program.
- You submit a [Program Adjustment](#) form (no fee) when registering for courses in your program. For a full-time, on-campus program, that is usually on the first day.

***For examples,** if you took COMM 291 in our Youth Care Worker program, it is equivalent to BCOM 103 in our Office Administration program.*

If you took our DRFT 390 course while in high school, you may get credit for it in our CAD/CAM Engineering Technology program.

3. **PLAR credit** for proving what you know that matches one or more of our courses. It does not matter where you learned it (school, on the job, or on your own). First apply for all possible transfer and/or equivalency credit because PLAR is more work and cost.

PLAR is an option if...

- You cannot get transfer or equivalency credit for the same course(s).
- What you already know matches one or more courses in your program.
- You are willing and able to prove what you know.
- Your program head approves a PLAR challenge.
- You submit the [PLAR Application](#) form and pay the [PLAR assessment fee](#).

***For example,** if you learned computer skills at work, you may be approved for a PLAR challenge for one of our computer skills courses.*

Introduction to PLAR

Before reading this guide, be sure you are familiar with the [PLAR 8-step process](#) and [FAQs](#) for Saskatchewan Polytechnic. You will need both general information about PLAR and specific information for this program to successfully navigate the PLAR process.

It is your responsibility to be fully informed **before** you contact a program’s designated PLAR consultant. Use the self-rating checklist below to check whether you understand the PLAR basics before you review details for this program. This is an example of self-rating checklists found in this guide to assess your level of knowledge for courses in this program.

Self-rate your general knowledge of PLAR at Saskatchewan Polytechnic

Use this checklist to rate your knowledge for each of the following learning outcomes

General PLAR Knowledge Competent: I know this well enough to explain it to someone else. Learning: I am somewhat familiar with this but need more review. None: I have no knowledge related to this outcome.	Competent	Learning	None
1. Identify the common steps involved in a PLAR challenge			
2. Describe the kinds of learning that can be assessed by PLAR			
3. Describe methods that are used to assess learning for PLAR			
4. Discuss the differences between PLAR and transfer credit			
5. Identify potential benefits of doing a PLAR challenge			
6. Identify potential risks of doing a PLAR challenge			
7. Describe how to request disability accommodations for assessment			
8. Identify strategies to improve success for PLAR challenges			
9. Identify who should consider PLAR			
10. Discuss who should be cautious about PLAR and why			
11. Describe common eligibility criteria for PLAR			
12. Explain how PLAR fees are determined			
13. Discuss factors that affect the time required for PLAR			
14. Identify sources to contact for more information about PLAR			

If you rated yourself as “learning” or “none” for any of the above learning outcomes, review the related information again in the [PLAR 8-step process](#) and [FAQs](#) for Saskatchewan Polytechnic.

What is in this guide?

This guide contains information, eligibility criteria, and self-rating tools to help you decide whether to consider a PLAR challenge for the Continuing Care Assistant program. It also provides specific contact information and directions to follow if you decide to proceed with PLAR.

There are two main sections in this guide:

Section 1—Specific PLAR information for the Continuing Care Assistant program

This section contains specific PLAR eligibility criteria, directions, and contact information for the Continuing Care Assistant program.

Section 2—Tools for choosing courses to challenge with PLAR

This section contains self-rating checklists, assessment methods, and recommended resources (if any) for each course in this program that is PLAR-ready. This section will help you identify courses to consider challenging for PLAR credit.

How to navigate this document

This document contains links to different sections and other documents. To return to where you were before you followed a link, press the *ALT* key and *left arrow* key at the same time.

Section 1— Specific PLAR information for the Continuing Care Assistant program

This section contains the following detailed information about PLAR for the Continuing Care Assistant program:

- (a) [Courses available for PLAR in this program](#)
- (b) [Dates when PLAR assessment is available for this program](#)
- (c) [Eligibility criteria for this program's PLAR challenge options](#)
- (d) [PLAR fees for this program](#)
- (e) [Directions to arrange a PLAR consultation for this program](#), and
- (f) [Contact information for this program's PLAR consultant](#)

Courses available for PLAR in this program

Continuing Care Assistant Certificate Program Profile			
COURSE CODE	COURSE NAME	PLAR Challenge(s) available through program	PLAR Challenge(s) may be available
OPTION A: Individual Course Challenge			
ANAT 100	Body Systems	✓	
DEMC 183	Dementia Behaviour	✓	
DEMC 280	Dementia Family Care	✓	
HUMD 187	Human Growth and Development	✓	
NUTR 198	Nutrition	✓	
SPCR 101	Observing, Reporting and Recording	✓	
SPCR 102	End of Life Care	✓	
SPCR 103	Assisting with Special Procedures	✓	
SPCR 104	Personal Care 1	✓	
SPCR 105	Personal Care 2	✓	
SPCR 180	Safe Environment	✓	
SPCR 184	Post-Acute Care	✓	
SPCR 192	Personal Competence	✓	
SPCR 284	Special Needs 1	✓	
SPCR 285	Special Needs 2	✓	
COMM 291	Interpersonal Communications	*see note below	
COMM 197	Helping Skills	*see note below	
SANT 181	Food Safe Level 1		X Available by transfer credit
SFTY 194	Professional Assault Response Training (PART) ©		X Available by transfer credit
SPCR 100	Transferring Lifting Repositioning (TLR®) ©		X Available by transfer credit
<p>*Note: Clicking on the course code link will open the Arts and Sciences Communication and Social Sciences PLAR Candidate Guide. Search for these courses in the table of contents of that Guide.</p>			

Continuing Care Assistant Certificate Program Profile

OPTION B: Cumulative Clinical PLAR

CLIN 100	Clinical 1 Special Care
CLIN 219	Clinical 2 Special Care
CLIN 232	Clinical Home Care/Community Services

OPTION C: Program Level Certification (Full program PLAR)

This challenge consists of three parts: Theory (part one and part two) and the cumulative clinical (part 3).

Dates when PLAR assessment is available for this program

PLAR challenges are currently being offered during the academic year (September to June), clinical courses and those with a lab assessment requirement will be scheduled by the Saskatchewan Polytechnic assessor.

PLAR challenge options and eligibility criteria

To be eligible for PLAR, you must be registered in the Saskatchewan Polytechnic Continuing Care Assistant program. Admission requirements for the CCA program will still apply.

Option A: Individual course challenge

If you have previously learned the skills and knowledge for one or more of the Continuing Care Assistant courses, you may apply to be assessed for each applicable course.

Option B: Cumulative Clinical PLAR

Experienced care workers who have completed all the theory courses and have at least a minimum of 500 hours of work experience with a current Canadian employer as a CCA, in the past two years, may challenge the three (3) clinicals: CLIN 100, CLIN 219 and CLIN 232 in one cumulative PLAR challenge.

Option C: Program level certification (total program PLAR)

Workers who meet the following criteria may challenge **all courses** in the Continuing Care Assistant program. This challenge consists of three parts:

Theory (part 1 and part 2) and the cumulative clinical (part 3).

Eligibility criteria:

- Have previous Canadian post-secondary education in Home Care or Special Care approved by the program, **OR**
- 2000 hours of CCA experience within the past two years with a current Canadian employer may challenge all courses in the CCA program.

Fees for PLAR challenges

Fees for PLAR challenges are set to cover our costs for consultation, assessment, and related administrative tasks. Fees therefore vary for different courses, levels of PLAR, and assessment methods.

For a listing of PLAR fees for this program, please check the online, searchable [PLAR fee database](#). If the course(s) you are looking for is not listed, call or email the Learner Pathways office for more information (306-765-1652) or learnerpathways@saskpolytech.ca

Directions to arrange a PLAR consultation for this program

1. **Review:** Thoroughly review the [PLAR process](#) and [FAQs](#) on our website and then the content of this guide for the Continuing Care Assistant program. You need both general and specific information to successfully navigate the PLAR process.
2. **Self-rate:** Complete the self-rating checklists in the next section to estimate your level of mastery for the learning outcomes of each course.
3. **Print [*or convert to electronic file*]:** If PLAR for one or more courses appears to be a reasonable option for you, print [*or convert to electronic file*] the [PLAR Application Form](#) and completed self-rating checklists for those courses.
4. **Contact:** Call or email the PLAR consultant for this program.
5. **Prepare:** Ask the consultant what to bring with you or submit prior to a meeting. The following items are commonly requested:
 - A recent resume with dates and employers or organizations listed for any paid or volunteer work related to this program,
 - Copies of certificates or workshop descriptions from any previous training related to this program,
 - A printed PLAR Application Form with at least your personal information filled in, and
 - Completed, printed self-rating checklists for each course you may want to PLAR.

PLAR Consultant for this program

Please do **not** contact the PLAR consultant for this program until you have...

- thoroughly reviewed (a) [general PLAR information online](#) and (b) program-specific PLAR information in this guide and
- self-rated your competence level for the learning outcomes of each course you may want to PLAR (see the next section of this guide).

