Medical Laboratory Technology

PLAR Candidate Guide

Prior Learning Assessment and Recognition (PLAR)
The Medical Laboratory Technology (MLT) diploma 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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Advance 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

<table>
<thead>
<tr>
<th>General PLAR Knowledge</th>
<th>Competent</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competent: I know this well enough to explain it to someone else.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning: I am somewhat familiar with this but need more review.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None: I have no knowledge related to this outcome.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 Medical Laboratory Technology 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 Medical Laboratory Technology program
This section contains specific PLAR eligibility criteria, directions, and contact information for the Medical Laboratory Technology 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 Medical Laboratory Technology program
This section contains the following detailed information about PLAR for the Medical Laboratory Technology 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

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE NAME</th>
<th>PLAR Challenge(s) available through program</th>
<th>PLAR Challenge(s) not available</th>
</tr>
</thead>
<tbody>
<tr>
<td>APHY 191</td>
<td>Anatomy &amp; Physiology 1</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>APHY 282</td>
<td>Anatomy &amp; Physiology 2</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>BIOL 181</td>
<td>Molecular Biology</td>
<td>✔</td>
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</tr>
<tr>
<td>CHEM 176</td>
<td>Clinical Chemistry 1</td>
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</tr>
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<td>CHEM 184</td>
<td>Urinalysis</td>
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<td>CHEM 279</td>
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</tr>
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<td>CHEM 288</td>
<td>Clinical Chemistry 3</td>
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</tr>
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<td>CLIN 284</td>
<td>Clinical Hematology</td>
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<td></td>
</tr>
<tr>
<td>CLIN 285</td>
<td>Clinical Transfusion Science</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>CLIN 286</td>
<td>Clinical Microbiology</td>
<td>X</td>
<td></td>
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<td>CLIN 287</td>
<td>Clinical Histotechnology</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>CLIN 291</td>
<td>Specimen Procurement &amp; Management 1</td>
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</tr>
<tr>
<td>CLIN 292</td>
<td>Clinical Molecular Biology</td>
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</tr>
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<td>Professional Practices 1</td>
<td>✔</td>
<td></td>
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<tr>
<td>ETHC 280</td>
<td>Professional Practices 2</td>
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<td>HEMA 179</td>
<td>Hematology</td>
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<td></td>
</tr>
<tr>
<td>HEMA 188</td>
<td>Hemopathology Erythrocytes</td>
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</tr>
<tr>
<td>HEMA 189</td>
<td>Hemopathology Leukocytes</td>
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</tr>
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<td>Code</td>
<td>Course Name</td>
<td>Notes</td>
<td></td>
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<tr>
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<td></td>
</tr>
<tr>
<td>HEMA 192</td>
<td>Introductory Hemostasis</td>
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<td></td>
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<tr>
<td>HEMA 283</td>
<td>Advanced Hemostasis</td>
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<td>HSTC 184</td>
<td>Microanatomy</td>
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<tr>
<td>HSTC 185</td>
<td>Histotechnology 1</td>
<td>X</td>
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<tr>
<td>HSTC 187</td>
<td>Histotechnology 2</td>
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</tr>
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<td>IMMU 183</td>
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<tr>
<td>INFC 180</td>
<td>Infection Control &amp; Safety</td>
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</tr>
<tr>
<td>MICR 187</td>
<td>Microbiology 1</td>
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</tr>
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<td>Microbiology 2</td>
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<td>MICR 189</td>
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<tr>
<td>MTER 180</td>
<td>Medical Terminology</td>
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<td></td>
</tr>
<tr>
<td>PATH 181</td>
<td>Laboratory Result Correlation</td>
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<td></td>
</tr>
<tr>
<td>PROC 180</td>
<td>General Laboratory Practice</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>PROC 181</td>
<td>Specimen Collection &amp; Handling</td>
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<td></td>
</tr>
<tr>
<td>QC 193</td>
<td>Best Practice in Point of Care Testing</td>
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<td></td>
</tr>
<tr>
<td>QC 194</td>
<td>Quality Management</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>RSC 280</td>
<td>Applied Investigation</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>TRFS 180</td>
<td>Transfusion Science 1</td>
<td>X</td>
<td></td>
</tr>
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</tr>
<tr>
<td>TRFS 182</td>
<td>Transfusion Science 3</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
Dates when PLAR Assessment is available for this program

PLAR challenges are currently being offered prior to start date of the course being challenged.

PLAR Challenge Options and Eligibility Criteria

The following course in the Medical Laboratory Technology program may be taken by continuing education or challenged through PLAR as an unclassified student prior to being admitted to the program. Completing program courses prior to admission has no impact on admission requirements but may reduce your course load if you are successfully admitted.

APHY 191, Anatomy and Physiology 1

To be eligible to register for PLAR for QC 193, Best Practices in Point of Care Testing, you must be a licensed allied health professional (i.e. MLA, MLT, MRT, RN or LPN).

To be eligible to register for any other courses in this program, whether through PLAR or continuing education, an applicant must first apply and be successfully admitted to the Medical Laboratory Technology program.

Individual course challenge

If you have (within the last five years) successful experience in the Medical Laboratory Technology field, and have learned the skills and knowledge for one or more of the Medical Laboratory Technology courses, you may apply to be assessed for each applicable course.

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 Medical Laboratory Technology 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 for this program:

Aleatha Schoonover, Program Head  
Saskatchewan Polytechnic, Saskatoon Campus  
Phone: (306) 659-4411  
Email: Aleatha.Schoonover@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. Bring the completed self-audit checklists to the program’s PLAR consultant (step 5 in the 8-step PLAR process).
**APHY 191 – Anatomy & Physiology 1**

You will explore the structure and function of organs and systems in the normal human body. Your studies will focus on the integumentary, skeletal, muscular, nervous and endocrine systems.

**Credit unit(s):** 3.0

<table>
<thead>
<tr>
<th>APHY 191 – Anatomy &amp; Physiology 1</th>
<th>Competent</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competent:</strong> I can work independently without supervision to apply the outcome.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning:</strong> I need some supervision or direction to apply the outcome.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>None:</strong> I have no knowledge or experience related to this outcome.</td>
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<td></td>
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</tr>
</tbody>
</table>

1. Describe the structural organization of the human body.
   - Identify levels of structural organization
   - Describe systems of the human body
   - Describe anatomical position and related terminology
   - Identify features of body cavities

2. Describe the chemical level of organization of the human body.
   - Define terms related to body chemistry
   - State the structure and function of carbohydrates, lipids, proteins and nucleotides in the human body

3. Describe the cellular level of organization of the human body.
   - Describe the structure and function of components of the human cell
   - Describe protein synthesis
   - Describe cell division

4. Describe the tissue level of organization of the human body.
   - State the structure and function of epithelial tissues
   - State the structure and function of connective tissues
   - State the structure and function of membranes
   - State the structure and function of muscle and nervous tissue

5. Describe the structure and function of the skeletal system.
   - Describe the structure of bone tissue
   - Describe bone growth
   - Describe the main divisions of the skeleton and their components
   - Describe joints, bursae and tendons
APHY 191 – Anatomy & Physiology 1

**Competent:** I can work independently without supervision to apply the outcome.

**Learning:** I need some supervision or direction to apply the outcome.

**None:** I have no knowledge or experience related to this outcome.

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6. Describe the structure and function of the nervous system.

- State the organization and function of the nervous system
- Discuss neurophysiology
- Describe the structure and function of the central nervous system
- Describe the structure and function of the peripheral nervous system
- Describe the structure and basic physiology of the following senses: smell, taste, sight and hearing

7. Describe the structure and function of the endocrine system.

- Describe the endocrine gland activity
- Describe the structure and function of the pituitary glands and hypothalamus
- Describe the structure and function of the thyroid gland
- Describe the structure and function of the parathyroid gland
- Describe the structure and function of the adrenal gland
- Describe the structure and function of the pancreas
- State the hormones produced by the gonads

8. Describe the structure and function of the muscular system.

- Describe the types and characteristics of muscle tissue
- State the structure and function of skeletal muscle
- State the structure and function of cardiac and smooth muscle

9. Describe the structure and function of the integumentary system.

- State the structure and function of skin components
- Discuss skin pathology

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**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. **Challenge exam**
   - Candidate will be required to pass a 50 minute examination with a minimum mark of 50%
   - Candidate is tested on theory
   - The exam is closed book and consists of multiple choice questions
Upon prior approval of program head, complete a proctor form (refer to Appendix D).

**Resources**

A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

Saskatchewan Polytechnic (current edition) *APHY 191 – Anatomy & Physiology 1, course manual*, Saskatoon, SK: Saskatchewan Polytechnic Saskatoon Campus.
APHY 282 – Anatomy & Physiology 2

Building on the knowledge gained in APHY 191 (Anatomy and Physiology 1), you will continue your study of the structure and function of the normal human body. Your studies will focus on the cardiovascular, immune, respiratory, digestive, urinary and reproductive systems.

**Credit unit(s):** 3.0  
**Prerequisite(s):** APHY 191

<table>
<thead>
<tr>
<th>APHY 282 – Anatomy &amp; Physiology 2</th>
<th>Competent</th>
<th>Learning</th>
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</thead>
<tbody>
<tr>
<td><strong>Competent:</strong> I can work independently without supervision to apply the outcome.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning:</strong> I need some supervision or direction to apply the outcome.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>None:</strong> I have no knowledge or experience related to this outcome.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Describe the structure and function of the cardiovascular system.
   - Discuss the characteristics of blood
   - Describe the structure and function of blood cells
   - Discuss coagulation and blood groups
   - Discuss heart anatomy
   - Discuss heart physiology
   - Describe blood vessels and circulation

2. Describe the structure and function of the immune system.
   - Discuss the structure and function of the lymphatic
   - Describe non-specific resistance to disease
   - Discuss immunity

3. Describe the structure and function of the respiratory system.
   - Discuss the anatomy and physiology of the conduction and respiratory portions
   - Describe the mechanics of respiration

4. Describe the structure and function of the digestive system.
   - Describe the structure and function of the gastrointestinal tract
   - Discuss the structure and function of the upper gastrointestinal tract
   - Discuss the structure and function of the lower gastrointestinal tract
   - Describe chemical digestion and absorption
   - Describe metabolism and energy production
   - Discuss nutrition and metabolism of carbohydrates, proteins and lipids

5. Describe the structure and function of the urinary system.
   - Describe the anatomy of the urinary system
**APHY 282 – Anatomy & Physiology 2**

<table>
<thead>
<tr>
<th>Competent</th>
<th>Learning</th>
<th>None</th>
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</thead>
<tbody>
<tr>
<td>I can work independently without supervision to apply the outcome.</td>
<td>I need some supervision or direction to apply the outcome.</td>
<td>I have no knowledge or experience related to this outcome.</td>
</tr>
</tbody>
</table>

- Describe kidney function
- Describe urine, the bladder and urinary system pathology
- Discuss the regulatory function of the kidney
- Describe electrolytes, acid-base balance and buffering systems

6. Describe the structure and function of the reproductive system.

- Describe the male reproductive system
- Describe the female reproductive system

**PLAR assessment methods**

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to clarify expectations with the PLAR Consultant/Assessor.

1. **Challenge exam**
   - Candidate will be required to pass a 50 minute examination with a minimum mark of 50%
   - Candidate is tested on theory
   - The closed book exam consists of multiple choice questions

   Upon prior approval of program head, complete a proctor form (refer to Appendix D).

**Resources**

A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

Saskatchewan Polytechnic (current edition) *APHY 282 – Anatomy & Physiology 2*, course manual, Saskatoon, SK: Saskatchewan Polytechnic Saskatoon Campus.
BIOL 181 – Molecular Biology

You will study the principles of molecular biology techniques and explain the practical applications of this technology as it would apply in a diagnostic laboratory. The course content includes DNA/RNA isolation, hybridization, Polymerase Chain Reaction and restriction enzyme analysis.

Credit unit(s): 1.0

<table>
<thead>
<tr>
<th>BIOL 181 – Molecular Biology</th>
<th>Competent</th>
<th>Learning</th>
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</table>

1. Explain nucleic acids.
   - Describe nucleotides
   - Describe DNA (deoxyribonucleic acid)
   - Describe the difference between RNA and DNA

2. Explain the flow of genetic information.
   - Describe replication
   - Describe transcription
   - Describe translation
   - Describe genes

3. Explain molecular biology techniques.
   - Describe molecular enzymes
   - Describe DNA probes
   - Describe DNA probe assays
   - Describe amplification techniques
   - Describe electrophoresis
   - Describe blotting techniques
   - Describe clinical applications
   - Apply molecular techniques

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. Challenge exam
- Candidate will be required to pass a 50 minute examination with a minimum mark of 50%
- Candidate is tested on theory
- The closed book exam consists of multiple choice questions

Upon prior approval of program head, complete a proctor form (refer to Appendix D).

**Resources**

A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

Saskatchewan Polytechnic (current edition) *Biol 181 – Molecular Biology*, course manual, Saskatoon, SK: Saskatchewan Polytechnic Saskatoon Campus.
CHEM 176 – Clinical Chemistry 1

Your studies will focus on the principles and application of analytical techniques. These include basic light measuring systems, electrochemistry and laboratory automation. You will develop the skills needed to produce valid analytical results to assess blood gases, electrolytes, carbohydrates and renal function.

Credit unit(s): 5.0
Prerequisite(s): MTER 180, APHY 282 (concurrent), PROC 180 (concurrent)

<table>
<thead>
<tr>
<th>CHEM 176 – Clinical Chemistry 1</th>
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</table>

1. Describe how the laboratory can ensure accurate, relevant test results.
   - Describe the general factors affecting laboratory results

2. Use light measuring techniques in the laboratory.
   - Describe the theories of electromagnetic radiation as applied to laboratory analysis
   - Describe the components of light measuring systems used in laboratory analyses
   - Describe the use of absorbance and transmittance in laboratory instrumentation
   - Perform a calibration curve assay
   - Assess results calculated from the calibration curve
   - Describe the common types of light measuring instruments used in the laboratory
   - Describe spectrophotometer quality assurance procedures

3. Report valid results to evaluate carbohydrate metabolism.
   - Describe carbohydrate metabolism
   - Describe the clinical application of carbohydrate metabolism tests
   - Describe tests used to assess carbohydrate metabolism
   - Describe measurement of whole blood glucose by point of care testing
   - Correlate carbohydrate metabolism tests to clinical states
   - Perform tests used to assess carbohydrate metabolism
   - Assess results used to evaluate carbohydrate metabolism
   - Report valid results to evaluate carbohydrate metabolism

4. Perform analysis using electrochemistry.
   - Define terms used in electrochemistry
<table>
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- Describe the use of potentiometry in clinical chemistry laboratories
- Describe the use of amperometry/voltammetry in clinical chemistry laboratories
- Describe the use of coulometry in clinical chemistry laboratories
- Describe the use of conductometry in clinical chemistry laboratories
- Describe the use of biosensors in clinical chemistry laboratories
- Perform analysis using electrochemistry

5. Report valid results to evaluate acid-base balance and blood gases.
   - Describe the control of acid-base balance in the human body
   - Describe oxygen transport in blood
   - Describe the clinical conditions and the compensatory mechanism of acid-base balance
   - Describe preanalytical concerns for blood gas analysis

   - Describe the regulation of body water
   - Describe the use of sodium, potassium, chloride and bicarbonate in clinical chemistry
   - Describe the use of magnesium, calcium and phosphate in clinical chemistry
   - Describe common interferences and errors in electrolyte measurement
   - Correlate electrolytes to clinical state
   - Perform tests used to evaluate electrolyte balance
   - Assess electrolyte results
   - Report valid results to evaluate electrolyte imbalance

7. Report valid results to evaluate renal function.
   - Describe the clinical application of urea, creatinine, uric acid, total protein and albumin results
   - Describe the methods used to measure urea, creatinine, uric acid, total protein and albumin
   - Describe common interferences and errors in urea, creatinine, uric acid, total protein and albumin measurement
   - Correlate urea, creatinine, uric acid, total protein and albumin results to clinical states
   - Use calculations to assess renal function
   - Perform tests used to evaluate renal function
### CHEM 176 – Clinical Chemistry 1

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<tr>
<td>- Assess test results to evaluate renal function</td>
<td>- Report valid results to evaluate renal function</td>
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</table>

8. Describe automation in the laboratory.

- Learn key words defining common processing concepts
- Describe the several component steps or stages in automated systems

### 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. **Challenge exam**
   - Candidate will be required to pass a 2 hour examination with a minimum mark of 50%
   - Candidate is tested on theory for both comprehension and critical thinking assessment
   - The exam is closed book and consists of multiple choice and case study questions
   - The candidate **must** pass the challenge exam before the evidence file will be evaluated

   Upon prior approval of program head, complete a proctor form (refer to Appendix D).