If PLAR appears to be a reasonable option for you, please contact the PLAR consultant nearest you for this program:

Wendy Treble, Program Head

Saskatchewan Polytechnic, Regina Campus
Phone: (306) 775-7764
Email: wendy.treble@saskpolytech.ca

Catharine Wirth, Program Head

Saskatchewan Polytechnic, Saskatoon Campus
Phone: (306) 659-4363
Email: catharine.wirth@saskpolytech.ca

Dr. Ursula Osteneck, Program Head

Saskatchewan Polytechnic, Prince Albert Campus
Phone: (306) 765-1788
Email: ursula.osteneck@saskpolytech.ca

Section 2—Self-rating checklists, assessment methods, and resources for courses in this program

This section of the guide contains tools and information for each PLAR-able course in this program to help you choose which courses you might successfully challenge with PLAR. Information provided for each course includes the following:

- A checklist of the learning outcomes for each course so you can estimate your level of mastery for that course.
- A brief or detailed description of the potential assessment methods that may be used for a PLAR challenge.
- A list of resources you may want to review prior to PLAR assessment or a reminder to ask the PLAR consultant for a list of recommended resources.

Steps to complete a self-rating checklist

1. Read through these three levels of competence listed for each course checklist.

Competent:	I can work independently without supervision to apply the learning outcome.
Learning:	I am still learning this and need some direction or supervision to do it well.
None:	I have no knowledge or experience related to this outcome.

2. Read through the following self-rating checklists of learning outcomes for each course you are interested in for a PLAR challenge.
3. Check off your estimated competence level for all of the learning outcomes for each course. Your self-rating will help you decide whether to proceed with a PLAR consultation.
4. To be successful in a PLAR assessment, your abilities should be at the *competent* level for the majority of learning outcomes. Some things to consider when rating 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 why you chose this level if asked by the program's PLAR consultant.

5. Print and bring the completed self-audit checklists to the program's PLAR consultant (step 5 in the 8-step PLAR process).

Continuing Care Assistant Certificate



OPTION GUIDE

for

Prior Learning Assessment and Recognition
(PLAR)

Select the option that best fits your particular situation

Option A: Individual Course Challenge(s)

Self-audit guide(s)

ANAT 100 – Body Systems

You will receive a basic introduction to body systems. You will study the structure of organs and systems in the human body, and how they function efficiently.

Credit unit(s): 2.0

Prerequisite(s): none

Equivalent course(s): APHY 162 + APHY 262, APHY 188, APHY 189

ANAT 100 – Body Systems	Competent	Learning	None
<p>Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.</p>			
1. Define key anatomical terms.			
<ul style="list-style-type: none"> ▪ Discuss anatomy and physiology ▪ Discuss anatomical positions ▪ Define body cavities ▪ Discuss medical terminology 			
2. Identify basic cellular structures.			
<ul style="list-style-type: none"> ▪ Identify cells ▪ Identify tissues ▪ Identify membranes ▪ Describe body systems and their organs 			
3. Describe the structure and function of each body system.			
<ul style="list-style-type: none"> ▪ Identify the musculoskeletal system (MS) ▪ Identify the integumentary system (INTEG) ▪ Identify the nervous system ▪ Identify the endocrine system ▪ Identify the gastrointestinal system (GI) ▪ Identify the respiratory system (RESP) ▪ Identify the cardiovascular system (CVS) ▪ Identify the urinary system ▪ Identify the reproductive system 			
4. Recognize how the body systems work together.			
<ul style="list-style-type: none"> ▪ Describe homeostasis ▪ Explain the role of the nervous system in the maintenance of homeostasis ▪ Explain the role of the endocrine system in the maintenance of homeostasis ▪ Describe the role of the body systems in the maintenance of homeostasis 			

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 clarify expectations with the PLAR Consultant/Assessor.

1. Evidence file

Candidates will be expected to prepare an evidence file which will include:

- Cover page
- Applied skills validation letter
- Resume
- Any relevant documentation of completed training courses either credit or non-credit and/or workshops

2. Assignment

- Must have 50% to continue

3. Challenge exam

- Passing mark of 50% (**A Grade Point Average (GPA) of 60% or higher is required to graduate. It is very important, therefore, to stay up to date on GPA**)
- 1 hour to complete the exam
- Must be completed in the presence of an invigilator
 - The candidate is responsible for arranging the invigilator and any fees incurred.
- The exam may include:
 - definitions
 - function of and structure of body systems

Resources

Saskatchewan Polytechnic Course Manual for the current year

Wolgin, F. (2016). *The Canadian Personal Care Provider*. North York, ON: Pearson Canada.

<http://health.discovery.com>

<http://www.heartandstroke.ca>

<http://www.innerbody.com/htm/body.html>

<http://www.interactivephysiology.com/login/endodemo/home/index2.html>

http://www.kidinfo.com/health/human_body.html

<http://www.smm.org/heart/heart/top.html>

<http://www.smm.org/heart/lungs/top.html>

DEMC 183 – Dementia Behaviour

You will study the types, behaviours and progression of dementia. Behaviour mapping techniques and interventions that promote optimum levels of functioning will be learned.

Credit unit(s): 3.0
Prerequisite(s): none
Equivalent course(s): none

DEMC 183 – Dementia Behaviour Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Describe dementia.			
<ul style="list-style-type: none"> ▪ Define dementia ▪ Discuss the basic rights of a client with dementia ▪ Describe the characteristics of a an effective caregiver 			
2. Describe the types of dementia.			
<ul style="list-style-type: none"> ▪ Describe brain functioning ▪ Describe the specific causes of dementia 			
3. Explain the progression of dementia.			
<ul style="list-style-type: none"> ▪ Discuss the scales used to determine deterioration in dementia ▪ Differentiate between the different stages of dementia 			
4. Explore interventions that promote an optimal level of functioning.			
<ul style="list-style-type: none"> ▪ Describe communication skills ▪ Identify how to meet emotional needs ▪ Identify adaptations to standard precautions ▪ Identify ways to meet physiological needs ▪ Describe personal grooming techniques 			
5. Explore the care of clients with dementia.			
<ul style="list-style-type: none"> ▪ Describe behaviour management ▪ Discuss interventions for responsive behaviours ▪ Discuss interventions for mental health ▪ Discuss interventions for aggressive behaviour ▪ Explain behaviour mapping technique 			

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. Assignments

- Passing mark of 50% or higher on the assignments to be eligible to write the challenge exam

- A. Case Study: Mrs. Light—General Questions
- B. Case Study: Mrs. Pact—Behaviour Mapping
- C. General Questions

2. Challenge exam

- Passing mark of 50% (**A Grade Point Average (GPA) of 60% or higher is required to graduate. It is very important, therefore, to stay up to date on GPA**)
- 1 hour to complete the exam
- Must be completed in the presence of an invigilator
 - The candidate is responsible for arranging the invigilator and for any fees incurred
- The exam may contain questions regarding:
 - the different types of dementia
 - how the brain is affected by dementia & the symptoms that may be seen in our clients

Resources

DEMC 280 – Dementia Family Care

You will learn how those with dementia are assessed and how to intervene in emergency situations. You will discuss environments and issues related to institutional care placement and the impact dementia has on families.

Credit unit(s): 1.0
Prerequisite(s): none
Equivalent course(s): none

DEMC 280 – Dementia Family Care Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Describe issues that affect families providing care.			
<ul style="list-style-type: none"> ▪ Describe caregiver motivation ▪ Identify primary caregiver considerations ▪ Recognize ways of coping ▪ Describe support 			
2. Describe institutional environments.			
<ul style="list-style-type: none"> ▪ Identify philosophies of care ▪ Describe special care placement 			
3. Explain assessment techniques and tools.			
<ul style="list-style-type: none"> ▪ Describe beliefs regarding assessment ▪ Describe the interview environment ▪ Describe types of assessment 			
4. Explore interventions for critical incidents.			
<ul style="list-style-type: none"> ▪ Describe interventions for emergency situations ▪ Describe interventions for urgent situations 			

PLAR assessment methods

If you qualify for PLAR, you will be asked to demonstrate your learning in the following ways.

1. Essay

- Passing mark of 50% or higher to continue
- Essay. You will interview a caregiver of a dementia client. Following the interview, you will write an essay, no more than two pages long, that addresses the challenges and stressors that caregivers experience while providing care for a dementia client in their own home.

OR

- Research project. Provide a recent article pertaining to research on dementia. You will be expected to summarize the information and include how the research may affect dementia clients and their families.

2. Challenge exam

- Passing mark of 50% (**A Grade Point Average (GPA) of 60% or higher is required to graduate. It is very important, therefore, to stay up to date on GPA**)
- 1 hour to complete the exam
- Must be completed in the presence of an invigilator
 - The candidate is responsible for arranging the invigilator and for any fees incurred
- The exam may include questions dealing with:
 - guidelines on caring for a dementia client
 - emotional impact dementia has on families
 - emergency situations for the dementia client and the caregiver

Resources

HUMD 187 – Human Growth and Development

You will learn the physical, social, intellectual and emotional aspects of human growth and development from infancy to old age. You will also study the effects of aging on society.

Credit unit(s): 2.0
Prerequisite(s): none
Equivalent course(s): none

HUMD 187 – Human Growth and Development Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Describe growth and development from birth to children 5 years.			
<ul style="list-style-type: none"> ▪ Describe physical growth and development from birth to 3 years ▪ Identify physical needs from birth to 3 years ▪ Describe the emotional-social development from birth to 3 years ▪ Describe physical growth and development of children ages 3–5 years ▪ Describe physical needs of children ages 3–5 years ▪ Describe the emotional-social development of children ages 3–5 years ▪ Identify when growth and development is atypical in a child aged birth–5 years 			
2. Describe growth and development for children 6 to 12 years.			
<ul style="list-style-type: none"> ▪ Describe physical growth and development of children ages 6–12 years ▪ Identify physical needs of children ages 6–12 years ▪ Describe the emotional-social needs of children ages 6–12 years ▪ Identify when children ages 6–12 years are not developing typically 			
3. Describe growth and development for individuals 13 to 20 years.			
<ul style="list-style-type: none"> ▪ Describe physical growth and development of individuals ages 13–20 years ▪ Identify physical needs of individuals ages 13–20 years ▪ Describe emotional-social needs of individuals ages 13–20 years ▪ Identify factors that may inhibit typical growth and development of individuals ages 13–20 years 			
4. Describe growth and development for individuals ages 21–40 years.			
<ul style="list-style-type: none"> ▪ Describe physical growth and development of individuals ages 21–40 years ▪ Identify physical needs of individuals ages 21–40 years ▪ Describe the emotional-social development of individuals ages 21–40 years ▪ Identify factors that may inhibit normal growth and development of individuals ages 21–40 years 			
5. Describe growth and development for individuals 41 to 65 years.			
<ul style="list-style-type: none"> ▪ Describe physical development of individuals ages 41–65 years ▪ Identify physical needs of individuals ages 41–65 years ▪ Describe the emotional-social needs of individuals ages 41–65 years ▪ Identify factors that may inhibit typical growth and development of individuals ages 41–65 years 			

HUMD 187 – Human Growth and Development Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
6. Describe aging process of individuals 65 years +.			
<ul style="list-style-type: none"> ▪ Describe physical changes that occur in the aging process ▪ Describe cognitive and emotional aspects in the aging population ▪ Identify sexuality issues for the aging population ▪ Describe successful aging ▪ Identify factors that may inhibit typical growth and development of individuals ages 65+ years 			
7. Describe the family unit.			
<ul style="list-style-type: none"> ▪ Describe family structures and functions ▪ Describe stages in the family life cycle ▪ Describe the effects of illness or disability on the family 			
8. Explore the effects of aging on society.			
<ul style="list-style-type: none"> ▪ Describe demographic and social factors affecting the aging population ▪ Describe the myths of aging ▪ Recognize poverty issues for the aging population 			

PLAR assessment methods

If you qualify for PLAR, you will be asked to demonstrate your learning in the following ways.

1. Assignment

- General Knowledge Questions (must have 50% to continue)

2. Challenge exam

- Passing mark of 50% (**A Grade Point Average (GPA) of 60% or higher is required to graduate. It is very important, therefore, to stay up to date on GPA**)
- 1 hour to complete the exam
- Must be completed in the presence of an invigilator
 - The student is responsible for arranging the invigilator and for any fees incurred
- Exam may include questions dealing with:
 - Care of a new born, 2-5 year olds, adolescents, middle age, elderly
 - Asphyxia
 - Bullying
 - Self-concept, self-esteem
 - Chemical abuse
 - Changes in middle age
 - Effects of aging on society

- Sexuality & the elderly
- The family

Resources

NUTR 198 – Nutrition

You will learn normal nutritional requirements based on *Eating Well with Canada's Food Guide*. The course content also includes exploring how to maintain optimal nutritional balance for your clients.

Credit unit(s): 2.0
Prerequisite(s): none
Equivalent course(s): none

NUTR 198 – Nutrition Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Discuss basic nutritional facts.			
<ul style="list-style-type: none"> ▪ Identify factors which influence our eating behaviours and food choices ▪ Discuss the relationship between nutrition and health ▪ Discuss the optimal balance of fat, carbohydrate and protein in the diet and how this balance can be achieved ▪ Discuss ways to limit salt, alcohol and caffeine in the diet ▪ Identify special nutritional needs throughout the life span 			
2. Explore components of balanced living.			
<ul style="list-style-type: none"> ▪ Describe healthy body weight ▪ Describe strategies to attain and maintain a healthy body weight ▪ Describe the principles of menu planning ▪ Plan nutritionally balanced snacks ▪ Purchase food wisely ▪ Utilize organizational skills while preparing and serving meals 			
3. Describe special diets.			
<ul style="list-style-type: none"> ▪ Describe special/therapeutic diets and why they are needed ▪ Describe liquid and texture modified diets ▪ Describe diet strategies used for diabetics ▪ Describe diets for weight gain ▪ Describe heart healthy, restricted fat and restricted sodium ▪ Describe iron-rich and calcium-rich diets ▪ Describe gastroesophageal reflux diet (GERD), gastric and high fibre diets ▪ Describe diets for food intolerances, allergies and celiac disease 			
4. Practice measures to promote fluid balance.			
<ul style="list-style-type: none"> ▪ Describe fluids and why they are needed ▪ Identify the assistant's role in managing client fluid balance 			

PLAR assessment methods

If you qualify for PLAR, you will be asked to demonstrate your learning in the following ways..

1. Take-home assignment

- The PLAR candidate will successfully complete the take-home assignment with a passing mark of 50% prior to completing the challenge exam
 - Questions
 - Grocery store scavenger hunt
 - Fluids—daily intake and output records

2. Challenge exam

- Passing mark of 50% (**A Grade Point Average (GPA) of 60% or higher is required to graduate. It is very important, therefore, to stay up to date on GPA**)
- 1 hour to complete the exam
- Must be completed in the presence of an invigilator
 - The candidate is responsible for arranging the invigilator and for any fees incurred
- Exam may include:
 - making appropriate diet modifications
 - intake and output charts
 - questions on dysphagia

Resources

SPCR 101 – Observing, Reporting and Recording

You will learn written and oral communication skills required in the work place. The course content includes basic concepts of simple arithmetic, basic medical terminology, concept mapping, observing and reporting on client's status, client and personal work plans.

Credit unit(s): 2.0
Prerequisite(s): none
Equivalent course(s): COMM 198

SPCR 101 – Observing, Reporting and Recording Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Apply concepts of simple arithmetic to solve mathematical problems.			
<ul style="list-style-type: none"> ▪ Basic addition facts ▪ Basic subtraction facts 			
2. Use basic medical terminology.			
<ul style="list-style-type: none"> ▪ Explain basic medical terminology ▪ Explain basic medical abbreviations ▪ Discuss the metric system ▪ Demonstrate the correct use of abbreviations and terminology 			
3. Describe client observation.			
<ul style="list-style-type: none"> ▪ Discuss the use of observational skills ▪ Discuss concept mapping ▪ Discuss baseline information ▪ Identify and report changes in the client's status ▪ Discuss importance of observing client's status 			
4. Apply methods of reporting and recording of client information.			
<ul style="list-style-type: none"> ▪ Describe use of oral reports ▪ Describe purpose of recording client information ▪ Describe components of medical record ▪ Identify rules of recording ▪ Discuss charting by exception ▪ Identify when incident and other written reports are used ▪ Discuss the minimum data set process 			
5. Describe client care planning.			
<ul style="list-style-type: none"> ▪ Describe a client care plan ▪ Describe purpose of a care plan ▪ Discuss team approach in developing a care plan ▪ Discuss responsibility of utilizing the care plan ▪ Identify information needed to provide client care ▪ Describe a case conference ▪ Identify the role of the Continuing Care Assistant in a case conference 			

SPCR 101 – Observing, Reporting and Recording Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
6. Develop a personal work plan.			
<ul style="list-style-type: none"> ▪ Discuss a work plan ▪ Discuss information required to develop a personal work plan ▪ Identify steps in a problem solving approach to client care ▪ Identify steps in developing a personal work plan 			

PLAR assessment methods

If you qualify for PLAR, you will be asked to demonstrate your learning in the following ways.

1. Assignment

- must have 50% to continue

2. Challenge exam

- Passing mark of 50% (**A Grade Point Average (GPA) of 60% or higher is required to graduate. It is very important, therefore, to stay up to date on GPA**)
- 1 hour to complete the exam
- Must be completed in the presence of an invigilator
 - The candidate is responsible for arranging the invigilator and for any fees incurred
- Exam may include:
 - Questions of terminology & abbreviations
 - Questions for metric system & 24-hour clock
 - Reporting & recording of client information
 - Questions on Care Plans & MDS

Resources

SPCR 102 – End of Life Care

Your studies will cover death and dying in the Canadian context. You will study the basic needs and interventions of the dying client. You will also cover grief, the grieving process and the impact of life threatening illnesses on the family members.

Credit unit(s): 2.0
Prerequisite(s): none
Equivalent course(s): none

SPCR 102 – End of Life Care Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Explore death and dying.			
<ul style="list-style-type: none"> ▪ Examine the philosophy and principles of end of life care ▪ Discuss advanced care directives and living wills ▪ Discuss values affecting attitudes towards death ▪ Discuss religious and cultural beliefs around death and dying ▪ Explore the impact of life threatening illness on the family 			
2. Examine the dying person’s experience.			
<ul style="list-style-type: none"> ▪ Discuss emotional, psychosocial and spiritual effects of a terminal illness ▪ Identify basic needs of a terminally ill client ▪ Discuss pain and palliation ▪ Recognize signs of approaching death 			
3. Describe interventions of end of life care.			
<ul style="list-style-type: none"> ▪ Examine comfort measures ▪ Recognize the care required to meet basic needs ▪ Explore nutritional needs of terminally ill clients ▪ Describe communication strategies for end of life care ▪ Describe medical assistance in dying ▪ Identify the role of the assistant in post mortem care 			
4. Examine grief and grieving processes.			
<ul style="list-style-type: none"> ▪ Examine the definition of grief ▪ Describe the grieving process ▪ Explore how to comfort grieving families ▪ Recognize grief in the care provider 			

PLAR assessment methods

If you qualify for PLAR, you will be asked to demonstrate your learning in the following ways.