   **AND**

2. **Evidence file (may or may not require an interview with assessor)**
   - Completion of self-audit
   - Cover page (refer to Appendix E)
   - Signed employment validation form (refer to Appendix A)
   - Signed employer validation checklist (refer to Appendix B – CHEM 176)
   - If applicable, any relevant documentation of completion of private (offered as an in-service by past employers, for example), training courses, non-credit courses and/or workshops
   - The candidate **must** pass the evidence file requirements before the on campus performance testing session will be scheduled

   **AND**

3. **On campus performance component**
   Candidate will be required to attend and pass a 2 hour laboratory performance testing session at Saskatchewan Polytechnic Saskatoon campus.
Resources

A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

Saskatchewan Polytechnic (current edition) *CHEM 176 – Clinical Chemistry 1*, course manual, Saskatoon, SK: Saskatchewan Polytechnic Saskatoon Campus.
CHEM 279 – Clinical Chemistry 2

You will learn advanced light measuring techniques, as well as enzymology and immunoassay theory. You will develop the skills needed to produce and assess valid results.

Credit unit(s): 3.0
Prerequisite(s): CHEM 176 and IMMU 183

<table>
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<tr>
<th>CHEM 279 – Clinical Chemistry 2</th>
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1. Report valid results using enzymes as reagents.
   - Define key terms in enzymology
   - Describe how enzymes catalyze reactions
   - Describe the structure of protein molecules
   - Describe enzyme nomenclature
   - Describe the effect of the factors that impact enzymes
   - Describe the use of molar absorptivity in lab measurements
   - Describe first order kinetics and the use of enzymes as analytical reagents
   - Perform measurement of a substrate in serum
   - Assess results of assays using enzymes as reagents

2. Report valid results to quantitate enzymes in serum.
   - Describe zero order kinetics
   - List enzymes commonly measured in clinical chemistry
   - Perform measurement of enzyme activity
   - Assess results of assays that measure enzyme activity

   - Describe the clinical significance of cardiac enzymes and isoenzymes
   - Describe the methods used to measure cardiac enzymes and isoenzymes
   - Describe the clinical significance and methods for cardiac proteins
   - Perform cardiovascular diagnostic tests
   - Assess results of cardiovascular diagnostic tests

4. Report valid results to assess lipid metabolism.
   - Describe the clinical significance of lipids
### CHEM 279 – Clinical Chemistry 2

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- Describe the methods for measuring lipids
- Calculate LDL using the Friedewald Formula
- Perform lipid diagnostic tests
- Assess results of lipid metabolism diagnostic tests

5. Report valid results to assess pancreatic function.
   - Describe the two main enzymes used to detect pancreatitis
   - Interpret pancreatic enzyme diagnostic tests

6. Report valid results to assess hepatic function.
   - Describe the main functions of the liver
   - Describe bilirubin metabolism
   - Describe bilirubin and urobilinogen measurement in the laboratory
   - List enzymes measured to monitor hepatic function
   - Describe the types of jaundice
   - Perform tests to determine hepatic function
   - Assess results of hepatic function tests

   - Describe how the body absorbs, distributes and eliminates drugs
   - Describe the importance of proper specimen collection for drug testing
   - Describe the clinical use of therapeutic drugs
   - Describe immunoassay methods used in the chemistry laboratory
   - Describe common interferences and errors in therapeutic drug monitoring
   - Perform therapeutic drug monitoring
   - Assess results of therapeutic or toxic drug levels

   - List frequently ordered immunoassay tests
   - Describe kit tests performed in the clinical laboratory
   - Describe the clinical significance of miscellaneous immunoassay tests
   - Perform diagnostic kit tests
CHEM 279 – Clinical Chemistry 2

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- Assess the results of kit tests

9. Describe the application of toxicology in the clinical laboratory.
   - Define toxicology
   - Describe the clinical application and measurement of ethanol
   - Describe the clinical application and measurement of carbon monoxide
   - Describe the clinical application and measurement of salicylates
   - Describe the clinical application and measurement of acetaminophen
   - Describe the clinical application and method for a drug of abuse screen
   - Perform a drugs of abuse test

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. **Challenge exam**
   - Candidate will be required to pass a 2 hour examination with a mark of 50%
   - Candidate is tested on theory for both comprehension and critical thinking assessment including mathematical calculations necessary for Clinical Chemistry 2
   - The exam is closed book and consists of multiple choice/short answer questions. The student may bring a non-programmable calculator into the exam

   Upon prior approval of program head, complete a proctor form (refer to Appendix D).

   AND

2. **Evidence file (may or may not require an interview with assessor)**
   - Completion of self-audit
   - Cover page (refer to Appendix E)
   - Signed employment validation form (refer to Appendix A)
   - Signed employer validation checklist (refer to Appendix B – CHEM 279)
   - If applicable, any relevant documentation of completion of private (offered as an in-service by past employers, for example), training courses, non-credit courses and/or workshops.
   - The candidate **must** pass the evidence file requirements before the on campus performance testing session will be scheduled
Resources

A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

Saskatchewan Polytechnic (current edition) *CHEM 279 – Clinical Chemistry 2*, course manual, Saskatoon, SK: Saskatchewan Polytechnic Saskatoon Campus
You will develop skills to produce and assess valid results in advanced areas of the medical laboratory.

**Credit unit(s):** 2.0  
**Prerequisite(s):** CHEM 176 and IMMU 183

<table>
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<tr>
<th>CHEM 288 – Clinical Chemistry 3</th>
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<tbody>
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</tbody>
</table>

1. **Report valid results using osmometry.**
   - Describe the regulation of water in the body and osmolality
   - Describe the colligative properties
   - Describe the methodology used to measure osmolality
   - Calculate osmolality and osmolar gap
   - Describe the clinical application of osmolality and osmolar gap
   - Correlate osmolality results to clinical states
   - Report valid results using freezing point depression osmometry
   - Assess results measured by freezing point depression

2. **Perform chromatography techniques used in the clinical laboratory.**
   - Describe the methods used in chromatography
   - Describe the application of chromatography in the clinical laboratory
   - Describe the clinical application and measurement of alcohols
   - Perform chromatography techniques
   - Assess chromatography results

3. **Analyze tumor markers, endocrine hormones and other immunologic assays.**
   - Discuss frequently ordered tumor markers and their clinical application
   - Discuss frequently ordered endocrine hormones and their clinical application
   - Discuss other immunologic assays and their clinical application
   - Review immunoassay methods
   - Analyze results of immunoassay testing
   - Assess results of immunoassay testing

4. **Discuss proteins.**
CHEM 288 – Clinical Chemistry 3

Competent: I can work independently without supervision to apply the outcome.
Learning: I need some supervision or direction to apply the outcome.
None: I have no knowledge or experience related to this outcome.

- Discuss proteins and their clinical significance
- Discuss testing methods for proteins

5. Assess valid results using electrophoresis.
   - Describe the principle of electrophoresis
   - Describe factors that affect electrophoretic separation
   - Describe the function of a densitometer
   - Describe common separation patterns seen in electrophoresis
   - Correlate protein and hemoglobin electrophoresis to clinical states
   - Perform protein electrophoresis and immunofixation electrophoresis
   - Assess results of protein electrophoresis

__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. **Challenge exam**
   - Candidate will be required to pass a 50 minute examination with a mark of 50%
   - Candidate is tested on theory including mathematical calculations necessary for Clinical Chemistry 3. The closed book exam consists of multiple choice/short answer questions. The student may bring a non-programmable calculator into the exam

   Upon prior approval of program head, complete a proctor form (refer to Appendix D).

   AND

2. **Evidence file (may or may not require an interview with assessor)**
   - Completion of self-audit
   - Cover page (refer to Appendix E)
   - Signed employment validation form (refer to Appendix A)
   - Signed employer validation checklist (refer to Appendix B – CHEM 288)
   - If applicable, any relevant documentation of completion of private (offered as an in-service by past employers, for example), training courses, non-credit courses and/or workshops.

__Resources__

A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

Saskatchewan Polytechnic (current edition) CHEM 288 – Clinical Chemistry 3. Course manual. Saskatoon, SK: Saskatchewan Polytechnic Saskatoon Campus.
ETHC 185 – Professional Practices 1

You will receive an introduction to health care and health care delivery systems. You will study the legal and ethical issues faced by health care professionals. You will discuss interpersonal and employability skills required in health care professions with an emphasis on teamwork, communication and stress management. You will learn methods to deal with grief and loss, in addition to skills and techniques for critical thinking and conflict management.

Credit unit(s): 3.0
Equivalent course(s): HUMR 182

<table>
<thead>
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1. Describe health care and health care delivery.
   - Describe health and its determinants
   - Describe the components of Canada’s health care system
   - Describe the types of health care delivery

2. Describe legal and ethical issues in health care.
   - Describe the role and responsibilities of provincial and national professional associations
   - Define a hospital’s legal responsibility for providing a standard of care
   - Describe behaviour guidelines to minimize the risk of harassment, slander and sexual abuse
   - Describe the components of a valid consent for treatment
   - Describe the importance of confidentiality in health care environments
   - Discuss professional ethics and bioethics
   - Describe mandatory reporting of suspected abuse and malpractice
   - Describe health care directives

3. Describe effective employability skills required in health care professions.
   - Identify the core skills for employability and professionalism
   - Identify the skills specific to Medical Diagnostics
   - Identify the importance of individual skill development
   - Identify strategies to develop employability skills and professionalism

4. Demonstrate interpersonal communication.
   - Describe the communication process
   - Discuss how the communication process integrates effective verbal, non-verbal, listening and perception skills
<table>
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<tr>
<td>• Describe barriers to effective communication</td>
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<td>• Describe strategies to facilitate effective communication</td>
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<td>• Discuss the use of technology for communication</td>
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<td><strong>5. Explain how to facilitate communication with individuals having diverse needs.</strong></td>
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<tr>
<td>• Discuss communication for diverse needs</td>
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<tr>
<td>• Describe techniques for effective communication when people have sensory impairments</td>
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<td>• Describe techniques used to communicate with impairments due to intoxication</td>
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<td>• Describe techniques used to communicate with mental impairments</td>
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<tr>
<td>• Recognize diverse communication needs for patients of different generations</td>
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<tr>
<td>• Establish strategies for communicating across cultures and language barriers</td>
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<td>• Describe stressors affecting patients and how they affect behaviours</td>
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<td><strong>6. Demonstrate critical thinking skills.</strong></td>
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<tr>
<td>• Define critical thinking processes</td>
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<td>• Apply processes involved in critical thinking</td>
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<tr>
<td>• Discuss the value of critical thinking</td>
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<td><strong>7. Describe stress and stress management strategies.</strong></td>
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<tr>
<td>• Describe the common stressors in life</td>
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<tr>
<td>• Describe self-talk and how it relates to stress management</td>
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<td>• Describe a healthy balanced life</td>
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<td>• Describe stress reduction techniques</td>
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<td><strong>8. Describe the methods used when dealing with grief and loss.</strong></td>
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<tr>
<td>• Describe grief and the behaviour of individuals in various stages of grief</td>
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<tr>
<td>• Describe how to assist patients in the various stages of the grieving process</td>
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<tr>
<td>• Describe how grief affects the health care provider</td>
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<td><strong>9. Analyze the components of conflict and techniques for conflict management.</strong></td>
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<tr>
<td>• Describe conflict and views of conflict</td>
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**ETHC 185 – Professional Practices 1**

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- Describe the conflict process
- Discuss conflict management techniques

**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. **ETHC Challenge exam**
   - Candidate will be required to pass a 50 minute examination with a minimum mark of 50%
   - Candidate is tested on theory for both comprehension and critical thinking assessment
   - The closed book exam consists of multiple choice and case study questions

   Upon prior approval of program head, complete a proctor form (refer to Appendix D).

   *Candidate must pass challenge exam before the evidence file will be assessed*

   **AND**

2. **Evidence file (may or may not require an interview with assessor)**
   - Completion of self-audit
   - Cover page (refer to Appendix E)
   - Signed employment validation form (refer to Appendix A)
   - Signed employer validation checklist (refer to Appendix B – ETHC 185)
   - If applicable, any relevant documentation of completion of private (offered as in-service by past employers, for example), training courses, non-credit courses and/or workshops

**Resources**

A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

Saskatchewan Polytechnic (current edition) *ETHC 185 – Professional Practices 1*, course manual, Saskatoon, SK: Saskatchewan Polytechnic Saskatoon Campus.
ETHC 280 – Professional Practices 2

You will study health care organizational behaviour and the skills required for leadership/management roles. You will discuss co-operative work relationships, conflict resolution, budgeting, strategic planning, the collective bargaining process, and workload measurements. You will develop workplace documents and demonstrate job search techniques.

Credit unit(s): 2.0

<table>
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<td><strong>Learning:</strong> I need some supervision or direction to apply the outcome.</td>
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</table>

1. Develop workplace documents.
   - Explain the principles of effective writing
   - Discuss letters and e-mail memos
   - Discuss standard formal for professional writing
   - Discuss standard letters
   - Write a procedure
   - Write an effective e-mail
   - Develop short informal reports

2. Use effective job search strategies.
   - Describe job search strategies
   - Assess the job market
   - Describe the importance of resumes and cover letters
   - Discuss job interviews

3. Describe co-operative working relationships.
   - Describe characteristics of successful teams
   - Describe team development stages
   - Describe inter-professional health care teams
   - Describe assertiveness techniques

4. Describe the qualities of a leader.
   - Define leadership and leadership qualities
   - Discuss leadership practices
   - Discuss leadership styles
**ETHC 280 – Professional Practices 2**

| Competent: | I can work independently without supervision to apply the outcome. |
| Learning: | I need some supervision or direction to apply the outcome. |
| None: | I have no knowledge or experience related to this outcome. |

5. Describe the organizational functions of a manager.

- Define management
- List the functions of a manager
- Discuss the skills required by successful managers
- Describe how to motivate staff
- Describe effective performance appraisals

6. Discuss concepts used in the health care workplace.

- Describe terms used in organizational planning
- Describe the use of budgets
- Discuss Lean practices
- Describe workload measurement (units)
- Describe the role of unions in the workforce

**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.

*You must have had a minimum of 6 months of experience in a management position in order to PLAR this course (ETHC 280)*

1. **Challenge exam**
   - Candidate will be required to pass a 50 minute examination with a minimum mark of 50%
   - Candidate is tested on theory for both comprehension and critical thinking assessment
   - The closed book exam consists of multiple choice and short answer questions

   Upon prior approval of program head, complete a proctor form (refer to Appendix D).

   **Candidate must pass challenge exam before the evidence file will be assessed**

2. **Evidence file (may or may not require an interview with assessor)**
   - Completion of self-audit
   - Cover page (refer to Appendix E)
   - Signed employment validation form that clearly demonstrates the candidate has a minimum of at least 6 months of experience in a management level position (refer to Appendix A)
- Signed employer validation checklist (refer to Appendix B – ETHC 280)
- If applicable, any relevant documentation of completion of private (offered as an in-service by past employers, for example), training courses, non-credit courses and/or workshops

**Resources**

A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

Saskatchewan Polytechnic (current edition) *ETHC 280 – Professional Practices 2*, course manual, Saskatoon, SK: Saskatchewan Polytechnic Saskatoon Campus.
**Immu 183 – Immunology**

You will study the body’s innate and acquired defense mechanisms. Your studies will focus on the involvement of the immune system in various disease states and clinical conditions. The course also provides an introduction to the principles of antigen-antibody reactions and their application in many laboratory tests.