1. Assignment

- must have 50% to continue

2. Challenge exam

- Passing mark of 50% (**A Grade Point Average (GPA) of 60% or higher is required to graduate. It is very important, therefore, to stay up to date on GPA**)
- 1 hour to complete the exam
- Must be completed in the presence of an invigilator
 - The candidate is responsible for arranging the invigilator and for any fees incurred
- Exam consists of questions on end of life care

Resources

SPCR 103 – Assisting with Special Procedures

You will be introduced to the Continuing Care Assistant’s role in assisting with special procedures. You will learn how to delegate, carry out basic measurements, perform simple treatments and be introduced to client assessment. You will also learn the Continuing Care Assistant’s role in assisting clients with medications.

Credit unit(s): 2.0
Prerequisite(s): none
Equivalent course(s): none

SPCR 103 – Assisting with Special Procedures Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Describe delegation.			
<ul style="list-style-type: none"> ▪ Discuss delegation and assignment of tasks ▪ Describe legalities of delegation and assigning work ▪ Discuss CCA role in completing assigned care tasks 			
2. Develop basic assessment skills.			
<ul style="list-style-type: none"> ▪ Define client assessment ▪ Describe assessment considerations for older adults ▪ Describe cultural considerations in assessing the older adult client ▪ Identify methods of assessment 			
3. Measure vital signs.			
<ul style="list-style-type: none"> ▪ Describe vital signs ▪ Describe factors that influence body measurements ▪ Describe normal vital sign range of values ▪ Describe tools used to measure vital signs ▪ Measure temperature, pulse, respirations, SpO₂, blood pressure, height, weight, and blood glucose monitoring 			
4. Perform simple treatments.			
<ul style="list-style-type: none"> ▪ Describe the safety precautions for oxygen administration ▪ Describe means of oxygen administration ▪ Describe the procedure and safety precautions for heat and cold applications ▪ Describe the procedure and safety precautions for anti-embolic stockings 			
5. Describe the role of the CCA with medications.			
<ul style="list-style-type: none"> ▪ Describe delegation as it pertains to assisting with medications ▪ Review medication problem A.C.T.I.O.N. plan 			

PLAR assessment methods

If you qualify for PLAR, you will be asked to demonstrate your learning in the following ways.

1. Lab Skills (must pass ALL lab skills to continue)

- On the date of the practical lab skills evaluation you will be required to travel to either Prince Albert, Regina, or Saskatoon
 - The candidate is responsible for any cost that may occur
 - You will be asked to bring a volunteer who is willing to be measured (pulse, respirations, temperature to name a few)
- Lab skills to be tested include:
 - Apply anti-emboli stockings
 - Measure temperature
 - Take a radial pulse
 - Count respirations
 - Measure height and weight
 - Measure a blood pressure with a digital device
 - Measure blood glucose levels
 - Discuss application of heat and cold

2. Assignment (must have 50% to continue)

3. Challenge exam

- Passing mark of 50% (**A Grade Point Average (GPA) of 60% or higher is required to graduate. It is very important, therefore, to stay up to date on GPA**)
- 1 hour to complete the exam
- Must be completed in the presence of an invigilator
 - The candidate is responsible for arranging the invigilator and for any fees incurred
- The exam will include questions on:
 - Delegation
 - Client assessment
 - Measuring vital signs
 - O₂, AES, heat/cold compresses
 - CCA role with medications

Resources

<http://www.amperordirect.com/pc/help-pulse-oximeter/z-what-is-oxygen-saturation.html>

<http://www.bedsorefaq.com/how-does-the-use-of-the-braden-scale-help-in-the-prevention-of-bed-sores/>

SPCR 104 – Personal Care 1

You will have the opportunity to become skilled at assisting clients in meeting personal care needs. You will study infection control, body mechanics, bed making, oral care, feeding clients, turning and positioning clients and range of motion exercises.

Credit unit(s): 4.0

Prerequisite(s): none

Equivalent course(s): NURS 161, SPCR 182 if completed prior to July 1, 2017

SPCR 104 – Personal Care 1 Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Apply principles of infection control.			
<ul style="list-style-type: none"> ▪ Define basic terms ▪ Describe how microorganisms are spread ▪ Describe healthcare associated infections ▪ Explain standard precautions ▪ Demonstrate infection control ▪ Demonstrate precaution techniques 			
2. Apply principles of body mechanics.			
<ul style="list-style-type: none"> ▪ Demonstrate body mechanics 			
3. Make beds.			
<ul style="list-style-type: none"> ▪ Describe safety measures when making beds ▪ Describe the procedures for making beds 			
4. Position client.			
<ul style="list-style-type: none"> ▪ Describe risk factors that may contribute to skin breakdown ▪ Describe basic care activities that decrease the risk of skin breakdown ▪ Explain the relationship between good body alignment and proper functioning of the body ▪ Demonstrate back lying, side lying, prone lying and sitting positions ▪ Demonstrate how positions can be adapted to meet special needs of elderly or disabled person 			
5. Perform range of motion exercises.			
<ul style="list-style-type: none"> ▪ Identify the effects of immobility ▪ Describe the importance of maintaining joint mobility, muscle tone and exercise ▪ Perform range of motion techniques 			
6. Assist clients to eat.			
<ul style="list-style-type: none"> ▪ Assist client to eat ▪ Assist with meals ▪ Describe strategies to assist the client to eat ▪ Describe aids which promote independence in eating 			

SPCR 104 – Personal Care 1 Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
7. Assist client with oral hygiene.			
<ul style="list-style-type: none"> ▪ Identify the importance of good oral hygiene ▪ Explain oral changes that occur with aging ▪ Perform mouth care procedures for clients ▪ Perform mouth care procedures for clients with special needs 			

PLAR assessment methods

If you qualify for PLAR, you will be asked to demonstrate your learning in the following ways.

1. Evidence file

As part of your evidence file you will need

- a letter from your employer with confirmation of 1000 hours worked as a CCA with a Canadian employer within the last two years
- TLR – transfer, lifting & repositioning certificate current within 3 years

2. Lab skills (must pass ALL lab skills to continue)

- This will take place in Prince Albert, Regina or Saskatoon
 - You will be asked to bring a volunteer for demonstration purposes
- The candidate will be expected to have a working knowledge of the lab skills
 - Candidate may not be required to demonstrate all of the skills
 - Demonstration of these lab skills is at the discretion of the evaluator
- Lab skills to be demonstrated are as follows:
 - Hand washing
 - TLR techniques
 - Organization
 - Bed making
 - Positioning of client
 - Range of motion
 - Assisting with feeding
 - Oral hygiene
- Candidates will be expected to bring their own supplies listed below:
 - Toothbrush, toothpaste & dental floss
 - Easy to wear clothing
 - Non-skid footwear
 - Food items such as yogurt, applesauce and utensils to assist with feeding client
 - Any others that you may wish

3. Challenge exam

- Passing mark of 50% (**A Grade Point Average (GPA) of 60% or higher is required to graduate. It is very important, therefore, to stay up to date on GPA**)
- 1 hour to complete the exam
- Must be completed in the presence of an invigilator
 - The candidate is responsible for arranging the invigilator and for any fees incurred
- Exam may include questions on:
 - Abbreviations
 - Terminology
 - Providing personal care
 - Oral hygiene
 - Positioning
 - Assisting client to eat
 - Range of motion

Resources

SPCR 105 – Personal Care 2

You will have the opportunity to become skilled at assisting clients in meeting personal care needs. You will study basic personal care including nail and foot care, grooming and dressing, bowel and bladder care. As well, you will learn how to assist clients to move.

Credit unit(s): 3.0

Prerequisite(s): SPCR 104 minimum grade of 50%

Equivalent course(s): NURS 161, SPCR 182 if completed prior to July 1, 2017

SPCR 105 – Personal Care 2 Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Provide basic personal care.			
<ul style="list-style-type: none"> ▪ Explain risk factors for skin breakdown ▪ Describe bathing techniques ▪ Describe types of bath equipment ▪ Describe safety factors associated with using bath equipment 			
2. Practice foot and nail care.			
<ul style="list-style-type: none"> ▪ Describe nail structure and function ▪ Discuss guidelines for basic foot care ▪ Describe common foot and nail problems ▪ Apply procedure for trimming fingernails and toenails 			
3. Assist client with grooming and dressing.			
<ul style="list-style-type: none"> ▪ Discuss the value of appropriate grooming and dressing for clients ▪ Assist the client to perform grooming tasks ▪ Assist the client to perform dressing tasks 			
4. Assist clients with elimination needs.			
<ul style="list-style-type: none"> ▪ Describe normal urinary and bowel elimination ▪ Describe problems which may occur in bowel and bladder control ▪ Identify assistant's role in providing support with elimination needs ▪ Describe bowel and bladder training programs ▪ Describe urinary catheter care ▪ Describe types and care of ostomies ▪ Describe the use of rectal suppositories and cleansing enemas ▪ Describe the procedure for collecting urine and stool specimens 			
5. Assist clients to move.			
<ul style="list-style-type: none"> ▪ Describe safety precautions for the client and assistant in transferring ▪ Demonstrate appropriate procedures for transferring and lifting ▪ Describe the safe use, care and cleaning of lifting devices ▪ Describe mobility aids 			

PLAR assessment methods

If you qualify for PLAR, you will be asked to demonstrate your learning in the following ways.

1. Evidence file

As part of your evidence file you will need

- a letter from your employer with confirmation of 1000 hours worked in the related field
- TLR – transfer, lifting & repositioning certificate current within 3 years

2. Lab skills (must pass ALL lab skills to continue)

- This will take place in Prince Albert, Regina or Saskatoon
 - You will be asked to bring a volunteer who is willing to be bathed and dressed, while wearing a bathing suit
- The candidate will be expected to have a working knowledge of the lab skills
 - Candidate may not be required to demonstrate all of the skills
 - Demonstration of these lab skills is at the discretion of the evaluator
- Lab skills to be demonstrated are as follows:
 - Hand washing
 - TLR techniques
 - Organization
 - Nail & foot care
 - Grooming & dressing
 - Bowel & bladder care (on a mannequin)
 - Bed bathing
 - Body mechanics
 - Communication
- Candidates will be expected to bring their own supplies listed below:
 - Brush, comb
 - Easy to wear clothing
 - Non-skid footwear
 - Soap
 - Nail clipper
 - Deodorant
 - Make-up (if applicable)
 - Lotion
 - Gloves
 - Transfer belt
 - Any others that you may wish

3. Challenge exam

- Passing mark of 50% (**A Grade Point Average (GPA) of 60% or higher is required to graduate. It is very important, therefore, to stay up to date on GPA**)
- 1 hour to complete the exam
- The exam must be completed in the presence of an invigilator
 - The candidate is responsible for arranging the invigilator and for any fees incurred
- The exam may include questions on:
 - Abbreviations
 - Terminology
 - Providing personal care
 - Dressing/grooming
 - Bowel and bladder care
 - Assisting client to move

Resources

SPCR 180 – Safe Environment

You will learn how to promote client independence in a safe, comfortable and pleasant environment. You will study fire safety, emergency response and WHMIS.

Credit unit(s): 1.0
Prerequisite(s): none
Equivalent course(s): none

SPCR 180 – Safe Environment Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Identify environmental risk factors.			
<ul style="list-style-type: none"> ▪ Identify factors that alter the client’s ability to protect themselves from environmental hazards ▪ Describe the assistant’s role in providing a safe environment ▪ Describe WHMIS regulations ▪ Describe the role of the occupational health and safety committee 			
2. Promote a safe environment.			
<ul style="list-style-type: none"> ▪ Discuss the effect of the environment on the physical and mental health of a client 			
3. Describe changes to the environment to meet clients’ needs.			
<ul style="list-style-type: none"> ▪ Identify characteristics of an environment that promotes client independence ▪ Describe environmental adaptations to promote comfort and safety for the client confined to bed ▪ Describe types of restraints 			
4. Explain home management techniques.			
<ul style="list-style-type: none"> ▪ Discuss the assistant’s role in maintaining a clean home for the client ▪ Describe how to use cleaning agents safely ▪ Identify the assistant’s role in insect, rodent control and pet care ▪ Describe the correct maintenance of different types of floor coverings ▪ Discuss methods used to clean a kitchen ▪ Discuss methods used to clean a bathroom ▪ Discuss methods used to clean a bedroom ▪ Understand instructions for care of fabrics ▪ Describe laundry procedures 			
5. Identify employment standards for working alone.			
<ul style="list-style-type: none"> ▪ Describe employer responsibilities in occupational health and safety ▪ Identify hazards in working alone ▪ Identify factors for safe home care visits 			

PLAR assessment methods

If you qualify for PLAR, you will be asked to demonstrate your learning in the following ways.

1. Evidence file

The PLAR candidate will complete a WHMIS 2015 symbol recognition quiz and provide certificate.

2. Challenge Assignment (must have 50% to continue)

Check with your assessor for details regarding this assignment.

3. Challenge exam

- Passing mark of 50% (**A Grade Point Average (GPA) of 60% or higher is required to graduate. It is very important, therefore, to stay up to date on GPA**)
- 1 hour to complete the exam
- The exam must be completed in the presence of an invigilator
 - The candidate is responsible for arranging the invigilator and for any fees incurred
- Exam may include questions on:
 - The emergency response to a fire situation that is taking place in a special care home
 - The physical & psychological factors that increase the accident risk in the elderly
 - A homecare emphasis on:
 - general housecleaning
 - the use of housecleaning products
 - organizational skills
 - WHMIS regulations on cleaning products
 - how to protect oneself in an unsafe work environment

Resources

SPCR 184 – Post Acute Care

You will acquire the theory and develop the skills needed to help clients meet their needs in the post-acute care phase. This may include post-surgical clients or clients with recent acute medical conditions.

Credit unit(s): 2.0
Prerequisite(s): none
Equivalent course(s): none

SPCR 184 – Post Acute Care Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Identify acute care environments.			
<ul style="list-style-type: none"> ▪ Identify the environments where acute care is provided 			
2. Describe the surgical experience.			
<ul style="list-style-type: none"> ▪ Identify health problems that may make surgery a risk ▪ Describe anaesthesia ▪ Describe how surgeries are classified 			
3. Describe care for clients with post surgical complications.			
<ul style="list-style-type: none"> ▪ Discuss acute post surgical complications ▪ Discuss principles of surgical asepsis ▪ Describe conditions that affect wound healing ▪ Discuss the three phases of wound healing ▪ Discuss simple dressings ▪ Identify responsibilities of the Continuing Care Assistant in caring for a client with an intravenous line 			
4. Describe post acute medical situations.			
<ul style="list-style-type: none"> ▪ Define and describe the goals of rehabilitation ▪ Describe the four settings in which rehabilitation takes place ▪ Explain the role of the client, the family and the Continuing Care Assistant in the rehabilitation process 			
5. Explore the Continuing Care Assistant’s role in caring for a client recently discharged from medical care.			
<ul style="list-style-type: none"> ▪ Discuss the responsibilities of the CCA in caring for a client discharged from medical care 			
6. Explore pain management.			
<ul style="list-style-type: none"> ▪ Describe the CCA’s role in pain management 			

PLAR assessment methods

If you qualify for PLAR, you will be asked to demonstrate your learning in the following ways.

1. Evidence file

Written documentation is required from candidate's employer with evidence of relevant experience in the post acute phase, i.e., surgery or other recent medical illness.

2. Challenge Assignment (must have 50% to continue)

Check with your assessor for details regarding this assignment.

3. Lab skills (must pass ALL lab skills to continue)

- You will be required to travel to Prince Albert, Regina or Saskatoon
 - The candidate is responsible for any cost that may occur
- Lab skill evaluation may include:
 - Opening a sterile package on a flat surface
 - Pouring sterile solutions
 - Assisting clients out of bed with an intravenous
 - Changing gown & assisting with ambulation of a client with an intravenous
 - Deep breathing & coughing exercises
 - Vital signs and pedal pulse

4. Challenge exam

- Passing mark of 50% (**A Grade Point Average (GPA) of 60% or higher is required to graduate. It is very important, therefore, to stay up to date on GPA**)
- 1 hour to complete the exam
- The exam must be completed in the presence of an invigilator
 - The candidate is responsible for arranging the invigilator and for any fees incurred
- The exam may include questions in the following areas:
 - surgery risk factors for the elderly
 - types of anesthetics
 - complications of anesthetics
 - respiratory complications post-op
 - shock
 - hemorrhage
 - wound healing
 - wound infections
 - care of clients with an intravenous
 - dealing with and assisting clients experiencing pain post operatively

SPCR 192 – Personal Competence

Your studies will focus on the goals and philosophy of Health Care Services in Saskatchewan. You will learn how these goals are reflected in the activities of the agency and on your role as a caregiver. You will learn about your role in providing care services within a multicultural dynamic setting. The course content also includes inter-professional work environments, personal health, employability skills, and types of abuse (for example: caregiver, neglect and abandonment, sexual and financial).

Credit unit(s): 2.0
Prerequisite(s): none
Equivalent course(s): none

SPCR 192 – Personal Competence Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Discuss factors that influence health.			
<ul style="list-style-type: none"> ▪ Define health ▪ Discuss Maslow’s hierarchy of needs ▪ Identify dimensions of health ▪ Identify determinants of health ▪ Describe the relationship between economic and educational levels of health 			
2. Discuss health care services in Saskatchewan.			
<ul style="list-style-type: none"> ▪ Describe organizational philosophy ▪ Describe organizational structure ▪ Discuss home care in Saskatchewan ▪ Discuss special care in Saskatchewan 			
3. Explain the professional role of the Continuing Care Assistant in the health care system.			
<ul style="list-style-type: none"> ▪ Discuss personal qualities for employment ▪ Discuss personal employment strategies ▪ Recognize the employers’ expectations of employment ▪ Discuss legal responsibilities ▪ Discuss confidentiality ▪ Discuss health care ethics 			
4. Describe inter-professional work environments.			
<ul style="list-style-type: none"> ▪ Discuss the health care team ▪ Explain your role on the health care team ▪ Develop a team charter ▪ Discuss personal development 			
5. Describe cultural and religious diversities.			
<ul style="list-style-type: none"> ▪ Describe the concepts of culture and ethnicity ▪ Describe spiritual beliefs and practices ▪ Recognize the role of the Continuing Care Assistant in diverse communities 			

SPCR 192 – Personal Competence Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
6. Discuss aboriginal health.			
<ul style="list-style-type: none"> ▪ Discuss the Aboriginal view of health ▪ Discuss barriers to a healthy lifestyle in the Aboriginal population ▪ Describe the role of traditional medicine in Aboriginal health 			
7. Describe abuse.			
<ul style="list-style-type: none"> ▪ Recognize client abuse ▪ Identify characteristics of abusive families ▪ Describe types of abuse ▪ Describe how to report abuse ▪ Identify strategies for prevention of abuse ▪ Identify strategies to handle challenging issues in community care 			

PLAR assessment methods

If you qualify for PLAR, you will be asked to demonstrate your learning in the following ways.