**Credit unit(s):** 2.0  
**Prerequisite(s):** MTER 180

### IMMU 183 – Immunology

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<tr>
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</table>

1. **Explain the process of immunity.**

   - Describe the elements and process of non-specific immunity
   - Describe the general characteristics and components of the adaptive immune response
   - Describe the structure and function of the five immunoglobulin classes
   - Describe the basics of antibody production
   - Describe the mechanisms and consequences of compliment activation in both innate and adaptive immunity
   - Describe the general properties of antigens
   - Describe the process and products of cell-mediated immunity

2. **Discuss the principles of antigen-antibody interactions.**

   - Define antigen-antibody terminology
   - Describe the intermolecular attractive forces affecting antigen-antibody reactions
   - Describe the law of mass action
   - Discuss affinity and avidity and their influence on antigen-antibody reactions
   - List the factors which affect affinity constants

3. **Discuss test methods used to detect antigen-antibody reactions.**

   - Define terms used in immunological testing
   - Describe light-scattering techniques
   - Describe passive immunodiffusion techniques
   - Describe immunoelectrophoretic techniques
   - Describe agglutination reactions
   - Describe complement fixation techniques
### IMMU 183 – Immunology

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- Explain the principles and procedures of labeled immunoassays

4. Discuss the pathophysiology of hypersensitivity reactions.

- Define hypersensitivity
- Describe the four types of hypersensitivity
- Describe the immune mediator involved in each type of hypersensitivity
- Describe the mechanism of tissue injury in each type of hypersensitivity
- Give an example of each type of hypersensitivity

5. Discuss common immunological disease states.

- Explain autoimmunity
- Explain tumor immunology
- Explain transplant immunology
- Explain immunodeficiency

### 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. **Challenge exam**
   - Candidate will be required to pass a 50 minute examination with a minimum mark of 50%
   - Candidate is tested on theory for both comprehension and critical thinking assessment
   - The exam is closed book and consists of multiple choice questions

   Upon prior approval of program head, complete a proctor form (refer to Appendix D).

### Resources

A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

Saskatchewan Polytechnic (current edition) *IMMU 183 – Immunology*, course manual,
Saskatoon, SK: Saskatchewan Polytechnic Saskatoon Campus.
INFC 180 – Infection Control and Safety

You will study the transmission of microorganisms, blood-borne pathogens (i.e. hepatitis virus and HIV), standard precautions, isolation procedures, immunization for medical workers, sterilization and disinfection, biohazard waste, safety and WHMIS.

Credit unit(s): 2.0

<table>
<thead>
<tr>
<th>INFC 180 – Infection Control and Safety</th>
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</table>

1. Define the characteristics of microorganisms.
   - Describe the different types of microorganisms
   - Describe the appearance of bacteria
   - Describe the importance of endospores
   - Describe the phases of bacterial growth
   - Describe the viral characteristics and effects of host cells

2. Describe the interaction between microbe and host.
   - Describe normal flora
   - Describe host-microbial relationships other than normal flora
   - Describe the chain of infection
   - Describe the signs and symptoms of infection
   - Describe nosocomial infections, antibiotic resistant bacteria and the role of infection control committees

3. Describe immunization and tuberculin testing.
   - Describe how immunity is achieved
   - Describe immunization practices for rubella, hepatitis and chicken pox
   - Describe the need for tuberculin testing

4. Describe the blood-borne pathogens – Hepatitis and HIV.
   - Describe the transmission, pathology, diagnostic testing and treatment for Hepatitis A
   - Describe the transmission, pathology, diagnostic testing and treatment for Hepatitis B
   - Describe the transmission, pathology, diagnostic testing and treatment for Hepatitis C
   - Describe the transmission, pathology, diagnostic testing and treatment for HIV
   - Describe risks and exposure protocols for health care workers
### INFC 180 – Infection Control and Safety

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<tr>
<th>5. Follow standard precautions and isolation procedures.</th>
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<tr>
<td>- Describe the use and guidelines for standard precautions</td>
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<td>- Describe personal protection</td>
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<tr>
<td>- Describe isolation procedures</td>
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<thead>
<tr>
<th>6. Describe sterilization and disinfection procedures as an essential part of infection control.</th>
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<tr>
<td>- Apply the correct terms used for sterilization and disinfection</td>
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<tr>
<td>- Describe the various sterilization methods used in health care settings</td>
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<tr>
<td>- Describe the various methods of chemical disinfection</td>
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<tr>
<td>- Describe the various methods of mechanical disinfection</td>
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<td>- Describe aseptic technique</td>
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<tr>
<th>7. Describe safety and WHMIS in the workplace.</th>
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<td>- Describe the components of safety</td>
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<tr>
<td>- Describe the components of WHMIS</td>
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<tr>
<td>- Describe the disposal of waste in health care facilities</td>
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### 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.

**Students enrolled in the Combined Laboratory and X-Ray Technology (CLXT), Cytotechnology, Medical Laboratory Assistant (MLA), Medical Laboratory Technology (MLT) and Medical Radiologic Technology (MRT) programs who successfully PLAR INFC 180 are required to participate in a Medical Diagnostic Department Saskatoon Campus laboratory safety tour as part of their program requirements.**

**1. Challenge exam**

- Candidate will be required to pass a 50 minute examination with a minimum mark of 50%
- Candidate is tested on theory
- The exam is closed book and consists of multiple choice questions

Upon prior approval of program head, complete a proctor form (refer to Appendix D).

**Candidate must pass challenge exam before the evidence file will be assessed**
2. **Watch video**
   - HTTP://fms.siast.sk.ca/virtual_campus/infection.html demonstrates the correct use of personal protective equipment in a health care setting.

   **AND**

3. **Evidence file (may or may not require an interview with assessor)**
   - Completion of self-audit
   - Cover page (refer to Appendix E)
   - Signed employment validation form (refer to Appendix A)
   - Signed employer validation checklist (refer to Appendix B – INFC 180)
   - Signed Medical Diagnostics Department Personal Protective Equipment Student Agreement Biohazard form (Appendix C)
   - If applicable, any relevant documentation of completion of private (offered as an in-service by past employers, for example), training courses, non-credit courses and/or workshops

**Resources**
A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

Saskatchewan Polytechnic (current edition) *INFC 180 – Infection Control and Safety*, course manual, Saskatoon, SK: Saskatchewan Polytechnic Saskatoon Campus.
MTER 180 – Medical Terminology

You will learn to use the prefixes, suffixes and combining forms from which medical terms are derived. You will also learn to use medical abbreviations.

**Credit unit(s):** 1.0  
**Equivalent course(s):** MED 161

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</table>

1. Apply the rules for construction and analysis of medical terms.
   - State the components and combinations used
   - State the rules for word construction and analysis
   - State the rules for word pronunciation and spelling

2. Apply the rules for using medical suffixes, combining forms and prefixes.
   - Use suffixes which relate to medical conditions
   - Use suffixes which relate to technical procedures
   - Use general suffixes commonly used in the medical field
   - Use combining forms which relate to body systems
   - Use general combining forms that are commonly used in the medical field
   - Use prefixes which relate to direction or position
   - Use prefixes which relate to colour, shape, size or number
   - Use general prefixes that are commonly used in the medical field

3. Interpret medical abbreviations.
   - Interpret abbreviations and symbols related to pharmacy
   - Interpret abbreviations and symbols related to doctors’ orders
   - Interpret abbreviations and symbols related to measurement

**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. **Challenge exam**
   - Candidate will be required to pass a 50 minute examination with a minimum mark of 50%
   - Candidate is tested on theory
- The exam is closed book and consists of multiple choice questions

Upon prior approval of program head, complete a proctor form (refer to Appendix D).

**Resources**

A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

Saskatchewan Polytechnic (current edition) *MTER 180 – Medical Terminology*, course manual, Saskatoon, SK: Saskatchewan Polytechnic Saskatoon Campus.

Several medical dictionaries and medical terminology textbooks are available at: Saskatchewan Polytechnic Saskatoon Campus library.
**PATH 181 – Laboratory Result Correlation**

You will focus on the role of the laboratory in diagnosis and disease management. The course content includes the analyses used and brief descriptions of common disorders involving the various body systems. You will use this information to help you define the role of the laboratory in disease diagnosis and management. This information will assist you to detect possible discrepancies in laboratory test results.

**Credit unit(s):** 3.0  
**Prerequisite(s):** HEMA 179, CHEM 279 (concurrent) and HEMA 192

<table>
<thead>
<tr>
<th>PATH 181 – Laboratory Result Correlation</th>
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<th>None</th>
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</thead>
</table>
| **Competent:** I can work independently without supervision to apply the outcome.  
**Learning:** I need some supervision or direction to apply the outcome.  
**None:** I have no knowledge or experience related to this outcome. |
| 1. Correlate laboratory analyses to common disorders of the endocrine system. | | | |
| - Describe the endocrine system | | | |
| - Correlate laboratory analyses to diagnosis and monitoring of diabetes mellitus | | | |
| - Correlate laboratory analyses to common disorders of the pituitary gland | | | |
| - Correlate laboratory analyses to common disorders of the adrenal glands | | | |
| - Correlate laboratory analyses to common disorders of the thyroid gland | | | |
| - Correlate laboratory analyses to common disorders of the parathyroid gland | | | |
| 2. Correlate laboratory analyses to common disorders of the respiratory system. | | | |
| - Describe the respiratory system and acid-base balance | | | |
| - Correlate laboratory analyses to common respiratory disorders | | | |
| 3. Correlate laboratory analyses to common disorders of the skeletal, skeletal muscle and nervous systems. | | | |
| - Describe the chemical composition of bone matrix | | | |
| - Correlate laboratory analyses to common bone and joint disorders | | | |
| - Correlate laboratory analyses to common skeletal muscle disorders | | | |
| - Describe the nervous system and cerebrospinal fluid | | | |
| - Correlate laboratory analyses to common nervous system disorders | | | |
| 4. Correlate laboratory analyses to pregnancy states and common disorders of the reproductive system. | | | |
| - Correlate laboratory results to common disorders of the reproductive system | | | |
| - Correlate laboratory results to various pregnancy states | | | |
### PATH 181 – Laboratory Result Correlation

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<tr>
<th>5. Correlate laboratory analyses to common disorders involving blood cells and coagulation factors.</th>
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<tr>
<td>• Describe erythrocyte production</td>
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<tr>
<td>• Correlate laboratory results to common erythrocyte disorders</td>
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<tr>
<td>• Correlate laboratory results to common leukocyte disorders</td>
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<tr>
<td>• Correlate laboratory results to common disorders of hemostasis</td>
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<th>6. Correlate laboratory analyses to common disorders of the renal system.</th>
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<tr>
<td>• Describe the renal system and its function with acid-base balance</td>
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<tr>
<td>• Identify analyses of renal function</td>
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<tr>
<td>• Correlate laboratory results to common renal disorders</td>
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<th>7. Correlate laboratory analyses to common disorders involving the cardiovascular system.</th>
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<tr>
<td>• Correlate laboratory results to cardiac disease</td>
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<td>• Correlate laboratory results to myocardial infarction</td>
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<tr>
<th>8. Correlate laboratory analyses to common disorders involving the digestive system.</th>
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<tbody>
<tr>
<td>• Correlate laboratory results to disorders of the digestive tract</td>
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<tr>
<td>• Correlate laboratory results to disorders of the liver</td>
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<tr>
<td>• Correlate laboratory results to disorders of the pancreas</td>
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### 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. **Challenge exam**
   - Candidate will be required to pass a 2 hour examination with a minimum mark of 50%
   - Candidate is tested on theory for both comprehension and critical thinking assessment
   - The exam is closed book and consists of multiple choice and case study questions

   Upon prior approval of program head, complete an exam proctor form (refer to Appendix D)
**Resources**
A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

Saskatchewan Polytechnic (current edition) *PATH 181 – Laboratory Result Correlation*, course manual, Saskatoon, SK: Saskatchewan Polytechnic Saskatoon Campus.
PROC 180 – General Laboratory Practice

You will receive the theory and practice required to perform basic procedures in a laboratory. The course content includes laboratory glassware, use of balances, centrifuges, thermal equipment, pH meters, microscopes and solution preparation with related calculations.

Credit unit(s): 2.0
Prerequisite(s): INFC 180

<table>
<thead>
<tr>
<th>PROC 180 – General Laboratory Practice</th>
<th>Competent</th>
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1. Demonstrate proper use of standard laboratory equipment.
   - Discuss the use and care of standard laboratory glassware/plastic ware
   - Demonstrate the use, selection and measurement for glass and semi-automated pipettes
   - Discuss the use of common thermal equipment
   - Demonstrate the use of a centrifuge
   - Demonstrate the use of a balance
   - Demonstrate the use of a pH meter

2. Perform calculations necessary for reagent preparation and dilution.
   - Review expression of numbers and units of measurement
   - Perform unit of measurement conversion
   - Perform calculations involving dilutions
   - Define terms used for expressing concentrations
   - Perform calculations for percent solutions
   - Perform calculations for molar solutions
   - Perform calculation for hygroscopic chemicals
   - Perform calculations for concentrated liquids using specific gravity
   - Perform calculations using parts per million

3. Demonstrate application of bright field microscopy.
   - Discuss the principle, use and components of a bright field microscope
### PROC 180 – General Laboratory Practice

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- Discuss the basic characteristics of light
- Discuss the resolving power of a microscope
- Define common microscopic terms
- Discuss common microscopic aberrations
- Discuss Köhler illumination
- Demonstrate application and correct use of a brightfield microscope

4. Discuss the application of other types of microscopes.
   - Discuss the principle, components and use of the darkfield microscope
   - Discuss the principle, components and use of the phase contrast microscope
   - Discuss the principle, components and use of the fluorescence microscope
   - Discuss the principle, components and use of the polarizing microscope
   - Discuss the principle, components and use of the inverted microscope

5. Perform laboratory practices in a safe manner.
   - Identify legislation, practices and assessment for laboratory safety
   - Describe the biological, chemical and physical hazards of a laboratory
   - Describe the ergonomics, psychological hazards and reproductive risks of a laboratory
   - Describe air quality, first aid and equipment safety in a laboratory

   - Discuss fine grades of chemicals
   - Discuss methods of water purification
   - Discuss general rules for chemical reagent preparation
   - Discuss standard solutions
   - Prepare reagents and standards
**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. **Challenge exam**
   - Candidate will be required to pass a 50 minute examination with a minimum mark of 50%
   - Candidate is tested on theory including mathematical calculations necessary for reagent preparation and dilution for General Laboratory Practice
   - The exam is closed book and consists of multiple choice questions
   - The student may bring a non-programmable calculator into the exam

   Upon prior approval of program head, complete a proctor form (refer to Appendix D).

   **Candidate must pass challenge exam before the evidence file will be assessed**

2. **Evidence file** (may or may not require an interview with assessor)
   - Completion of self-audit
   - Cover page (refer to Appendix E)
   - Signed employment validation form (refer to Appendix A)
   - Signed employer validation checklist (refer to Appendix B – PROC 180)
   - If applicable, any relevant documentation of completion of private (offered as an in-service by past employers, for example), training courses, non-credit courses and/or workshops (i.e. WHMIS certification, TDG certification)

**Resources**

A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

Saskatchewan Polytechnic (current edition) PROC 180 – General Laboratory Practice, course manual, Saskatoon, SK: Saskatchewan Polytechnic Saskatoon Campus.
PROC 181 – Specimen Collection and Handling

You will learn how to collect, handle and transport various laboratory specimens to ensure the quality of laboratory results. The collection of blood specimens will be emphasized. You will practice capillary and venous collection on adults at various sites in the community.

Credit unit(s): 3.0
Prerequisite(s): INFC 180

<table>
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<tr>
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1. Collect blood samples by venipuncture.
   - Discuss phlebotomy and types of samples collected by venipuncture
   - Describe equipment used when performing venipuncture
   - Describe the venipuncture procedure
   - Discuss common situations, problems and special collections
   - Perform venipunctures on a variety of adult patients

2. Collect blood samples by capillary puncture.
   - Discuss capillary collection
   - Describe equipment used when performing capillary collections
   - Describe the capillary puncture procedure
   - Discuss common problems of capillary collection
   - Perform capillary punctures on adults

3. Explain the procedures for collecting and handling laboratory specimens other than blood.
   - Explain the collection and handling of urine for common laboratory analyses
   - Explain the collection and handling of feces for common laboratory analyses
   - Explain the collection and handling of sputum for common laboratory analyses
   - Explain the collection and handling of seminal fluid specimens for common laboratory analyses
   - Discuss the handling of laboratory specimens typically collected by medical/nursing staff
### PROC 181 – Specimen Collection and Handling

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#### 4. Manage the receipt, distribution and storage of laboratory specimens.