1. Assignments (must have 50% to continue)

- Report
 - Interview an elderly person in your community. Based on that interview, write a short paragraph on each element listed below:
 - Their cultural background
 - Their ethnic background
 - What traditions are maintained
 - Their spiritual beliefs
 - What religious beliefs does this person hold?
 - How do beliefs influence his/her life?
 - Explain why you feel this information would be important prior to providing care
- Challenge Assignment (short answer questions)
 - The mission statement, philosophy and values of the health region in which you are employed
 - Your beliefs, values, and goals of a care provider
 - A comparison of your beliefs, values and goals with those of the Saskatchewan Health Authority
 - Characteristics and qualities that make you a good care provider and employee
 - A description of a stressful event, explaining the factors that led up to the event and what you have done to prevent a reoccurrence
- Check with your assessor for details regarding this assignment

2. Challenge exam

- Passing mark of 50% (**A Grade Point Average (GPA) of 60% or higher is required to graduate. It is very important, therefore, to stay up to date on GPA**)
- 1 hour to complete the exam
- The exam must be completed in the presence of an invigilator
 - The candidate is responsible for arranging the invigilator and for any fees incurred
- The exam may include questions on:
 - Client teaching
 - Elderly abuse
 - An ethical dilemma
 - Aboriginal health
 - Inter-professional care giving
 - Stress/personal health

Resources

SPCR 284 – Special Needs 1

Your studies will cover the basic needs and interventions of clients with disruptions in their sensory organs, body systems (i.e. cardiovascular, musculoskeletal, neurological and endocrine) and body functions (i.e. genitourinary and gastro-intestinal).

Credit unit(s): 3.0

Prerequisite(s): none

Equivalent course(s): NEPS 291

SPCR 284 – Special Needs 1 Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Explain how basic needs are affected by acute illness and chronic conditions.			
<ul style="list-style-type: none"> ▪ Identify basic characteristics of chronic conditions ▪ Identify losses endured as a result of chronic conditions 			
2. Explore interventions to assist clients with meeting their basic needs.			
<ul style="list-style-type: none"> ▪ Identify problem areas and symptoms that may result from a chronic condition ▪ Identify symptoms of and interventions for nutrition problems ▪ Identify symptoms of and interventions for elimination problems ▪ Identify symptoms of and interventions for problems with activities of daily living ▪ Identify symptoms of and interventions for pain ▪ Identify symptoms of and interventions for problems with communication ▪ Identify symptoms of and interventions for sensory problems ▪ Identify symptoms of and interventions for emotional problems ▪ Describe the caregiver’s role regarding prevention of infection ▪ Identify symptoms of and interventions for cognitive changes 			
3. Recognize the care required with a disruption in sensory organs.			
<ul style="list-style-type: none"> ▪ Identify causes of visual disturbances ▪ Describe care of clients with visual impairment ▪ Identify causes of hearing impairment ▪ Describe the care of clients with hearing impairment 			
4. Recognize the care required with a disruption in cardiovascular function.			
<ul style="list-style-type: none"> ▪ Describe basic features of coronary artery disease ▪ Describe basic features of hypertension ▪ Describe basic features of congestive heart failure ▪ Describe basic features of a stroke ▪ Identify risk factors and methods of prevention related to cardiovascular disease 			
5. Recognize the care required with a disruption in respiratory function.			

SPCR 284 – Special Needs 1 Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
<ul style="list-style-type: none"> ▪ Describe the basic features of chronic obstructive pulmonary disease (COPD) ▪ Identify basic features of asthma ▪ Explain the risk factors related to the onset of COPD ▪ Identify the role of the care provider for clients with COPD 			
6. Recognize the care required with a disruption in respiratory function.			
<ul style="list-style-type: none"> ▪ Identify basic features of osteoporosis ▪ Describe basic features of osteoarthritis, rheumatoid arthritis, fibromyalgia, gout and lupus ▪ Describe the basic features of fractures ▪ Indicate the care required following hip and knee replacements ▪ Recall the importance of exercise for individuals with musculoskeletal disorders 			
7. Recognize the care required with a disruption in neurological function.			
<ul style="list-style-type: none"> ▪ Describe the basic features of multiple sclerosis ▪ Describe the basic features of Parkinson’s disease ▪ Describe the basic features of paralysis ▪ Describe the basic features of cerebral palsy ▪ Describe the basic features of epilepsy ▪ Describe the basic features of amyotrophic lateral sclerosis 			
8. Recognize the care required with a disruption in endocrine function.			
<ul style="list-style-type: none"> ▪ Describe basic features of diabetes mellitus ▪ Explain the management of diabetes ▪ Recognize complications that could result from diabetes 			
9. Recognize the care required with a disruption in genitourinary function.			
<ul style="list-style-type: none"> ▪ Describe renal failure ▪ Describe features of prostate problems 			
10. Recognize the care required with a disruption in gastro-intestinal function.			
<ul style="list-style-type: none"> ▪ Describe inflammatory bowel disease (IBD) 			

PLAR assessment methods

If you qualify for PLAR, you will be asked to demonstrate your learning in the following ways.

1. Research question (must have 50% to continue)

Through your work experience, you will have worked with a variety of clients; these clients may have had a variety of chronic conditions which brought them to you for care. Clients could be receiving care in their own homes or in an institution. From the following list of

possible chronic conditions choose one condition. Answer the following questions about this chronic condition.

- Send your written answers to your PLAR contact assessor. The answers should be written in point form (not a formal essay). Choices:
 - Chronic pain
 - Dysfunctional communications (client, variety of causes)
 - COPD
 - Diabetes Mellitus
 - Multiple Sclerosis
 - Crohn's disease
 - Hypertension
 - Rheumatoid Arthritis
- Answer the following questions regarding:
 - What are the symptoms you would see, feel, or observe?
 - What care is required for this individual?
 - What impact does the condition have on the individual?
 - What impact does the condition have on the individual's family?
 - What impact does the condition have on Saskatchewan society?
 - As a CCA, what is your role in meeting this individual's needs?

2. Challenge exam

- Sixty (60) multiple choice questions
- Passing mark of 50% (**A Grade Point Average (GPA) of 60% or higher is required to graduate. It is very important, therefore, to stay up to date on GPA**)
- 1 hour to complete the exam
- The exam must be completed in the presence of an invigilator
 - The candidate is responsible for arranging the invigilator and for any fees incurred
- Exam may include questions on:
 - Interventions to assist client to meet basic needs
 - Care required with disruption of sensory organs
 - Care required with disruption in any of the body systems

Resources

SPCR 285 – Special Needs 2

Your studies will cover the basic needs and interventions of clients with infectious diseases, cancer, altered mental abilities, disruption in mental health, alcohol dependency and drug dependency.

Credit unit(s): 2.0
Prerequisite(s): SPCR 284 minimum grade of 50%
Equivalent course(s): none

SPCR 285 – Special Needs 2 Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
1. Identify the care required with clients with infectious diseases.			
<ul style="list-style-type: none"> ▪ Describe techniques to prevent the spread of infectious disease ▪ Describe common infectious (communicable) diseases ▪ Describe characteristics of sexually transmitted diseases and HIV ▪ Describe infections that occur in health care facilities 			
2. Recognize the care required for clients with cancer.			
<ul style="list-style-type: none"> ▪ Explain the characteristics of cancer ▪ Describe risk factors and prevention of cancer ▪ Describe four common types of cancer ▪ Describe treatments used in cancer 			
3. Determine the care required for bariatric clients.			
<ul style="list-style-type: none"> ▪ Identify the unique needs of the bariatric client ▪ Describe risk factors specific to the bariatric client ▪ Describe special considerations for care of the bariatric client 			
4. Recognize the care required with altered mental abilities.			
<ul style="list-style-type: none"> ▪ Describe the characteristics of mental disabilities ▪ Describe features of Down syndrome ▪ Describe characteristics of Fetal Alcohol Spectrum Disorder ▪ Describe characteristics of Attention Deficit Disorder ▪ Describe characteristics of Autism Spectrum Disorder ▪ Describe basic features of acquired brain injury 			
5. Determine the care required with a disruption in mental health.			
<ul style="list-style-type: none"> ▪ Describe aspects of mental health and illness ▪ Identify characteristics of and treatment for anxiety disorders ▪ Identify characteristics of and treatment for mood disorders ▪ Identify characteristics of and treatment for schizophrenia ▪ Identify characteristics of suicide 			
6. Recognize the care required with alcohol and drug dependency.			

SPCR 285 – Special Needs 2 Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
<ul style="list-style-type: none"> ▪ Identify features of alcohol problems ▪ Identify causes and risk factors for alcohol addiction ▪ Describe the health-related effects of alcohol addiction ▪ Describe treatment for alcoholism ▪ Identify characteristics and effects of other commonly abused substances ▪ Identify how alcoholism and other drug problems can be prevented 			

PLAR assessment methods

If you qualify for PLAR, you will be asked to demonstrate your learning in the following ways.

1. Research question (must have 50% to continue)

Through your work experience, you will have worked with a variety of clients; these clients may have had a variety of chronic conditions which brought them to you for care. Clients could be receiving care in their own homes or in an institution.

- From the following list of possible chronic conditions choose one condition
- Send your written answers to your PLAR contact assessor. The answers should be written in point form (not a formal essay). Choices:
 - Breast cancer
 - Acquired brain injury
 - Anxiety disorders
 - Schizophrenia
 - HIV/AIDS
 - Drug addiction
- Answer the following questions regarding:
 - What are the symptoms you would see, feel, or observe?
 - What care is required for this individual?
 - What impact does the condition have on the individual?
 - What impact does the condition have on the individual’s family?
 - What impact does the condition have on Saskatchewan society?
 - As a CCA, what is your role in meeting this individual’s needs?

2. Challenge exam

- Passing mark of 50% (**A Grade Point Average (GPA) of 60% or higher is required to graduate. It is very important, therefore, to stay up to date on GPA**)
- 1 hour to complete the exam
- The exam must be completed in the presence of an invigilator
 - The candidate is responsible for arranging the invigilator and for any fees incurred

- The exam may include questions on:
 - Cancer
 - Altered mental abilities
 - Disruptions in mental health
 - Infectious diseases
 - Alcohol and drug dependency

Resources

Option B: Cumulative Clinical PLAR

What is cumulative clinical PLAR?

Upon completion of one comprehensive assessment, formal credit recognition can be received for the three clinicals (CLIN 100, CLIN 219, CLIN 232) following successful demonstration of the required outcomes.

Who is eligible?

Individuals with:

- Recent work experience in Canada, but who do not have a Continuing Care Assistant certificate
- Recent work experience of a minimum of 500 hours
- Recent related skills match clinical outcomes (some students may require more hours in order to meet this criteria)
- Acceptance letter(s) into the Continuing Care Assistant program (met entrance requirements)

What are the prerequisites for cumulative clinical PLAR?

- Completion of all courses except the clinicals in the Continuing Care Assistant program
- Current First Aid, CPRC with AED, Food Safe, TLR and intermediate PART certificates. Submit originals to be photocopied by Saskatchewan Polytechnic employees.
- 500 hours of work experience in Canada in the past 2 years
- Letter from employer verifying hours and skills competency
- Criminal record check

What is the cost?

- Assessment fees
- Travel cost (mileage according to Saskatchewan Polytechnic rates, meals & accommodations if required)

When is cumulative clinical PLAR available?

September through June

Cumulative Clinical PLAR process

Application Process	Completion Date
Advisement process	
Meet with program head and/or counsellor to discuss PLAR requirements or eligibility	
Apply to the Continuing Care Assistant program <ul style="list-style-type: none"> ▪ Complete application form for the CCA program ▪ Obtain high school transcripts for registration services ▪ Pay the application fee at registration services 	
Evidence file to be submitted to Saskatchewan Polytechnic	
1. Complete self-audit as required	
2. Submit certificates: (originals will be copied by the Saskatchewan Polytechnic employee and returned to you) <ul style="list-style-type: none"> ▪ CPR – Level C (AED) ▪ First Aid ▪ PART (intermediate level) ▪ TLR ▪ Food safe 	
3. Submit current criminal record check (6 months)	
4. Submit letter(s) from your employer which: <ul style="list-style-type: none"> ▪ Recommends your eligibility for PLAR ▪ Verifies workplace hours within the agency/health region in the last 2 years signed by employer on official letterhead ▪ Discusses your interpersonal communication skills ▪ Describes your team work abilities ▪ Discusses your level of competency in skills performance ▪ Workplace willingness to host your PLAR challenge (3 to 4- hour session with a Saskatchewan Polytechnic designated person to evaluate your skills) 	
5. Complete all theory courses and certificates prior to cumulative clinical PLAR	
6. Complete application form(s) for cumulative clinical PLAR	
7. Submit evidence of being accepted to the CCA program (e.g. letter from registrar)	
8. Submit the completed applied skills validation letter to the assessor. (Available from your Assessor)	
9. Received notice of clinical evaluation date	

<p>10. You will be expected to give care to a client who needs a mechanical lift and total care. You may need to have more than 1 client to demonstrate the above listed skills. Please have at least 2 clients in mind. This will be at the discretion of your PLAR assessor</p>	
<p>11. You are required to carry out the challenge in your usual place of work as it is necessary that you know your clients. You must complete the challenge on a scheduled "day off". During the assessment you may be required to:</p> <ul style="list-style-type: none"> ▪ Identify client's diagnosis, be able to describe adjustments to care based on the diagnosis ▪ A tub bath using a mechanical lift ▪ Routine personal care ▪ Oral care ▪ Nail and foot care ▪ Dressing and grooming ▪ May also be watched feeding residents ▪ PPE ▪ TPR ▪ O2 stats ▪ BP ▪ Blood sugars (BGM) ▪ Catheter ▪ Ostomy <p>During this time, you will be observed for:</p> <ul style="list-style-type: none"> ✓ Organization ✓ Personal competence ✓ Safety ✓ Infection control ✓ Personal care ✓ Body mechanics ✓ TLR ✓ Communication skills 	
<p>12. Complete all documentation</p>	
<p>13. Complete CCA assignment after your clinical skills evaluation</p>	
<p>14. Assessor will submit documents to registration</p>	
<p>15. Obtain CCA certificates</p>	

Self-audit guide(s)

CLIN (100, 219, 232)

You will apply theory and skills in special care and home settings.

CLIN (100, 219, 232) Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
In home care/special care setting, the student will:			
1. Demonstrate responsibility and accountability.			
2. Demonstrate a willingness to learn.			
3. Demonstrate honesty.			
4. Seek required supervision.			
5. Accept direction.			
6. Comply with agency policies and procedure.			
7. Adhere to agency dress code.			
8. Work effectively as a team member.			
9. Communicate effectively.			
10. Maintain confidentiality.			
11. Ensure safety.			
12. Apply infection control techniques.			
13. Organize care.			
14. Use personal work plan.			
15. Provide individualized care for clients with special needs.			
16. Observe client conditions.			
17. Adapt care to changing needs.			
18. Modify care to client's developmental stage.			
19. Assist client to eat.			
20. Apply principles of food safety.			
21. Report and record observations.			
22. PPE			

CLIN (100, 219, 232) Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
23. TPR			
24. 02 Stats			
25. BP			
26. Blood sugars (BGM)			
27. Catheter			
28. Ostomy			

Option C: Program Level Certification (Total Program PLAR)

What is program level certification?

This is an opportunity for care workers who have a combination of previous training and a significant amount of experiential learning to gain credentials.

Program level certification consists of three pieces: Theory Part One, Theory Part Two, and Cumulative Clinical Challenge.

Who is eligible?

Individuals with:

- A certificate (CCA related) from another province, or;
- Who have worked 2000 hours as a CCA in the previous 2 years with a Canadian employer

What are the prerequisites for program level certification PLAR?

- Letter from the employer verifying hours and skills competency
- A minimum of 2000 hours as a CCA in the previous 2 years with a current Canadian employer. This experience must involve giving direct personal care to clients with varying needs.
- 5 original certificates must be submitted. They must be current, and include:
 - Standard First Aid
 - CPR 'C' (AED)
 - Professional Assault Response Training (PART) (intermediate level)
 - Food Safe Level 1
 - Transfers, Lifts and Repositioning (TLR)
 - Photocopies will be made at Saskatchewan Polytechnic and the original will be returned to the candidate.
- Criminal record check (within 6 months)

What is the cost?

- Assessment fees
- Travel cost (mileage according to Saskatchewan Polytechnic rates, meals & accommodations if required)

What learning might be appropriate?

Complete the self-audit ([Appendix A](#)) to determine if you have gained the knowledge that would be required for a CCA certificate.

What happens during the assessment?

The documented learning is compared against the learning outcomes of the Saskatchewan Polytechnic Continuing Care Assistant program. Occasionally an interview may be required to

further clarify the learning. In order to receive formal credit, the learning demonstrated must be equivalent to the learning required of a graduate of the CCA program.

If candidates are assessed as having insufficient learning in an area, do they have to enrol in the entire program in order to gain certification?

No. Individuals do not need to repeat learning they can demonstrate. They would enrol in only the specific courses required to fill the “gaps” of learning required for the certificate.

How much time and effort is required on the part of the candidate?

Candidates are challenging an entire program so must expect to participate in many activities that will prove their abilities. Individuals must document their learning, giving examples. As well, learning will be evaluated by Saskatchewan Polytechnic faculty with validation by workplace supervisors and peers. Expectations will be high and candidates must be committed to the process in order to be successful.

When is the PLAR available?

September through June

What is the process?

1. Refer to the [PLAR process](#), steps 1-6 for information.
2. Complete the self-audit ([Appendix A](#)).
3. Complete the review assignments for program level certification. These will be sent to you to prepare for program level certification.
4. Write the 2 comprehensive PLAR examinations.
 - Each exam consists of 200 multiple choice questions which test the theory portion of the CCA program
5. The comprehensive examinations cover all of the program theory courses; the examination results are designed to indicate pass/fail for each separate course of the program.
 - Pass mark of 60% for each program (course) component
6. If the applicant fails course components during these examinations the candidate must complete the failed course(s) prior to completing the clinical challenge. Courses successfully passed on the comprehensive examinations will be credited to the applicant’s transcript.
7. Complete and submit to Saskatchewan Polytechnic assessor the CCA applied skills workplace validation letter (available in Assessor Guide). All skills must be completed and signed off by an agency designated person. The evaluation form must be “SATISFACTORY” in all areas and signed by an RN, RPN or LPN.