- Describe the process for requesting laboratory tests
- Accession laboratory specimens
- Separate plasma and/or serum from blood samples
- Assess specimen suitability and priority
- Describe the procedure for unsuitable specimens
- Discuss distribution of specimens to the appropriate laboratory sections
- Describe proper storage and disposal of laboratory specimens
- Determine specimen requirements for uncommon laboratory tests

#### 5. Describe the transportation of laboratory specimens.

- Discuss current legislation concerning transportation of biological specimens

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**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.

You must have performed a minimum of 50 venipuncture collections within the last year in order to PLAR this course (PROC 181)*

---

1. **Challenge exam**
   - Candidate will be required to pass a 50 minute examination with a minimum mark of 50%
   - Candidate is tested on theory for specimen collection and handling
   - The exam is closed book and consists of multiple choice questions
   - The student may bring a non-programmable calculator into the exam

   Upon prior approval of program head, complete a proctor form (refer to Appendix D).

   **Candidate must pass challenge exam before the evidence file will be assessed**

   **AND**
2. **Evidence file** (may or may not require an interview with assessor)
   - Completion of self-audit
   - Cover page (refer to Appendix E)
   - Signed employment validation form (refer to Appendix A)
   - Signed employer validation checklist (refer to Appendix B – PROC 181)
   - If applicable, any relevant documentation of completion of private (offered as an in-service by past employers, for example), training courses, non-credit courses and/or workshops (i.e. WHMIS certification, TDG certification)

**Resources**
A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

Saskatchewan Polytechnic (current edition) *PROC 181 – Specimen Collection and Handling*, course manual, Saskatoon, SK: Saskatchewan Polytechnic Saskatoon Campus.
QC 193 – Best Practices in Point of Care Testing

You will study roles and responsibilities of the health care team in point of care testing (POCT). You will learn steps necessary to implement POCT, principles of quality management and correlation of POCT results.

Credit unit(s): 1.0

<table>
<thead>
<tr>
<th>QC 193 – Best Practices in Point of Care Testing</th>
<th>Competent</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competent: I can work independently without supervision to apply the outcome.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning: I need some supervision or direction to apply the outcome.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None: I have no knowledge or experience related to this outcome.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Describe the management of point of care testing (POCT) by the medical laboratory.
   - Define POCT
   - Describe protocols for best practice in POCT
   - Describe the role and responsibilities of personnel in POCT
   - Discuss ways to foster partnership between the laboratory and the operators

2. Outline a POCT program.
   - Describe the basic principles of point of care application
   - List advantages and disadvantages of POCT
   - List the various tests incorporated into the POCT menu
   - Identify common guidelines for implementation of POCT
   - Describe the data management information used in POCT
   - Describe the desirable characteristics of POCT devices

3. Apply quality management (QM) principles in POCT.
   - Describe QC programs (internal, external)
   - Assess POCT results
   - Validate POCT results
   - Correlate POCT results with laboratory results
   - Correlate patient clinical conditions with POCT
**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. **Challenge exam**
   - Candidate will be required to pass a 50 minute examination with a minimum mark of 50%
   - Candidate is tested on theory for both comprehension and critical thinking assessment
   - The closed book exam consists of multiple choice questions

   Upon prior approval of program head, complete a proctor form (refer to Appendix D).

**Resources**

A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

RSCH 280 – Applied Investigation

You will receive an introduction to research concepts, methodologies and issues in health. You will demonstrate the practical application of research techniques.

Credit unit(s): 1.0
Prerequisite(s): [all of the following courses: APHY 282, BIOL 181, CHEM 184, CHEM 288, ETHC 185, ETHC 280, HEMA 188, HEMA 189, HEMA 283, HSTC 187, MICR 189, PATH 181, QC 193, QC 194, TRFS 182] OR SIMU 281

<table>
<thead>
<tr>
<th>RSCH 280 – Applied Investigation</th>
<th>Competent</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competent:</strong> I can work independently without supervision to apply the outcome.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning:</strong> I need some supervision or direction to apply the outcome.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>None:</strong> I have no knowledge or experience related to this outcome.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Examine research concepts.
   - Define research methodology
   - Review research methods and design
   - Determine criteria required for research questions
   - Explore ethical issues in research

2. Discuss analysis and synthesis skills to resolve research challenges.
   - Examine components of an article critique
   - Discuss components of a research paper (MLT)/research proposal (MRT)
   - Discuss data sampling validity and reliability
   - Discuss data collection methods
   - Discuss compatibility of research design with research question
   - Interpret data analysis

3. Assess an implementation plan.
   - Formulate conclusions
   - Discuss protocols to evaluate procedures
   - Communicate research findings
**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** (may or may not require an interview with assessor)
   - Completion of self-audit (candidate guide)
   - Cover page (Appendix E)
   - Signed employment validation form (Appendix A)
   - Signed employer validation checklist (Appendix B – RSCH 280)
   - OR submission of a previously completed research paper
   - If applicable, any relevant documentation of completion of private (offered as an in-service by past employers, for example) training courses, non-credit courses and/or workshops i.e. WHMIS certification, TDG certification

**Resources**

A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

CLIN 291 – Specimen Procurement and Management 1

You will participate in a supervised clinical experience. Upon successfully completing this experience, you will be able to assist with specimen procurement, receive/distribute specimens and prepare specimens for analysis in a routine clinical laboratory.

Credit unit(s): 2.0
Prerequisite(s): PROC 181

<table>
<thead>
<tr>
<th>Competent</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can work independently without supervision to apply the outcome.</td>
<td>I need some supervision or direction to apply the outcome.</td>
<td>I have no knowledge or experience related to this outcome.</td>
</tr>
</tbody>
</table>

1. Work safely in specimen procurement and management
   - Apply the principles of routine practices
   - Apply laboratory hygiene, infection control practices and proper personal protective equipment (PPE) to minimize possible dangers
   - Use laboratory safety devices eg. sharp containers to minimize possible dangers
   - Review spill containment and clean up procedures for biological and other hazardous materials
   - Respond to workplace emergencies and accidents
   - Use disinfectant methods appropriately
   - Follow legislation for labels, dates, storage, transportation and disposal of biological and other hazardous materials
   - Review reporting of incidents related to safety and personal injury
   - Apply proper ergonomic principles to minimize risk of injury

2. Demonstrate effective communication skills in specimen procurement and management
   - Demonstrate active listening
   - Use effective verbal and nonverbal communication
   - Practice effective written communication
   - Provide information to client on specimen collection, transportation and storage
   - Recognize barriers to effective communication
   - Use technology appropriately to facilitate communication
   - Demonstrate adaptive skills when interacting with clients
### CLIN 291 – Specimen Procurement and Management 1

<table>
<thead>
<tr>
<th>Competent</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Competent</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
</table>

3. Demonstrate professional practice in specimen procurement and management

- Maintain confidentiality of healthcare information
- Comply with legislations that govern medical laboratory technology
- Recognize limitations of own competence
- Accountable for professional actions
- Participate in education and training
- Respect diversity of patients and colleagues
- Recognize signs of individual and group stress
- Demonstrate effective teamwork skills

4. Assist with specimen receipt

- Assist with receiving specimens in the laboratory
- Verify that the pertinent data on specimen and requisition correspond
- Accession specimens into the laboratory computer system
- Adhere to established protocols for labelling and traceability of specimens

5. Assist with preparation of specimens for analysis

- Assist with organizing specimens (i.e. separation required, special handling required, distribute immediately)
- Assist with centrifuging specimens as required
- Aliquot specimens as required
- Adhere to guidelines for specimen retention, storage, transportation and disposal
- Assist with resolving pre-analytical errors

6. Assist with specimen distribution

- Assist with distribution of specimens taking into account priority and stability
- Assist with distribution of specimen to appropriate bench
- Assist with "tracking" specimens in the laboratory information system
### CLIN 291 – Specimen Procurement and Management 1

<table>
<thead>
<tr>
<th>Competent:</th>
<th>Learning:</th>
<th>None:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can work independently without supervision to apply the outcome.</td>
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</tr>
</tbody>
</table>

- Practice preparing and packaging specimens for transport according to TDG regulations

#### 7. Perform venipuncture techniques
- Apply safe work practices
- Confirm identity of client
- Obtain client consent
- Perform venipunctures under a variety of conditions taking into consideration priority
- Demonstrate correct order of draw
- Labels specimens according to required protocol
- Dispose of equipment safely
- Demonstrate client care
- Follow correct protocol for blood exposure
- Demonstrate effective communication skills
- Demonstrate professional practice

## PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to clarify expectations with the PLAR Consultant/Assessor.

*You must have performed a minimum of 50 venipuncture collections within the last year in order to PLAR this course (CLIN 291)*

1. **Evidence file (may or may not require an interview with assessor)**
   - Completion of self-audit
   - Cover page (refer to Appendix E)
   - Signed employment validation form (refer to Appendix A)
     - The Employment Validation Form must indicate that the candidate has performed a minimum of 50 venipuncture collections within the last year in order to proceed with assessment
   - Signed employer validation checklist (refer to Appendix B – CLIN 291)
• If applicable, any relevant documentation of completion of private (offered as an in-service by past employers, for example) training courses, non-credit courses and/or workshops i.e. WHMIS certification, TDG certification

**Resources**

A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

Saskatchewan Polytechnic (current edition) *CLIN 291 – Specimen Procurement and Management 1 Manual for Clinical Experience*, Saskatoon, SK: Saskatchewan Polytechnic Saskatoon Campus.
CLIN 293 – Specimen Procurement and Management 2

You will participate in a supervised clinical experience. Upon successfully completing this experience, you will be able to perform specimen procurement, receive/distribute specimens and prepare specimens for analysis in a routine clinical laboratory.

Credit unit(s): 2.0  
Prerequisite(s): CLIN 291

<table>
<thead>
<tr>
<th>Competent: I can work independently without supervision to apply the outcome.</th>
<th>Learning: I need some supervision or direction to apply the outcome.</th>
<th>None: I have no knowledge or experience related to this outcome.</th>
</tr>
</thead>
</table>

1. Work safely in specimen procurement and management.

- Apply the principles of routine practices
- Apply laboratory hygiene, infection control practices and proper personal protective equipment (PPE) to minimize possible dangers
- Use laboratory safety devices eg. Sharp containers to minimize possible dangers
- Review spill containment and clean up procedures for biological and other hazardous materials
- Respond to workplace emergencies and accidents
- Use disinfectant methods appropriately
- Follow legislation for labels, dates, storage, transportation and disposal of biological and other hazardous materials
- Review reporting of incidents related to safety and personal injury
- Apply proper ergonomic principles to minimize risk of injury

2. Apply critical thinking skills in specimen procurement and management

- Demonstrate knowledge and impact to changing environment
- Organize work to accommodate priorities and resources
- Demonstrate strategies for effective problem solving

3. Demonstrate effective communication skills in specimen procurement and management

- Demonstrate active listening
- Use effective verbal and nonverbal communication
- Practice effective written communication
### CLIN 293 – Specimen Procurement and Management 2

<table>
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<tr>
<th>Competent:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Learning:</td>
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<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Competent</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
</table>

- Provide information to client on specimen collection, transportation and storage
- Recognize barriers to effective communication
- Use technology appropriately to facilitate communication
- Demonstrate adaptive skills when interacting with clients
- Demonstrate effective teamwork skills

### 4. Demonstrate professional practice in specimen procurement and management

<table>
<thead>
<tr>
<th>Competent</th>
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- Maintain confidentiality of healthcare information
- Comply with legislations that govern medical laboratory technology
- Recognize limitations of own competence
- Accountable for professional actions
- Participate in education and training
- Respect diversity of patients and colleagues
- Recognize signs of individual and group stress

### 5. Manage specimen receipt

<table>
<thead>
<tr>
<th>Competent</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
</table>

- Apply safe work practices
- Verify relevant information is provided for test request
- Verify that the pertinent data on the specimen and requisition correspond
- Assess specimen suitability including adequate volume and integrity
- Accession specimens into the laboratory information system
- Adhere to established protocols for labeling and traceability of specimens
- Resolve specimen receipt problems
- Apply critical thinking skills
- Demonstrate effective communication skills
- Demonstrate professional practice

### 6. Prepare specimens for analysis
<table>
<thead>
<tr>
<th>Competent</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can work independently without supervision to apply the outcome.</td>
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</tr>
</tbody>
</table>

- Apply safe work practices
- Organize specimens (i.e. Separation required, special handling required, distribute immediately)
- Centrifuge specimens as required
- Aliquot specimens as required
- Adhere to guidelines for specimen retention, storage, transportation and disposal
- Follow protocol for pre-analytical errors
- Apply critical thinking skills
- Demonstrate effective communication skills
- Demonstrate professional practice

7. Manage specimen distribution
- Apply safe work practices
- Deliver specimens taking into account priority and stability
- Distribute specimen to appropriate bench
- Use the computer system to “track” samples as required
- Prepare and package specimens for transport according to TDG regulations
- Demonstrate effective communication skills
- Demonstrate professional practice

8. Perform venipuncture techniques independently
- Apply safe work practices
- Apply critical thinking skills
- Confirm identity of client
- Obtain client consent
- Perform routine venipunctures according to priority
- Perform advanced venipunctures according to priority
- Perform capillary punctures
CLIN 293 – Specimen Procurement and Management 2

<table>
<thead>
<tr>
<th>Competent</th>
<th>Learning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can work independently without supervision to apply the outcome.</td>
<td>I need some supervision or direction to apply the outcome.</td>
<td>I have no knowledge or experience related to this outcome.</td>
</tr>
</tbody>
</table>

- Demonstrate correct order of draw
- Labels specimens according to required protocol
- Dispose of equipment safely
- Demonstrate client care
- Follow correct protocol for blood exposure
- Describe chain of custody procedures relating to specimens with legal implications
- Demonstrate effective communication skills
- Demonstrate professional practice

**PLAR assessment methods**
If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to clarify expectations with the PLAR Consultant/Assessor.

*The candidate must have completed the following within the last year in order to PLAR this course (CLIN 293)*
- Performed a minimum of 50 venipuncture collections
- Performed a minimum of 6 capillary collections
- Processed at least 30 samples for labelling and aliquoting (stat and routine priority)
- Processed at least 25 specimens for order entry
- Processed at least 25 received collections for verification

1. **Evidence file (may or may not require an interview with assessor)**
   - Completion of self-audit
   - Cover page (refer to Appendix E)
   - Signed employment validation form (refer to Appendix A)
     - The Employment Validation Form must indicate that the candidate has performed the following **within the last year** in order to proceed with assessment.

   - Performed a minimum of 50 venipuncture collections
   - Performed a minimum of 6 capillary collections
   - Processed at least 30 samples for labelling and aliquoting (stat and routine priority)
   - Processed at least 25 specimens for order entry
   - Processed at least 25 received collections for verification
• Signed employer validation checklist (refer to Appendix B – CLIN 293)
• If applicable, any relevant documentation of completion of private (offered as an in-service by past employers, for example) training courses, non-credit courses and/or workshops i.e. WHMIS certification, TDG certification

Resources
A PLAR candidate may find it beneficial to review the following material in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

Saskatchewan Polytechnic (current edition) CLIN 293 – Specimen Procurement and Management 2 Manual for Clinical Experience, Saskatoon, SK: Saskatchewan Polytechnic Saskatoon Campus.
Appendices
Appendix A: Employment validation form

Medical Laboratory Technology diploma program – Employment Validation Form

An essential part of prior learning and recognition is documentation that serves as evidence for the Saskatchewan Polytechnic assessor that the employee/candidate has acquired skills and knowledge as they relate to the specific learning outcomes for the course(s) for which they are seeking credit. This employment validation form, together with the appropriate employer validation checklist(s) (Appendix B) provides an indirect, authenticated account of the employee/candidate’s performance in industry.

Employee/PLAR candidate: ____________________________ (Please print)

Employment information: (please print)

Employer: ____________________________

Employer address: ____________________________

Employer phone number: ____________________________

Employer e-mail: ____________________________

Dates of employment: ____________ to: ____________

(dd/mm/yy) (dd/mm/yy)

Employment description:  

Full time ☐  Hours per week: ________

Part time ☐  Hours per week: ________

Job description (may be attached):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Employer’s signature: ____________________________  Date: ____________________________

Note to employee/PLAR candidate:
The information on this form must be completed and signed by your employer/supervisor or designate indicating the job description, place, and length of employment. This form, together with the appropriate signed and dated employer validation checklist(s) (Appendix B) should be returned to our PLAR assessor at Saskatchewan Polytechnic
Appendix B: Employer validation checklists

Employer validation checklist: CHEM 176 – Clinical Chemistry 1

Medical Laboratory Technology

CHEM 176

Clinical Chemistry 1

Student name: _______________________

Student ID: _______________________

Date: _______________________

Completion date: _______________________

Note to Validator: PLAR can be used to formally recognize learning that has already taken place. In the Medical Laboratory Technology Program at Saskatchewan Polytechnic Saskatoon Campus it is felt that recent employment experience in a laboratory may constitute sufficient application of critical laboratory skills to meet the learning outcomes for Clinical Chemistry 1.

Below is a list of learning outcomes the candidate is required to achieve in completing CHEM 176 (Clinical Chemistry 1). For each step in the learning outcomes please rate the candidate’s performance by placing a ✓ in the appropriate descriptor column (1, 2, 3, 4, none). For this validation if a parameter has not been performed by the candidate or is not a task that is performed at your laboratory, please place a ✓ in the “none” column and provide a comment in the space provided at the end of this document.

Please validate each of the learning outcomes for CHEM 176 then sign below and include with the Employment Validation Form.

<table>
<thead>
<tr>
<th>CHEM 176 – Clinical Chemistry 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency 1</strong>: Performs blood gas analysis.</td>
</tr>
<tr>
<td>The candidate shall perform to the following standards:</td>
</tr>
<tr>
<td>1. Demonstrating an understanding of pre-analytical procedures</td>
</tr>
<tr>
<td>▪ Demonstrates an understanding of the principles of measurement including electrochemistry, direct/indirect and co-oximetry</td>
</tr>
<tr>
<td>▪ Demonstrates an understanding of the function of major components of blood gas analyzer</td>
</tr>
<tr>
<td>2. Performing quality assurance procedures to include:</td>
</tr>
<tr>
<td>▪ Performs maintenance procedures</td>
</tr>
<tr>
<td>▪ Prepares controls/calibrators</td>
</tr>
<tr>
<td>▪ Performs calibration</td>
</tr>
</tbody>
</table>
**CHEM 176 – Clinical Chemistry 1**

4: Exceeds the completion of work in an organized fashion within acceptable time frames, and displays the ability to apply concepts at an advanced level.

3: Consistently completes routine work in an organized fashion within acceptable time frames, and displays a good understanding of basic concepts.

2: Slow and/or disorganized and displays a lack of understanding in some basic concepts.

1: Consistently fails to complete routine work, disorganized and displays difficulty understanding basic concepts.

None: Has no experience with the outcome.

- Analyzes and assesses appropriate controls both internal and external

3. Receiving specimens
   - Assesses sample priority
   - Assesses sample suitability
   - Identifies correct labelling

4. Performing analytical procedure
   - Programs and operates analyzer
   - Analyzes sample

5. Performing post-analytical procedures
   - Assesses and verifies results applying:
     - Reference ranges
     - Critical ranges
     - Clinical significance
     - Sources of error
   - Communicates results by phone/fax/LIS
   - Verifies that all requested analyses have been completed
   - Follows protocol for specimen storage

6. Demonstrating use of safe work practices
   - Practices standard precautions
   - Uses personal protective equipment

7. Demonstrating professionalism
   - Functions within legal and ethical guidelines
   - Participates in continuing professional education and training
   - Ensures the confidentiality of the patient

**Competency 2: Performs glucose meter testing.**

The candidate shall perform to the following standards:

1. Demonstrating an understanding of pre-analytical procedures
   - Demonstrates an understanding of the principles of measurement
   - Demonstrates an understanding of the function of major components of analyzer
**CHEM 176 – Clinical Chemistry 1**

4: Exceeds the completion of work in an organized fashion within acceptable time frames, and displays the ability to apply concepts at an advanced level.

3: Consistently completes routine work in an organized fashion within acceptable time frames, and displays a good understanding of basic concepts.

2: Slow and/or disorganized and displays a lack of understanding in some basic concepts.

1: Consistently fails to complete routine work, disorganized and displays difficulty understanding basic concepts.

None: Has no experience with the outcome.

<table>
<thead>
<tr>
<th>2. Performing quality assurance procedures to include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Performs maintenance procedures</td>
</tr>
<tr>
<td>• Performs calibration</td>
</tr>
<tr>
<td>• Analyzes and assesses appropriate controls both internal and external</td>
</tr>
<tr>
<td>• Performs meter checks against lab venipuncture result</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Performing analytical procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assembles equipment</td>
</tr>
<tr>
<td>• Programs and operates analyzer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Performing post analytic procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assesses and verifies results applying:</td>
</tr>
<tr>
<td>o Reference ranges</td>
</tr>
<tr>
<td>o Critical ranges</td>
</tr>
<tr>
<td>o Clinical significance</td>
</tr>
<tr>
<td>o Sources of error</td>
</tr>
<tr>
<td>• Communicates results by phone/fax/LIS</td>
</tr>
<tr>
<td>• Practices standard precautions</td>
</tr>
<tr>
<td>• Uses personal protective equipment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Demonstrating professionalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Functions within legal and ethical guidelines</td>
</tr>
<tr>
<td>• Participates in continuing professional education and training</td>
</tr>
<tr>
<td>• Ensures the confidentiality of the patient</td>
</tr>
</tbody>
</table>

**Competency 3: Performs manual dilutions.**

The candidate shall perform to the following standards:

<table>
<thead>
<tr>
<th>1. Performing pre-analytical procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Recognize the need to perform a manual dilution</td>
</tr>
<tr>
<td>• Selects appropriate supplies:</td>
</tr>
<tr>
<td>o Diluent</td>
</tr>
<tr>
<td>o Pipettes</td>
</tr>
<tr>
<td>• Appropriately labels diluted specimen</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Performing analytical procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
### CHEM 176 – Clinical Chemistry 1

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:</td>
<td>Exceeds the completion of work in an organized fashion within acceptable time frames, and displays the ability to apply concepts at an advanced level.</td>
<td>4</td>
</tr>
<tr>
<td>3:</td>
<td>Consistently completes routine work in an organized fashion within acceptable time frames, and displays a good understanding of basic concepts.</td>
<td>3</td>
</tr>
<tr>
<td>2:</td>
<td>Slow and/or disorganized and displays a lack of understanding in some basic concepts.</td>
<td>2</td>
</tr>
<tr>
<td>1:</td>
<td>Consistently fails to complete routine work, disorganized and displays difficulty understanding basic concepts.</td>
<td>1</td>
</tr>
<tr>
<td>None:</td>
<td>Has no experience with the outcome.</td>
<td>None</td>
</tr>
</tbody>
</table>

#### Competency 4: Performs analysis on diluted specimen
- Performs analysis on diluted specimen

#### Competency 3: Performs post-analytic procedures
- Performs post-analytical calculations

#### Competency 4: Demonstrating use of safe work practices
- Practices standard precautions
- Uses personal protective equipment

#### Competency 5: Demonstrating professionalism
- Functions within legal and ethical guidelines
- Participates in continuing professional education and training
- Ensures the confidentiality of the patient

#### Competency 4: Produces valid results on a chemistry analyzer.
- Functions within legal and ethical guidelines
- Participates in continuing professional education and training
- Ensures the confidentiality of the patient

---

The candidate shall perform to the following standards:

1. **Demonstrating an understanding of pre-analytical procedures**
   - Demonstrates an understanding of the principles of measurement
   - Demonstrates an understanding of the function of major components of blood gas analyzer

2. **Performing quality assurance procedures to include:**
   - Performs maintenance procedures
   - Prepares controls/calibrators
   - Performs calibration
   - Analyzes and assesses appropriate controls both internal and external

3. **Receiving specimens**
   - Assesses sample priority
   - Assesses sample suitability
   - Identifies correct labelling
   - Loads specimens onto analyzer

4. **Performing analytical procedures**
   - Programs and operates analyzer

5. **Performing post-analytical procedures**
   - Assesses and verifies results applying:
<table>
<thead>
<tr>
<th>Task</th>
<th>4</th>
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<th>2</th>
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<td>acceptable time frames, and displays the ability to apply concepts</td>
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<td>at an advanced level.</td>
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<td>Consistently completes routine work in an organized fashion</td>
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<td>within acceptable time frames, and displays a good understanding</td>
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<td>of basic concepts.</td>
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<tr>
<td>Slow and/or disorganized and displays a lack of understanding in</td>
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<td>some basic concepts.</td>
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<tr>
<td>Consistently fails to complete routine work, disorganized and</td>
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<td>displays difficulty understanding basic concepts.</td>
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<tr>
<td>Has no experience with the outcome.</td>
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</tbody>
</table>

- Reference ranges
- Critical ranges
- Clinical significance
- Sources of error
  - Communicates results by phone/fax/LIS
  - Verifies that all requested analysis has been completed
  - Follows protocol for specimen storage

6. Demonstrating use of safe work practices
- Practices standard precautions
- Uses personal protective equipment

7. Demonstrating professionalism
- Functions within legal and ethical guidelines
- Participates in continuing professional education and training
- Ensures the confidentiality of the patient

Comments:
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Signature: _________________________  Date: _________________________
Employer validation checklist: CHEM 279 – Clinical Chemistry 2

Medical Laboratory Technology
CHEM 279
Clinical Chemistry 2

Student name: ________________________
Student ID: ________________________
Date: ________________________
Completion date: ________________________

Note to Validator: PLAR can be used to formally recognize learning that has already taken place. In the Medical Laboratory Technology Program at Saskatchewan Polytechnic Saskatoon Campus it is felt that recent employment experience in a laboratory may constitute sufficient application of critical laboratory skills to meet the learning outcomes for Clinical Chemistry 2.

Below is a list of learning outcomes the candidate is required to achieve in completing CHEM 279 (Clinical Chemistry 2). For each step in the learning outcomes please rate the candidate’s performance by placing a ☑ in the appropriate descriptor column (1, 2, 3, 4, none). For this validation if a parameter has not been performed by the candidate or is not a task that is performed at your laboratory, please place a ☑ in the “none” column and provide a comment in the space provided at the end of this document.

Please validate each of the learning outcomes for CHEM 279 then sign below and include with the Employment Validation Form.

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<tr>
<th>CHEM 279 – Clinical Chemistry 2</th>
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<tbody>
<tr>
<td>4: Exceeds the completion of work in an organized fashion within acceptable time frames, and displays the ability to apply concepts at an advanced level.</td>
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<tr>
<td>3: Consistently completes routine work in an organized fashion within acceptable time frames, and displays a good understanding of basic concepts.</td>
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<tr>
<td>2: Slow and/or disorganized and displays a lack of understanding in some basic concepts.</td>
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<tr>
<td>1: Consistently fails to complete routine work, disorganized and displays difficulty understanding basic concepts.</td>
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<tr>
<td>None: Has no experience with the outcome.</td>
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</tbody>
</table>

Competency 1: Produces valid results on a chemistry analyzer.

The candidate shall perform to the following standards:

1. Demonstrating an understanding of pre-analytical procedures
   ▪ Demonstrates an understanding of the principles of measurement
     ▪ Demonstrates an understanding of the function of major components of the analyzer

2. Performing quality assurance procedures to include:
   ▪ Performs maintenance procedures
   ▪ Prepares controls/calibrators
   ▪ Performs calibrations
     ▪ Analyzes and assesses appropriate controls both internal and external

3. Receiving specimens
### CHEM 279 – Clinical Chemistry 2

4: Exceeds the completion of work in an organized fashion within acceptable time frames, and displays the ability to apply concepts at an advanced level.

3: Consistently completes routine work in an organized fashion within acceptable time frames, and displays a good understanding of basic concepts.

2: Slow and/or disorganized and displays a lack of understanding in some basic concepts.

1: Consistently fails to complete routine work, disorganized and displays difficulty understanding basic concepts.

None: Has no experience with the outcome.

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>None</th>
</tr>
</thead>
</table>

- Assesses sample priority
- Assesses sample suitability
- Identifies correct labelling
- Loads specimens onto analyzer

4. Performing analytical procedures
   - Programs and operates analyzer

5. Performing post-analytical procedures
   - Assesses and verifies results applying:
     - Reference ranges
     - Critical ranges
     - Clinical significance
     - Sources of error
   - Communicates results by phone/fax/LIS
   - Verifies that all requested analysis has been completed
   - Follows protocol for specimen storage

6. Demonstrating use of safe work practices
   - Practices standard precautions
   - Uses personal protective equipment

7. Demonstrating professionalism
   - Functions within legal and ethical guidelines
   - Participates in continuing professional education and training
   - Ensures the confidentiality of the patient

Comments:

________________________________________________________________________________
________________________________________________________________________________
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Signature: ____________________________ Date: ____________________________
Employer validation checklist: CHEM 288 – Clinical Chemistry 3

Medical Laboratory Technology
CHEM 288
Clinical Chemistry 3

Student name: ______________________
Student ID: ______________________
Date: ______________________
Completion date: ______________________

Note to Validator: PLAR can be used to formally recognize learning that has already taken place. In the Medical Laboratory Technology Program at Saskatchewan Polytechnic Saskatoon Campus it is felt that recent employment experience in a laboratory may constitute sufficient application of critical laboratory skills to meet the learning outcomes for Clinical Chemistry 3.

Below is a list of learning outcomes the candidate is required to achieve in completing CHEM 288 (Clinical Chemistry 3). For each step in the learning outcomes please rate the candidate’s performance by placing a √ in the appropriate descriptor column (1, 2, 3, 4, none). For this validation if a parameter has not been performed by the candidate or is not a task that is performed at your laboratory, please place a √ in the “none” column and provide a comment in the space provided at the end of this document.

Please validate each of the learning outcomes for CHEM 288 then sign below and include with the Employment Validation Form.

CHEM 288 – Clinical Chemistry 3

Competency 1: Produces valid results on a chemistry analyzer.

The candidate shall perform to the following standards:

1. Demonstrating an understanding of pre-analytical procedures
   - Demonstrates an understanding of the principles of measurement
   - Demonstrates an understanding of the function of major components of the analyzer

2. Performing quality assurance procedures to include:
   - Performs maintenance procedures
   - Prepares controls/calibrators
   - Performs calibration
   - Analyzes and assesses appropriate controls both internal and external

3. Receiving specimens
**CHEM 288 – Clinical Chemistry 3**

4: Exceeds the completion of work in an organized fashion within acceptable time frames, and displays the ability to apply concepts at an advanced level.

3: Consistently completes routine work in an organized fashion within acceptable time frames, and displays a good understanding of basic concepts.

2: Slow and/or disorganized and displays a lack of understanding in some basic concepts.

1: Consistently fails to complete routine work, disorganized and displays difficulty understanding basic concepts.

**None:** Has no experience with the outcome.

- Assesses sample priority
- Assesses sample suitability
- Identifies correct labelling
- Loads specimens onto analyzer

4. Performing analytical procedures
   - Programs and operates analyzer

5. Performing post-analytical procedures
   - Assesses and verifies results applying:
     - Reference ranges
     - Critical ranges
     - Clinical significance
     - Sources of error
   - Communicates results by phone/fax/LIS
   - Verifies that all requested analysis has been completed
   - Follows protocol for specimen storage

6. Demonstrating use of safe work practices
   - Practices standard precautions
   - Uses personal protective equipment

7. Demonstrating professionalism
   - Functions within legal and ethical guidelines
   - Participates in continuing professional education and training
   - Ensures the confidentiality of the patient

**Competency 2: Produces valid results on an osmometer.**

The candidate shall perform to the following standards:

3. Demonstrating an understanding of pre-analytical procedures
   - Demonstrates an understanding of the principles of measurement
   - Demonstrates an understanding of the function major components of the analyzer

4. Performing quality assurance procedures to include:
   - Performs maintenance procedures
   - Prepares controls/calibrators
**CHEM 288 – Clinical Chemistry 3**

4: Exceeds the completion of work in an organized fashion within acceptable time frames, and displays the ability to apply concepts at an advanced level.

3: Consistently completes routine work in an organized fashion within acceptable time frames, and displays a good understanding of basic concepts.

2: Slow and/or disorganized and displays a lack of understanding in some basic concepts.

1: Consistently fails to complete routine work, disorganized and displays difficulty understanding basic concepts.

None: Has no experience with the outcome.

- Performs calibration
- Analyzes and assesses appropriate controls both internal and external

5. Receiving specimens
   - Assesses sample priority
   - Assesses sample suitability
   - Identifies correct labelling
   - Loads specimens onto analyzer

6. Performing analytical procedures
   - Programs and operates analyzer

7. Performing post-analytical procedures
   - Assesses and verifies results applying:
     - Reference ranges
     - Critical ranges
     - Clinical significance
     - Sources of error
   - Communicates results by phone/fax/LIS
   - Verifies that all requested analysis has been completed
   - Follows protocol for specimen storage

8. Demonstrating use of safe work practices
   - Practices standard precautions
   - Uses personal protective equipment

9. Demonstrating professionalism
   - Functions within legal and ethical guidelines
   - Participates in continuing professional education and training
   - Ensures the confidentiality of the patient

**Competency 3: Produces valid results on a protein electrophoresis analyzer.**

The candidate shall perform to the following standards:

1. Demonstrating an understanding of pre-analytical procedures
   - Demonstrates an understanding of the principles of measurement
   - Demonstrates an understanding of the function major components of the analyzer
### CHEM 288 – Clinical Chemistry 3

**4:** Exceeds the completion of work in an organized fashion within acceptable time frames, and displays the ability to apply concepts at an advanced level.

**3:** Consistently completes routine work in an organized fashion within acceptable time frames, and displays a good understanding of basic concepts.

**2:** Slow and/or disorganized and displays a lack of understanding in some basic concepts.

**1:** Consistently fails to complete routine work, disorganized and displays difficulty understanding basic concepts.

**None:** Has no experience with the outcome.

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<th>Level 2</th>
<th>Level 1</th>
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<td>- Performs maintenance procedures</td>
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<td>- Performs calibration</td>
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<td>- Analyzes and assesses appropriate controls both internal and external</td>
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<tr>
<td>3. Receiving specimens</td>
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<tr>
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<tr>
<td>- Assesses sample suitability</td>
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<td>- Identifies correct labelling</td>
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<tr>
<td>- Loads specimens onto analyzer</td>
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<td>4. Performing analytical procedures</td>
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<tr>
<td>- Programs and operates analyzer</td>
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<tr>
<td>5. Performing post-analytical procedures</td>
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<tr>
<td>- Assesses and verifies results applying:</td>
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<td>- Reference ranges</td>
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<td>- Clinical significance</td>
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<tr>
<td>- Verifies that all requested analysis has been completed</td>
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<tr>
<td>- Follows protocol for specimen storage</td>
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<td>6. Demonstrating use of safe work practices</td>
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<td>- Practices standard precautions</td>
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<td>- Uses personal protective equipment</td>
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<tr>
<td>7. Demonstrating professionalism</td>
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<tr>
<td>- Functions within legal and ethical guidelines</td>
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<td>- Ensures the confidentiality of the patient</td>
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</table>

**Competency 4:** Produces valid results using chromatography techniques.

The candidate shall perform to the following standards:
**CHEM 288 – Clinical Chemistry 3**

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<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>4</td>
<td>Exceeds the completion of work in an organized fashion within acceptable time frames, and displays the ability to apply concepts at an advanced level.</td>
</tr>
<tr>
<td>3</td>
<td>Consistently completes routine work in an organized fashion within acceptable time frames, and displays a good understanding of basic concepts.</td>
</tr>
<tr>
<td>2</td>
<td>Slow and/or disorganized and displays a lack of understanding in some basic concepts.</td>
</tr>
<tr>
<td>1</td>
<td>Consistently fails to complete routine work, disorganized and displays difficulty understanding basic concepts.</td>
</tr>
<tr>
<td>None</td>
<td>Has no experience with the outcome.</td>
</tr>
</tbody>
</table>

1. Demonstrating an understanding of pre-analytical procedures
   - Demonstrates an understanding of the principles of measurement
   - Demonstrates an understanding of the function major components of the analyzer

2. Performing quality assurance procedures to include:
   - Performs maintenance procedures
   - Prepares controls/calibrators
   - Performs calibration
   - Analyzes and assesses appropriate controls both internal and external

3. Receiving specimens
   - Assesses sample priority
   - Assesses sample suitability
   - Identifies correct labelling
   - Loads specimens onto analyzer

4. Performing analytical procedures
   - Programs and operates analyzer

5. Performing post-analytical procedures
   - Assesses and verifies results applying:
     o Reference ranges
     o Critical ranges
     o Clinical significance
     o Sources of error
   - Communicates results by phone/fax/LIS
   - Verifies that all requested analysis has been completed
   - Follows protocol for specimen storage

6. Demonstrating use of safe work practices
   - Practices standard precautions
   - Uses personal protective equipment

7. Demonstrating professionalism
   - Functions within legal and ethical guidelines
   - Participates in continuing professional education and training
### CHEM 288 – Clinical Chemistry 3

<table>
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<td>4</td>
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<td>None</td>
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- **4:** Exceeds the completion of work in an organized fashion within acceptable time frames, and displays the ability to apply concepts at an advanced level.
- **3:** Consistently completes routine work in an organized fashion within acceptable time frames, and displays a good understanding of basic concepts.
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- **1:** Consistently fails to complete routine work, disorganized and displays difficulty understanding basic concepts.

**None:** Has no experience with the outcome.

- Ensures the confidentiality of the patient

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**Comments:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Signature: ___________________________  Date: ___________________________
**Employer validation checklist: ETHC 185 – Professional Practices 1**

| Medical Laboratory Technology | Student name: __________________________ |
| ETHC 185 | Student ID: __________________________ |
| Professional Practices 1 | Date: __________________________ |
| | Completion date: __________________________ |

**Note to validator:** PLAR can be used to formally recognize learning that has already taken place. In the Medical Diagnostic programs at Saskatchewan Polytechnic Saskatoon Campus it is felt that recent employment experience may constitute sufficient application of critical skills to meet the learning outcomes for Professional Practices 1.

Below is a list of learning outcomes the candidate is required to achieve in completing ETHC 185 (Professional Practices 1). For each step in the learning outcomes please rate the candidate’s performance by placing a √ in the appropriate descriptor column (1, 2, 3, 4, none). For this validation if a parameter has not been performed by the candidate or is not a task that is performed at your laboratory, please place a √ in the “none” column and provide a comment in the space provided at the end of this document.

**Please validate each of the learning outcomes for ETHC 185 then sign below and include with the employment validation form.**

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<th>ETHC 185 – Professional Practices 1</th>
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<tr>
<td>3: Consistently completes routine work in an organized fashion within acceptable time frames, and displays a good understanding of basic concepts.</td>
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<tr>
<td>2: Slow and/or disorganized and displays a lack of understanding in some basic concepts.</td>
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<tr>
<td>None: Has no experience with the outcome.</td>
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</tbody>
</table>

1. Demonstrates interpersonal communication by:

- Seeking out and listening to colleagues and clients such as:
  - Approaching colleagues with questions about procedures and protocols
  - Following advice or direction given
  - Seeking advice when appropriate
- Using effective verbal communication strategies such as:
  - Asking questions when information is not clear
- Using technology appropriately to facilitate communication such as:
### ETHC 185 – Professional Practices 1

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
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<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>None</th>
<th>4</th>
<th>3</th>
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</table>

- Communicating appropriately while using the phone (i.e. polite, professional)
- Generating accurate computerized reports

**Using effective written communication skills such as:**
- Writing neat and legible documents
- Producing clear, organized and understandable written documents

**Following instructions well (verbal and written)**

**Demonstrating effective teamwork skills such as:**
- Working well with others involved in the same task, respecting their knowledge, skills and opinions

**Demonstrating effective cooperative skills in dealings with others such as:**
- Offering to help/assist coworkers when own work is completed

#### 2. Demonstrates critical thinking skills by:

**Performing appropriately in situations involving time constraints, deadlines and unexpected events such as:**
- Using time effectively
- Organizing work with limited assistance

**Demonstrating effective behaviours in critical situations; identifies problems and offers solutions by:**
- Remaining calm and continuing to look for solutions even in stressful situations

**Completes tasks, assignments and projects that involve new skills in a timely and thorough manner by:**
- Approaching new challenges in a logical and enthusiastic manner

#### 3. Demonstrates conflict resolution techniques by:

- Identifying their problem and unmet needs
- Meeting and describing their problems and needs
- Listening and considering the other person’s point of view
- Negotiating a solution – willing to compromise
- Following up on the solution
- Asking for mediation/help if required
Employer validation checklist: ETHC 280 – Professional Practices 2

Medical Laboratory Technology

ETHC 280

Professional Practices 2

Student name: __________________________

Student ID: __________________________

Date: __________________________

Completion date: __________________________

Note to validator: PLAR can be used to formally recognize learning that has already taken place. In the Medical Diagnostic programs at Saskatchewan Polytechnic Saskatoon Campus it is felt that recent employment experience may constitute sufficient application of critical skills to meet the learning outcomes for Professional Practices 2.

Below is a list of learning outcomes the candidate is required to achieve in completing ETHC 280 (Professional Practices 2). For each step in the learning outcomes please rate the candidate’s performance by placing a √ in the appropriate descriptor column (1, 2, 3, 4, none). For this validation if a parameter has not been performed by the candidate or is not a task that is performed at your laboratory, please place a √ in the “none” column and provide a comment in the space provided at the end of this document.

Please validate each of the learning outcomes for ETHC 280 then sign below and include with the employment validation form.

<table>
<thead>
<tr>
<th>ETHC 280 – Professional Practices 2</th>
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<th>3</th>
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1. Develops workplace documents by:

- Writing letters and memos
- Applying standard format for letters and memos
- Organizing the message
- Writing effective e-mails
- Developing short informal reports
Comments:

________________________________________

________________________________________

________________________________________

________________________________________

Signature: ___________________________ Date: ___________________
Employer validation checklist: INFC 180 – Infection Control and Safety

Medical Laboratory Technology

Student name: ____________________________

INFC 180

Student ID: ____________________________

Infection Control and Safety

Date: ____________________________

Completion date: ____________________________

Note to validator: PLAR can be used to formally recognize learning that has already taken place. In the Medical Diagnostic programs at Saskatchewan Polytechnic Saskatoon Campus it is felt that recent employment experience may constitute sufficient application of critical skills to meet the learning outcomes for Infection Control and Safety.

Below is a list of learning outcomes the candidate is required to achieve in completing INFC 180 (Infection Control and Safety). For each step in the learning outcomes please rate the candidate’s performance by placing a √ in the appropriate descriptor column (1, 2, 3, 4, none). For this validation if a parameter has not been performed by the candidate or is not a task that is performed at your laboratory, please place a √ in the “none” column and provide a comment in the space provided at the end of this document.

Please validate each of the learning outcomes for INFC 180 then sign below and include with the employment validation form.

<table>
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<tr>
<th>INFC 180 – Infection Control and Safety</th>
<th>Yes</th>
<th>No</th>
</tr>
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<tbody>
<tr>
<td>Follow Standard Precautions and Isolation Procedures by demonstrating the following performance assessments.</td>
<td>Yes</td>
<td>No</td>
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</table>

Performance test 1 (removing gloves).

- Uses one hand to pinch the wrist edge of the other glove
- Pulls the glove downward, turning it inside out as it is removed and holds it in the gloved hand
- Puts two fingers of ungloved hand under the top edge of the other glove, keeping the outer surface of the glove away from skin
- Pulls the glove downward, turning it inside out, so that the glove being held is enclosed in the glove being pulled off
- Discards gloves in appropriate garbage
- Washes hands

Performance test 2 (removing gown).

- Unties gown, waist ties first and neck ties last
- Pulls neckline forward as neck is untied
- Removes arms without touching outer surface of gown
- Folds gown with outer surface in
- Washes hands

**Performance test 3 (hand washing).**

- Removes jewellery (rings, watches, bracelets, etc.)
- Adjusts water flow and temperature
- Wets hands thoroughly
- Applies enough soap to give a lather
- Scrubs all parts of hands including front, back, thumbs, nail beds, between fingers and wrists
- Holds hands down, but not under water while scrubbing and adds more water if lather is not sufficient
- Scrubs for a minimum of ten seconds
- Lowers hands under running water and allows water to flow from wrists to fingers
- Dries hands on paper towel
- Uses paper towel to turn taps off

**Comments:**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Signature: ___________________________  Date: ___________________________
Employer validation checklist: PROC 180 – General Laboratory Practice

Medical Laboratory Technology
PROC 180
General Laboratory Practice

Student name: _______________________
Student ID: _______________________
Date: _______________________
Completion date: _______________________

Note to validator: PLAR can be used to formally recognize learning that has already taken place. In the Medical Diagnostic programs at Saskatchewan Polytechnic Saskatoon Campus it is felt that recent employment experience may constitute sufficient application of critical skills to meet the learning outcomes for General Laboratory Practice.

Below is a list of learning outcomes the candidate is required to achieve in completing PROC 180 (General Laboratory Practice). For each step in the learning outcomes please rate the candidate’s performance by placing a √ in the appropriate descriptor column (1, 2, 3, 4, none). For this validation if a parameter has not been performed by the candidate or is not a task that is performed at your laboratory, please place a √ in the “none” column and provide a comment in the space provided at the end of this document.

Please validate each of the learning outcomes for PROC 180 then sign below and include with the employment validation form.

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<tbody>
<tr>
<td>1. Demonstrate proper use of standard laboratory equipment.</td>
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<tr>
<td>▪ Demonstrate the use and care of standard laboratory glassware/plastic ware</td>
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<tr>
<td>▪ Demonstrate the use, selection and measurement for glass and semi-automated pipettes</td>
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<tr>
<td>▪ Demonstrate the use of common thermal equipment</td>
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<tr>
<td>▪ Demonstrate the use of a centrifuge</td>
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<td>▪ Demonstrate the use of a balance</td>
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<td>▪ Demonstrate the use of a pH meter</td>
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<td>2. Perform calculations necessary for reagent preparation and dilution.</td>
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<td>▪ Perform unit of measurement conversion</td>
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1. Consistently fails to complete routine work, disorganized and displays difficulty understanding basic concepts.
2. Slow and/or disorganized and displays a lack of understanding in some basic concepts.
3. Consistently completes routine work in an organized fashion within acceptable time frames, and displays a good understanding of basic concepts.
4. Exceeds the completion of work in an organized fashion within acceptable time frames, and displays the ability to apply concepts at an advanced level.

None: Has no experience with the outcome.
### PROC 180 – General Laboratory Practice

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**Comments:**

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Signature: ____________________________ Date: ____________________________
Employer validation checklist: PROC 181 – Specimen Collection & Handling

Medical Laboratory Technology

Student name:  ________________________

PROC 181

Student ID:  ________________________

Specimen Collection & Handling

Date:  ________________________

Completion date:  ________________________

Note to validator: PLAR can be used to formally recognize learning that has already taken place. In the Medical Diagnostic programs at Saskatchewan Polytechnic Saskatoon Campus it is felt that recent employment experience may constitute sufficient application of critical skills to meet the learning outcomes for Specimen Collection & Handling.

Below is a list of learning outcomes the candidate is required to achieve in completing PROC 181 (Specimen Collection & Handling). For each step in the learning outcomes please rate the candidate’s performance by placing a √ in the appropriate descriptor column (1, 2, 3, 4, none). For this validation if a parameter has not been performed by the candidate or is not a task that is performed at your laboratory, please place a √ in the “none” column and provide a comment in the space provided at the end of this document.

The candidate must have performed a minimum of 50 venipuncture collections within the last year in order to PLAR this course (PROC 181)*

Please verify the candidate has performed a minimum of 50 venipuncture collections within the last year:

- If yes, continue with employer validation checklist
- If no, return form to candidate indicating in the comment section that this criteria was not met

Yes or No

PROC 181 – Specimen Collection & Handling

4: Exceeds the completion of work in an organized fashion within acceptable time frames, and displays the ability to apply concepts at an advanced level.

3: Consistently completes routine work in an organized fashion within acceptable time frames, and displays a good understanding of basic concepts.

2: Slow and/or disorganized and displays a lack of understanding in some basic concepts.

1: Consistently fails to complete routine work, disorganized and displays difficulty understanding basic concepts.

None: Has no experience with the outcome.

1. Collect blood samples by venipuncture.

The candidate shall perform venipuncture collections to the following standards:

- Pre-procedural:
  - Identifies self by name
  - Requests patient consent
## PROC 181 – Specimen Collection & Handling

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### Tourniquet:
- Is applied in proper place and tightened appropriately
- Application does not exceed 1 minute
- Is removed before needle removal

### Demonstrates aseptic techniques by:
- Cleansing site in concentric circles
- Cleansing palpating finger
- Allowing alcohol to air dry without drying with gauze/cotton

### Anchors vein appropriately

### Vacutainer holder is held appropriately, firmly and is stable during insertion and removal of tubes

### Needle insertion
- Bevel facing up
- Smooth quick insertion
- Needle angle and depth are correct
- Needle adjustments are made appropriately

### Chooses appropriate tubes and follows correct order of draw

### Obtains all specimens successfully
- Fills all tubes to appropriate level
- Ensures specimens are fully and appropriately mixed

### Needle removal
- Tube is removed prior to needle removal
- Dry cotton is placed on puncture site, needle is withdrawn and appropriate pressure is applied

### Labels specimen in front of patient

### Demonstrates patient care techniques
- Releases fist once blood flow is established
- Ensures puncture site has stopped bleeding
- Asks patient if they want a Band Aid (if applicable)
### PROC 181 – Specimen Collection & Handling

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#### 4: Responds appropriately to adverse patient reactions
- Responds appropriately to adverse patient reactions
- Thanks patient

#### 3: Ensures collection time, date and phlebotomist initials are recorded
- Ensures collection time, date and phlebotomist initials are recorded

#### 2: Demonstrates safe work practices
- Utilizes personal protective equipment
- Applies standard precautions
- Safety engineered device (SED) is applied immediately using a one-handed technique
- All sharps are discarded immediately in a sharps container utilizing multi-sample holder appropriately
- Tube tops are bleached
- Performs all steps required for phlebotomy safely and independently

#### 1: Transport of specimens
- Prepares and transports all specimens to analysis area according to laboratory protocol

#### None: Identifies errors in procurement
- Identifies and reports errors in specimen procurement
- Identifies corrective action for procurement errors

#### 4: Meets the legal and ethical requirements of practice and protects the patient’s right to the established level of care
- Meets the legal and ethical requirements of practice and protects the patient’s right to the established level of care

#### 3: Demonstrates effective interpersonal communication skills with patients, co-workers and other health professionals in the workplace
- Demonstrates effective interpersonal communication skills with patients, co-workers and other health professionals in the workplace

#### 2: Conducts professional practice according to established protocols, safety guidelines and existing legislation
- Conducts professional practice according to established protocols, safety guidelines and existing legislation

#### 1: Interacts in a professional and competent manner, using effective listening, verbal and written communication in dealing with laboratory colleagues, patients, students, clients, and other health professionals
- Interacts in a professional and competent manner, using effective listening, verbal and written communication in dealing with laboratory colleagues, patients, students, clients, and other health professionals

2. Collect blood samples by capillary puncture.

The candidate shall perform a capillary collection to the following standards:

#### Pre-procedural:
- Identifies self by name
- Requests patient consent
- Asks for spelling of last name, date of birth & checks inpatient wristband
- Explains each procedure to the patient (e.g. tourniquet, alcohol, puncture, etc.)

#### Demonstrates aseptic techniques by:
PROC 181 – Specimen Collection & Handling

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- Cleansing site in concentric circles
- Allowing alcohol to air dry without drying with gauze/cotton
- Performs an appropriate capillary puncture by:
  - Choosing an appropriate capillary site
  - Placing lancet across the fingerprint/footprint
  - Puncture site allows free falling drops to form
- Obtains all specimens successfully
  - Utilizes appropriate “squeeze” technique
  - Fills all tubes to appropriate level
  - Ensures specimens are fully and appropriately mixed (no clots detected)
- Labels specimen in front of patient
- Demonstrates patient care techniques:
  - Ensures puncture site has stopped bleeding
  - Asks patient if they want a Band-Aid (if applicable)
  - Responds appropriately to adverse patient reactions
  - Thanks patient
- Ensures collection time, date and phlebotomist initials are recorded and marks the requisition as a capillary collection
- Demonstrates safe work practices
  - Utilizes personal protective equipment
  - Applies standard precautions
  - All sharps are discarded immediately in a sharps container
  - Disinfects all blood droplets
  - Performs all steps required for phlebotomy safely and independently
- Transport of specimens
  - Prepares and transports all specimens to analysis area according to laboratory protocol
- Identifies errors in procurement
  - Identifies and reports errors in specimen procurement
  - Identifies corrective action for procurement error
- Meets the legal and ethical requirements of practice and protects the patient's right to the established level of care
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<thead>
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- Demonstrates effective interpersonal communication skills with patients, co-workers and other health professionals in the workplace
- Conducts professional practice according to established protocols, safety guidelines and existing legislation
- Interacts in a professional and competent manner, using effective listening, verbal and written communication in dealing with laboratory colleagues, patients, students, clients, and other health professionals

3. Demonstrate knowledge of the procedures for collecting and handling laboratory specimens other than blood to include:

- The collection and handling of urine for common laboratory analyses
- The collection and handling of feces for common laboratory analyses
- The collection and handling of sputum for common laboratory analyses
- The collection and handling of seminal fluid specimens for common laboratory analyses
- The handling of laboratory specimens typically collected by medical/nursing staff

4. Manage the receipt, distribution and storage of laboratory specimens.

   The candidate shall demonstrate knowledge of the receipt, distribution and storage of laboratory specimens by:

   - Describing the process for requesting laboratory tests
   - Accessioning laboratory specimens
   - Separating plasma and/or serum from blood samples
   - Assessing specimen suitability and priority
   - Describing the procedure for unsuitable specimens
   - Discussing distribution of specimens to the appropriate laboratory sections
   - Describing proper storage and disposal of laboratory specimens
   - Determining specimen requirements for uncommon laboratory tests

5. Describe the transportation of laboratory specimens.

   - Demonstrate knowledge of current legislation concerning transportation of biological specimens

   (If candidate is able to provide copies of TDG certification and WHIMS training they have met the criteria for learning outcome 5.)
Employer validation checklist: RSCH 280 – Applied Investigation

| Medical Laboratory Technology | Student name: ______________________________ |
| R SCH 280                      | Student ID: _______________________________ |
| Applied Investigation          | Date: _____________________________________ |
|                               | Completion date: __________________________ |

**Note to validator:** PLAR can be used to formally recognize learning that has already taken place. In the Medical Diagnostic programs at Saskatchewan Polytechnic Saskatoon Campus it is felt that recent employment experience may constitute sufficient application of critical skills to meet the learning outcomes for Applied Investigation.

Below is a list of learning outcomes the candidate is required to achieve in completing RSCH 280 (Applied Investigation). For each step in the learning outcomes please rate the candidate’s performance by placing a √ in the appropriate descriptor column (1, 2, 3, 4, none). For this validation if a parameter has not been performed by the candidate or is not a task that is performed at your laboratory, please place a √ in the “none” column and provide a comment in the space provided at the end of this document.

Please validate the learning outcome for RSCH 280 then sign below and include with the employment validation form.

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1. Completes a research paper that includes:
   - Introduction:
     - Clearly introduces the paper
     - Supports the topic of the paper
     - Includes a clear and accurate thesis statement
   - Thesis statement:
     - Completely answers the research question
     - Is written in parallel structure moving towards the most important point with minimal errors
     - Is grammatically correct
   - Content:
### RSCH 280 – Applied Investigation

<table>
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#### Paragraphs are well written with major and minor supporting details that are clear, relevant and support the thesis statement

#### Required content is covered

#### Appropriate technical language is used efficiently throughout the paper

#### Organization/Style:

- Paper is well organized and easy to understand
- Paragraphs are well written using major and minor supporting details
- Transitional words and phrases are used frequently
- Quotations and citations are used frequently to support statements throughout the paper
- Several types of sentence structure are used

#### Mechanics and Grammar

- Paragraphs are written with complete sentences
- Correct punctuation and spelling
- There are few grammatical errors which do not affect the meaning sentences
- Mature vocabulary in the correct contest is used

#### Adherence to APA format

- In text citations match the reference list, are in correct APA format with very few relatively minor errors (e.g. incorrect punctuation, font style, incorrect order or use of bibliographic elements, incorrect line spacing and/or lack of hanging indents)

#### Research

- Data collection method is effective and concise
- Resources consulted are accurate, pertinent and less than four years old
- A minimum of 8 reliable references used

#### Analysis

- Analysis is clear and thorough
- Strong, sophisticated supporting arguments are provided

#### Conclusion

- Thesis statement is rephrased
RSCH 280 – Applied Investigation

4: Exceeds the completion of work in an organized fashion within acceptable time frames, and displays the ability to apply concepts at an advanced level.

3: Consistently completes routine work in an organized fashion within acceptable time frames, and displays a good understanding of basic concepts.

2: Slow and/or disorganized and displays a lack of understanding in some basic concepts.

1: Consistently fails to complete routine work, disorganized and displays difficulty understanding basic concepts.

None: Has no experience with the outcome.

- Argument is concisely summarized and clearly explains conclusion reached

Comments:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Signature: ________________________ Date: ________________________
Employer validation checklist: CLIN 291 – Specimen Procurement & Management 1

Medical Laboratory Technology

Student name: ________________________

CLIN 291

Student ID: ________________________

Specimen Procurement & Management 1

Date: ________________________

Completion date: ________________________

Note to validator: PLAR can be used to formally recognize learning that has already taken place. In the Medical Laboratory Technology program at Saskatchewan Polytechnic Saskatoon Campus it is felt that recent employment experience may constitute sufficient application of critical skills to meet the learning outcomes for Specimen Procurement and Management 1.

Below is a list of learning outcomes the candidate is required to achieve in completing CLIN 291 (Specimen Procurement and Management 1). For each step in the learning outcomes please rate the candidate’s performance by placing a √ in the appropriate descriptor column (1, 2, 3, 4, none). For this validation if a parameter has not been performed by the candidate or is not a task that is performed at your laboratory, please place a √ in the “none” column and provide a comment in the space provided at the end of this document.

Please validate each of the competencies as well as the Professionalism Rubric for CLIN 291, then sign below and include with the employment validation form.

The candidate must have performed a minimum of 50 venipuncture collections within the last year in order to PLAR this course (CLIN 291)*

Please verify the candidate has performed a minimum of 50 venipuncture collections within the last year:

- If yes, continue with employer validation checklist
- If no, return form to candidate indicating in the comment section that this criteria was not met

Yes or No

CLIN 291 – Specimen Procurement and Management 1

4: Exceeds the completion of work in an organized fashion within acceptable time frames, and displays the ability to apply concepts at an advanced level.

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1: Consistently fails to complete routine work, disorganized and displays difficulty understanding basic concepts.

None: Has no experience with the outcome.

1. Assists with specimen receipt by:

- Assisting with receiving specimens in the laboratory
- Verifying specimen suitability
**CLIN 291 – Specimen Procurement and Management 1**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>None Experience with Specimen Procurement and Management</th>
</tr>
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<tbody>
<tr>
<td>- Accessioning specimens into the laboratory information system</td>
</tr>
<tr>
<td>- Labelling samples appropriately</td>
</tr>
<tr>
<td>- Using the computer system to “track” samples as required</td>
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</tbody>
</table>

2. Assists with preparation of specimens for analysis by:

- Assisting with organizing specimens (i.e. separation required, special handling required, distribute immediately)
- Assisting with centrifuging specimens as required
- Aliquoting specimens as required
- Assisting with storage of specimens as required

3. Assists with specimen distribution by:

- Assisting with distribution of specimens
- Assisting with distribution of specimen to appropriate analytical site
- Assisting with storage of samples
- Assisting with “tracking” specimens with a computer based system
- Practicing preparing and packaging specimens for transport according to TDG regulations

4. Performs venipuncture techniques.

The candidate shall perform 6 venipuncture collections within one hour to the following standards:

- Pre-procedural:
  - Identifies self by name
  - Requests patient consent
  - Asks for spelling of last name, date of birth
  - Checks inpatient wristband (when applicable)
  - Explains each procedure to the patient (e.g. tourniquet, alcohol, puncture, etc.)

- Tourniquet:
  - Is applied in proper place and tightened appropriately
  - Application does not exceed 1 minute
  - Is removed before needle removal

- Demonstrates aseptic techniques by:
  - Cleansing site in concentric circles
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<tr>
<td>o Cleansing palpating finger</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Allowing alcohol to air dry <strong>without</strong> drying with gauze/cotton</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Anchors vein appropriately</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Vacutainer holder is held appropriately, firmly and is stable during insertion and removal of tubes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Needle insertion:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Bevel facing up</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>o Smooth quick insertion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Needle angle and depth are correct</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Needle adjustments are made appropriately</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>• Chooses appropriate tubes and follows correct order of draw</td>
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<td></td>
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<tr>
<td>• Obtains all specimens successfully</td>
<td></td>
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<tr>
<td>o Fills all tubes to appropriate level</td>
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<td></td>
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<tr>
<td>o Ensures specimens are fully and appropriately mixed</td>
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<td>• Needle removal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Tube is removed prior to needle removal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Dry cotton is placed on puncture site, needle is withdrawn and appropriate pressure is applied</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Labels specimen in front of patient</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrates patient care techniques:</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>o Releases fist once blood flow is established</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Ensures puncture site has stopped bleeding</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>o Asks patient if they want a Band-Aid (if applicable)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>o Responds appropriately to adverse patient reactions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Thanks patient</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Ensures collection time, date and phlebotomist initials are recorded</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrates safe work practices</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Utilizes personal protective equipment</td>
<td></td>
<td></td>
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<tr>
<td>o Applies standard precautions</td>
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<td>o Safety engineered device (SED) is applied immediately using a one-handed technique</td>
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<td>o All sharps are discarded immediately in a sharps container utilizing multi-sample holder appropriately</td>
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### CLIN 291 – Specimen Procurement and Management 1

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<tr>
<th>Rating</th>
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<th>3</th>
<th>2</th>
<th>1</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Consistently fails to complete routine work, disorganized and displays difficulty understanding basic concepts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>2</td>
<td>Slow and/or disorganized and displays a lack of understanding in some basic concepts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>4</td>
<td>Exceeds the completion of work in an organized fashion within acceptable time frames, and displays the ability to apply concepts at an advanced level.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>None</td>
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</table>

None: Has no experience with the outcome.

- Tube tops are bleached
- Performs all steps required for phlebotomy safely and independently
- Transport of specimens
  - Prepares and transports all specimens to analysis area according to laboratory protocol
- Identifies errors in procurement
  - Identifies and reports errors in specimen procurement
  - Identifies corrective action for procurement errors
- Meets the legal and ethical requirements of practice and protects the patient’s right to the established level of care
- Demonstrates effective interpersonal communication skills with patients, co-workers and other health professionals in the workplace
- Conducts professional practice according to established protocols, safety guidelines and existing legislation
- Interacts in a professional and competent manner, using effective listening, verbal and written communication in dealing with laboratory colleagues, patients, students, clients, and other health professionals

---

**Comments:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Signature:** ___________________________  **Date:** ___________________________

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The Professionalism Rubric evaluates professional skills required to be successful in the workplace and is based on Employability Skills identified by the Conference Board of Canada. The completion of the Professionalism Rubric is a part of the employer validation checklist for CLIN 291.
**Employer validation checklist: CLIN 293 – Specimen Procurement & Management 2**

<table>
<thead>
<tr>
<th>Medical Laboratory Technology</th>
<th>Student name: __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLIN 293</td>
<td>Student ID: ____________________________</td>
</tr>
<tr>
<td>Specimen Procurement &amp; Management 2</td>
<td>Date: ________________________________</td>
</tr>
<tr>
<td></td>
<td>Completion date: ________________________</td>
</tr>
</tbody>
</table>

**Note to validator:** PLAR can be used to formally recognize learning that has already taken place. In the Medical Laboratory Technology program at Saskatchewan Polytechnic Saskatoon Campus it is felt that recent employment experience may constitute sufficient application of critical skills to meet the learning outcomes for Specimen Procurement and Management 2.

Below is a list of learning outcomes the candidate is required to achieve in completing CLIN 293 (Specimen Procurement and Management 2). For each step in the learning outcomes please rate the candidate's performance by placing a √ in the appropriate descriptor column (1, 2, 3, 4, none). For this validation if a parameter has not been performed by the candidate or is not a task that is performed at your laboratory, place a √ in the “none” column and provide a comment in the space provided at the end of this document.

**Please validate each of the competencies as well as the Professionalism Rubric for CLIN 293 then sign below and include with the employment validation form.**

<table>
<thead>
<tr>
<th>The candidate must have completed the following within the last year in order to PLAR this course (CLIN 293)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Performed a minimum of 50 venipuncture collections</td>
</tr>
<tr>
<td>▪ Performed a minimum of 6 capillary collections</td>
</tr>
<tr>
<td>▪ Processed at least 30 samples for labelling and aliquoting (stat and routine priority)</td>
</tr>
<tr>
<td>▪ Processed at least 25 specimens for order entry</td>
</tr>
<tr>
<td>▪ Processed at least 25 received collections for verification</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Please verify the candidate has performed the following within the last year:</th>
<th>Yes or No</th>
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<tr>
<td>▪ Performed a minimum of 50 venipuncture collections</td>
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</tr>
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<td></td>
</tr>
<tr>
<td>▪ If yes, continue with employer validation checklist</td>
<td></td>
</tr>
<tr>
<td>▪ If no, return form to candidate indicating in the comment section that this criteria was not met</td>
<td></td>
</tr>
</tbody>
</table>
Competency 1: Perform preanalytical procedures and disposal of specimens.

The candidate shall perform to the following standards:

- Attaches appropriate labels to specimen or aliquot tubes as required
- Completes each rack of 15 specimens within 10 minutes
- Works independently with minimal supervision
- Conducts professional practice according to established protocols, safety guidelines and existing legislation
- Verifies relevant data and ensures that appropriate specimens are procured according to established protocols
- Verifies specimen suitability including adequate amount/volume and integrity
- Prepares specimens for analysis (e.g. centrifuging, aliquoting, preserving)
- Ensures appropriate storage of specimens
- Prioritizes analyses (e.g. stat, urgent, routine, sample stability)
- Maximizes efficient use of resources (e.g. time, equipment, personnel)
- Organizes specimens from worklists, log books and computerized work documents
- Verifies that specimen identification is traceable throughout analysis
- Delivers specimens to appropriate bench for analyses in a timely manner
- Operates and maintains standard laboratory equipment/instruments
- Follows established protocols as defined in policy and procedure manuals
- Maintains appropriate documentation (e.g. documents laboratory reporting errors and corrective action taken)
- Follows established preventative maintenance programs and maintains instrument logs
- Recognizes malfunctions in equipment/instruments and initiates appropriate corrective action
- Addresses equipment/instrument malfunction according to established protocol
- Uses computers, laboratory information systems and related technology in specimen tracking and data management

Competency 2: Performs data entry and specimen receipt verification in the LIS.

The candidate shall perform to the following standards:
CLIN 293 – Specimen Procurement and Management 2

<table>
<thead>
<tr>
<th>Competency</th>
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<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receives specimens in an efficient manner</td>
<td>4</td>
<td>None</td>
</tr>
<tr>
<td>Accurately accessions a minimum of 50 requisitions (3 min/requisition in an LIS or 5 min/requisition in a paper logbook)</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Conducts professional practice according to established protocols, safety guidelines and existing legislation</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>Verifies relevant data and ensures that appropriate specimens are procured according to established protocols</td>
<td>1</td>
<td>None</td>
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<td>Prioritizes analyses, e.g. stat, urgent, routine, sample stability</td>
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<td>None</td>
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<tr>
<td>Maximizes efficient use of resources, e.g. time, equipment, personnel</td>
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<td>None</td>
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<tr>
<td>Organizes specimens from worklists, log books and computerized work documents</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td>Registers specimens into laboratory information system, e.g. logbook, computers</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Uses computers, laboratory information systems and related technology in specimen tracking and data management</td>
<td>4</td>
<td>None</td>
</tr>
<tr>
<td>Works independently with minimal supervision</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Follows blood sample procurement according to (General Policy #5) Saskatchewan Laboratory Quality Assurance Policy Manual – 2010 Ed.</td>
<td>2</td>
<td>None</td>
</tr>
</tbody>
</table>

Competency 3: Perform advanced venipuncture collection for laboratory analyses.

The candidate shall perform to the following standards:

- Perform 8 venipuncture collections within one hour
- Perform a minimum of two venipunctures using a winged blood collection set and/or a syringe
- Demonstrate knowledge for performing:
  - Blood cultures
  - Legal alcohols
  - Glucose tolerance administration
  - Intravenous therapy collections
- Pre-procedural
  - Identifies self by name
  - Requests patient consent
  - Asks for spelling of last name, date of birth & checks inpatient wristband
  - Explains each procedure to the patient (e.g. tourniquet, alcohol, puncture, etc.)
### CLIN 293 – Specimen Procurement and Management 2

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</tbody>
</table>

#### Tourniquet:
- Is applied in proper place and tightened appropriately
- Application does not exceed 1 minute
- Is removed before needle removal

#### Demonstrates aseptic techniques by:
- Cleansing site in concentric circles
- Cleansing palpating finger
- Allowing alcohol to air dry without drying with gauze/cotton

#### Anchors vein appropriately

#### Vacutainer holder is held appropriately, firmly and is stable during insertion and removal of tubes

#### Needle insertion:
- Bevel facing up
- Smooth quick insertion
- Needle angle and depth are correct
- Needle adjustments are made appropriately

#### Chooses appropriate tubes and follows correct order of draw

#### Obtains all specimens successfully
- Fills all tubes to appropriate level
- Ensures specimens are fully and appropriately mixed

#### Needle removal:
- Tube is removed prior to needle removal
- Dry cotton is placed on puncture site, needle is withdrawn and appropriate pressure is applied

#### Labels specimen in front of patient

#### Demonstrates patient care techniques:
- Releases fist once blood flow is established
- Ensures puncture site has stopped bleeding
- Asks patient if they want a Band-Aid (if applicable)
- Responds appropriately to adverse patient reactions
- Thanks patient
### CLIN 293 – Specimen Procurement and Management 2

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- Ensures collection time, date and phlebotomist initials are recorded
- Demonstrates safe work practices
  - Utilizes personal protective equipment
  - Applies standard precautions
  - Safety engineered device (SED) is applied immediately using a one-handed technique
  - All sharps are discarded immediately in a sharps container utilizing multi-sample holder appropriately
  - Tube tops are bleached
  - Performs all steps required for phlebotomy safely and independently
- Transport of specimens
  - Prepares and transports all specimens to analysis area according to laboratory protocol
- Identifies errors in procurement
  - Identifies and reports errors in specimen procurement
  - Identifies corrective action for procurement errors
- Meets the legal and ethical requirements of practice and protects the patient’s right to the established level of care
- Demonstrates effective interpersonal communication skills with patients, co-workers and other health professionals in the workplace
- Conducts professional practice according to established protocols, safety guidelines and existing legislation
- Interacts in a professional and competent manner, using effective listening, verbal and written communication in dealing with laboratory colleagues, patients, students, clients, and other health professionals

**Competency 4: Performs capillary collection for laboratory analyses.**

The candidate shall perform one capillary collection within 15 minutes to the following standards:

- Pre-procedural:
  - Identifies self by name
  - Requests patient consent
  - Asks for spelling of last name, date of birth & checks inpatient wristband
  - Explains each procedure to the patient (e.g. tourniquet, alcohol, puncture, etc.)
### CLIN 293 – Specimen Procurement and Management 2

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- **Demonstrates aseptic techniques by:**
  - Cleansing site in concentric circles
  - Allowing alcohol to air dry without drying with gauze/cotton
- **Performs an appropriate capillary puncture by:**
  - Choosing an appropriate capillary site
  - Placing lancet across the fingerprint/footprint
  - Puncture site allows free falling drops to form
- **Obtains all specimens successfully:**
  - Utilizes appropriate “squeeze” technique
  - Fills all tubes to appropriate level
  - Ensures specimens are fully and appropriately mixed (no clots detected)
- **Labels specimen in front of patient**
- **Demonstrates patient care techniques:**
  - Ensures puncture site has stopped bleeding
  - Asks patient if they want a Band-Aid (if applicable)
  - Responds appropriately to adverse patient reactions
  - Thanks patient
- **Ensures collection time, date and phlebotomist initials are recorded and marks the requisition as a capillary collection**
- **Demonstrates safe work practices**
  - Utilizes personal protective equipment
  - Applies standard precautions
  - All sharps are discarded immediately in a sharps container
  - Disinfects all blood droplets
  - Performs all steps required for phlebotomy safely and independently
- **Transport of specimens**
  - Prepares and transports all specimens to analysis area according to laboratory protocol
- **Identifies errors in procurement**
  - Identifies and reports errors in specimen procurement
  - Identifies corrective action for procurement errors

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
### CLIN 293 – Specimen Procurement and Management 2

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Exceeds the completion of work in an organized fashion within acceptable time frames, and displays the ability to apply concepts at an advanced level.</td>
</tr>
<tr>
<td>3</td>
<td>Consistently completes routine work in an organized fashion within acceptable time frames, and displays a good understanding of basic concepts.</td>
</tr>
<tr>
<td>2</td>
<td>Slow and/or disorganized and displays a lack of understanding in some basic concepts.</td>
</tr>
<tr>
<td>1</td>
<td>Consistently fails to complete routine work, disorganized and displays difficulty understanding basic concepts.</td>
</tr>
<tr>
<td>None</td>
<td>Has no experience with the outcome.</td>
</tr>
</tbody>
</table>

- Meets the legal and ethical requirements of practice and protects the patient’s right to the established level of care
- Demonstrates effective interpersonal communication skills with patients, co-workers and other health professionals in the workplace
- Conducts professional practice according to established protocols, safety guidelines and existing legislation
- Interacts in a professional and competent manner, using effective listening, verbal and written communication in dealing with laboratory colleagues, patients, students, clients, and other health professionals

**Comments:**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Signature: ___________________________ Date: ___________________________  

The Professionalism Rubric evaluates professional skills required to be successful in the workplace and is based on Employability Skills identified by the Conference Board of Canada. The completion of the Professionalism Rubric is a part of the employer validation checklist for CLIN 293.
### Professionalism Rubric

**Candidate:** _____________________________________________  
**Date:** ___________________

<table>
<thead>
<tr>
<th>Category</th>
<th>Skill 1</th>
<th>Skill 2</th>
<th>Skill 3</th>
<th>Skill 4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0. Demonstrates communication skills.</td>
<td>1.1. Reads and comprehends information presented in a variety of forms. (e.g. reads requisitions)</td>
<td>1.2. Follows directions (oral and written).</td>
<td>1.3. Asks relevant questions.</td>
<td>1.4. Writes and speaks so others comprehend. (e.g. provides clear instructions to patients/colleagues.)</td>
<td>/4</td>
</tr>
<tr>
<td>2.0. Demonstrates organizational skills.</td>
<td>2.1. Locates and gathers information using available resources. (e.g. LIS, RIS, PACS, procedure manuals, history records, technology, reference books, patient.)</td>
<td>2.2. Organizes materials and documents. Maintains a clean, organized workspace.</td>
<td>2.3. Demonstrates effective time management.</td>
<td>2.4. Demonstrates ability to multi-task.</td>
<td>/4</td>
</tr>
<tr>
<td>3.0. Demonstrates professional behaviours.</td>
<td>3.1. Demonstrates empathy and respect for patients and/or patient information.</td>
<td>3.2. Acts with honesty and integrity.</td>
<td>3.3. Upholds health region’s confidentiality policy.</td>
<td>3.4. Takes responsibility for one’s actions.</td>
<td>/4</td>
</tr>
<tr>
<td>4.0. Demonstrates positive behaviours.</td>
<td>4.1. Complies with Medical Diagnostics Department attendance regulations.</td>
<td>4.2. Complies with Medical Diagnostics dress code.</td>
<td>4.3. Displays interest and effort towards learning new skills.</td>
<td>4.4. Conducts self in a confident positive manner.</td>
<td>/4</td>
</tr>
<tr>
<td>5.0. Demonstrates initiative and adaptability.</td>
<td>5.1. Takes initiative and pursues procedures or extra tasks.</td>
<td>5.2. Takes responsibility for learning.</td>
<td>5.3. Requests and responds professionally to feedback received.</td>
<td>5.4. Demonstrates ability to problem solve.</td>
<td>/4</td>
</tr>
<tr>
<td>6.0. Demonstrates safe work practices.</td>
<td>6.1. Utilizes personal protective equipment.</td>
<td>6.2. Incorporates all steps required for a safe and successful outcome.</td>
<td>6.3. Performs tasks within scope of practice.</td>
<td>6.4. Applies infection control and/or safety measures.</td>
<td>/4</td>
</tr>
<tr>
<td>7.0. Demonstrates teamwork.</td>
<td>7.1. Works cooperatively within the health care system.</td>
<td>7.2. Respects the contributions and concerns of preceptors, facilitators and other health care professionals.</td>
<td>7.3. Respects the diversity and differences of others.</td>
<td>7.4. Collaborates and shares ideas with team members.</td>
<td>/4</td>
</tr>
</tbody>
</table>

**Total:** /28
Instructions for Completion:

The Professionalism Rubric evaluates professional skills required to be successful in the workplace and is based on Employability Skills identified by the Conference Board of Canada.
- Each Category is marked out of a total of 4 points.
- Pass mark for the Rubric is 50%.
- Each Skill within the category will be scored 1 if skill is consistently demonstrated, 0.5 if skill is usually demonstrated or 0 if skill is rarely demonstrated.

Definitions:
- Consistently - reliably, unfailingly, constantly;
- Usually - typically, frequently, ordinarily;
- Rarely - seldom, infrequently

- A comment is required when a rating of zero is recorded.
- Record the date the rubric was reviewed with Learner.

<table>
<thead>
<tr>
<th>Additional Comments:</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Assessor name &amp; contact information (print)</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Signature</th>
<th></th>
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<tr>
<th>Date:</th>
<th></th>
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</thead>
</table>

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Appendix C: INFC 180 – PPE Student Agreement Biohazard

Medical Diagnostics Department
Personal Protective Equipment (PPE) Student Agreement
Biohazard

I, ________________________________,

i. Agree to follow PPE usage as outlined in INFC 180 course manual, Learning Outcome 5.

ii. I have reviewed the PPE video posted by the Medical Diagnostics Department.

I will comply with the PPE requirements taught in the Medical Diagnostic programs and as required by my clinical site.

Date: ____________ Student signature: ________________________________

Date: ____________ MDD Faculty signature: ________________________________

*Resources: Infection Control and Safety course manual Learning Outcome 5 November 2014
Appendix D: Exam Proctor form

Challenge exam: Proctor form – Prior Learning Assessment

If you wish to write a challenge exam off campus, please return this completed form to your Saskatchewan Polytechnic program. Request this at Step 4 – Action Plan of the PLAR Process.

Upon approval of the program head, the details and resources for the exam will be supplied to the exam proctor. You can write the exam under secure conditions when it is convenient to both of you.

Program Head
Medical Laboratory Technology program
Saskatchewan Polytechnic Saskatoon Campus
PO Box 1520
Saskatoon, SK S7K 3R5

The exam proctor/supervisor should be a professional (teacher, RCMP, RN, secretary, clergy, etc.) and must be a non-relative.

Exam proctor/supervisor

Name: ________________________________

Occupation: ________________________________

Place of employment: ________________________________

Address: ________________________________

Postal code: ________________________________

Business phone: ________________________________ Home phone: ________________________________

Email address: ________________________________

Student’s name: (please print) ________________________________

List course(s): ________________________________

Signature: ________________________________
Appendix E: Cover page template for evidence binder

Evidence file for: ________________________________  
(course code and name)

Name:
Address:
Residence phone:
Business phone:
City/town:
Province, Postal Code:
Saskatchewan Polytechnic candidate #:
Email address:

I attest that the enclosed evidence are correct and have been compiled by myself. I attest that I am the person named in this application and the evidence unless otherwise signified.

Signature: ____________________________ Date: ________________