8. Evaluation by Saskatchewan Polytechnic employee at place of employment or alternate site.
9. Complete the CCA clinical written assignment.
10. Documentation sent to Saskatchewan Polytechnic registration.
11. If successful, CCA certificate will be issued by Registration Services.
 - If unsuccessful in the clinical challenge, you will be required to complete the CCA clinicals

Program level certification PLAR process

Section one

Application Process	Completion Date
Advisement process completed	
Meet with program head and/or counsellor to discuss PLAR requirements or eligibility	
Apply to the Continuing Care Assistant program <ul style="list-style-type: none"> ▪ Complete application form for the CCA program ▪ Submit high school transcripts to registration services ▪ Pay the application fee at registration services 	
Evidence file to be submitted to Saskatchewan Polytechnic	
1. Self-audit – complete Appendix A	
2. Submit certificates: (originals will be copied by the Saskatchewan Polytechnic employee and returned to you) <ul style="list-style-type: none"> ▪ CPR – Level C (AED) ▪ First Aid ▪ PART (intermediate level) ▪ TLR ▪ Food safe 	
3. Submit description of any previous education in the field of CCA	
4. Submit proof of attendance for any workshops or seminars that you have attended	
5. Submit current Criminal Record Check (6 months)	
6. Submit letter(s) from your Canadian employer which: <ul style="list-style-type: none"> ▪ Recommends your eligibility for PLAR ▪ Verifies workplace hours within the agency/health region in the last 2 years signed by employer on official letterhead ▪ Discusses your interpersonal communication skills ▪ Describes your team work abilities ▪ Discusses your level of competency in skills performance ▪ Workplace willingness to host your PLAR challenge ▪ (3 to 4 hour session with a Saskatchewan Polytechnic designated person to evaluate your skills) 	

Section two

Assessment and evaluation	Completion Date
<p>The following will be sent to you once the evidence file is complete. When completed please mail them back to the PLAR assessor at the appropriate campus.</p>	
<p>Submit completed program level certificate assignments</p>	
<p>Write the comprehensive exams – 2 exams of 200 multiple choice questions each. You will be given 4 hours to write each exam.</p> <ul style="list-style-type: none"> ▪ The exams must be written at either a Campus Test Centre, Regional College or in the presence of an approved invigilator ▪ The student is responsible for arranging the invigilator and any fees incurred <p><i>Note:</i></p> <ul style="list-style-type: none"> ▪ These exams represent all of the theory portions of the CCA courses, you must pass all of the courses with 60% ▪ If you are unsuccessful in any of the courses on these exams, you will be required to take those courses prior to the evaluation of clinical skills 	
Evaluation of clinical skills in facility	
<p>Mutually agreed upon evaluation date will be set and the following challenge will be evaluated at the facility of your employment.</p>	
<p>Carry out the challenge in your usual place of work as it is necessary that you know your clients. It must be a scheduled day "off".</p> <p>During the assessment you will be required to do:</p> <ul style="list-style-type: none"> ▪ Identify client's diagnosis, and be able to describe adjustments to care based on the diagnosis ▪ A tub bath using a mechanical lift ▪ Dressing and grooming including oral care ▪ Nail and foot care ▪ Feeding residents ▪ PPE ▪ TPR ▪ O2 stats ▪ BP ▪ Blood sugars (BGM) ▪ Catheter ▪ Ostomy <p>During the approximately 3 hours, you will also be evaluated on:</p> <ul style="list-style-type: none"> ▪ Communication skills ▪ Observation and recording skills ▪ Organization ▪ Safety ▪ Infection control ▪ Body mechanics ▪ Personal competence ▪ TLR 	

Assessment and evaluation	Completion Date
You are expected to give care to a client who needs a mechanical lift and total care. You may need to have more than 1 client to demonstrate the above listed skills so please have at least 2 clients in mind. They will be decided upon at the discretion of your assessor.	
Complete the CCA written assignment; give assignment to the assessor.	
Payment options can be discussed with your assessor. You will be notified regarding amount upon completion of the assessment. Mileage is charged at Saskatchewan Polytechnic rate. Student is responsible for additional charges that are incurred by the evaluator such as mileage, meals and hotel.	
Upon successful completion of all of the above:	
Assessor will submit documentation to Registrar.	
CCA certificates will be mailed by Registration Services to successful candidates.	

All documents may be mailed to the Program Head of the campus where you are completing the challenge:

Dr. Ursula Osteneck

Program Head
Continuing Care Assistant
Program
Saskatchewan Polytechnic
Prince Albert Campus
1100 15th Street East
PRINCE ALBERT, SK S6V 7S4

Wendy Treble

Program Head
Continuing Care Assistant
Program
Saskatchewan Polytechnic
Regina Campus
4500 Wascana Parkway
REGINA, SK S4P 3A3

Catharine Wirth

Program Head
Continuing Care Assistant
Program
Saskatchewan Polytechnic
Saskatoon Campus
1130 Idylwyld Dr. N
SASKATOON, SK S7L 4J7

Continuing Care Assistant

Appendices

Appendix A

Self-audit – Program level certification

You will demonstrate theory knowledge and clinical skills for special care and home care settings.

In order to be successful in the Program level certification you should be at the **competent** level for each outcome.

Critical factors are identified for each learning outcome. They define essential skills or knowledge that a candidate will be required to demonstrate in the assessment before credit can be considered.

Self-Audit Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
General Learning Outcomes			
1. Identifies basic components of health care systems (provincial and local).			
2. Describes roles and responsibilities of the health care assistant.			
3. Identifies the roles and responsibilities of the health care team.			
4. Exhibits confidence and competence in the work environment.			
5. Understands the concepts of caring, health and wellness.			
6. Selects and carries out a plan of action using a problem solving approach.			
7. Understands basic human needs.			
8. Describes the stages of growth and development through the life cycle.			
9. Discuss family units and role expectations of family members.			
10. Understands the interconnectedness among physical, social and spiritual aspects of health.			
11. Describes the effect of stress on the client and family.			
12. Describes the effect of diversity on the client and family.			
13. Describes the effect of loss on the client and family.			
14. Describes normal body function.			
15. Describes common health problems.			
16. Discusses the role of the health care assistant in the care of clients with common health problems.			

Self-Audit Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
17. Demonstrates caring interpersonal approaches.			
18. Observes, reports and records relevant information.			
19. Maintains a safe environment for self, clients, families and health team members.			
20. Assists clients with activities of daily living.			
21. Performs selected tasks related to care (e.g. TPR, measuring and recording height and weight, measuring and recording intake and output, collection of specimens).			
22. Copes with unanticipated occurrences.			
23. Examines own beliefs, values and cultural norms.			
24. Understands the role of the health care assistant in ethical decision making.			
25. Recognizes and respects client's beliefs, values and rights.			
26. Values life-long learning.			
27. Practices care of self.			
28. Follows legal and ethical guidelines of practice.			
29. Follows policies and procedures.			
30. Acts as a client advocate.			
31. Participates in and supports a team approach in developing and implementing the plan of care.			
32. Uses appropriate resources.			
33. Is accountable for own actions.			
Employability skills profile for CCA			
1. Demonstrates responsibility and accountability.			
2. Demonstrates willingness to learn.			
3. Demonstrates honesty.			
4. Seeks required supervision.			
5. Accepts direction.			

Self-Audit Competent: I can work independently without supervision to apply the learning outcome. Learning: I am still learning this and need some direction or supervision to do it well. None: I have no knowledge or experience related to this outcome.	Competent	Learning	None
6. Complies with agency policy and procedures.			
7. Adheres to agency dress code.			
8. Works effectively as a team member.			
9. Communicates effectively.			
10. Maintains confidentiality.			
11. Ensures safety.			
12. Applies infection control techniques.			
13. Organizes care.			
14. Uses personal work plan.			
15. Provides individualized care for clients with special needs.			
16. Observes client condition.			
17. Adapts care to changing needs.			
18. Modifies care to client's developmental stage.			
19. Assists client to eat.			
20. Applies principles of food safety.			

Exam invigilator

Exam Supervisor Form

Student's name: (Please Print) _____

Student's e-mail: _____

Student's Phone #: _____ **Student ID #** _____

Course Name: _____

Instructor: _____

Complete the information below and return to your instructor **before** starting your course work.

WHEN TO BOOK EXAM(S):

You are eligible to BOOK to write your exam only once you have received the eligibility e-mail sent to your exam supervisor and cc'd to you in your e-mail.

- 1. Do not book an exam(s) if you do not have the eligibility e-mail.**
- 2. Test sites will refuse exam booking(s)/writing if the eligibility e-mail has not been received.**
- 3. It is the student's responsibility to inform the instructor that accommodations are required.**

****Photo ID** is required and cell phones are **not** allowed in the room (even if shut off) while writing an exam at any location for CCA students.

Exam Supervisor Information

Choose One: (either a Saskatchewan Polytechnic or Regional College Test Centre. When choosing the college, the college test centre must fill in the information below.) For any Saskatchewan Polytechnic Test Centre, you may book your exams online at www.saskpolytech.ca/testing.

Saskatchewan Polytechnic Test Centre	Regional College
<input type="checkbox"/> Moose Jaw Test Centre <input type="checkbox"/> Prince Albert Test Centre <input type="checkbox"/> Regina Test Centre <input type="checkbox"/> Saskatoon Test Centre	Regional College Name:
	Full College Mailing Address (including Postal Code):
	Name of Exam Supervisor (please print):
	Email:
	Phone Number:
	Signature of Exam Supervisor:

