

Psychiatric Nursing Programs

Psychiatric Nursing Diploma Program
Psychiatric Nursing Degree Program

PLAR Candidate Guide

Prior Learning Assessment and
Recognition (PLAR)



Tomorrow
in the making.

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Saskatchewan Polytechnic

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

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Why consider a PLAR assessment?

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

We recognize:

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

What are the PLAR options?

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

Option A: Individual course challenge

If you have 5 years of successful experience in the psychiatric nursing or related field, and have learned the skills and knowledge for **one or more** of the Psychiatric Nursing program courses, you may apply to be assessed for each applicable course.

Fees:

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

How many courses can be challenged through PLAR in the Psychiatric Nursing program?

Currently we have 3 out of 32 diploma courses and up to 4 out of 11 or 15 degree courses depending on when you received your diploma (see chart below) with PLAR challenges available. There is no limit. You may challenge as many of these courses as you are able to prove prior skills and knowledge through assessment.

Which courses are PLAR-ready?

Psychiatric Nursing Program Diploma Profile			
COURSE CODE	COURSE NAME	PLAR Challenge(s) available through program	PLAR Challenge(s) not available
APHY 162	Anatomy and Physiology 1	Arts and Sciences	
APHY 262	Anatomy and Physiology 2	Arts and Sciences	
CLIN 213	Clinical 1		X
MICR 159	Microbiology	Arts and Sciences	
MICR 161	Medical/Surgical Nursing Skills		X
NRSG 100	Promotion of Psychiatric Nursing Praxis		X
NRSG 101	Introduction to Psychiatric Nursing Concepts		X
NRSG 102	Foundations of Psychiatric Nursing Practice		X
NRSG 233	Interpersonal Partnerships		X
NRSG 234	Physical Assessment		X
NRSG 235	Aboriginal Studies 1		X
NRSG 236	Introduction to Pharmacology		X
NRSG 237	Health and Healthcare Concepts		X
PSYC 163	Healthy Life Span Development		X
CLIN 214	Clinical 2		X
CLIN 215	Clinical 3		X
CLIN 216	Clinical 4		X
NRSG 238	Individual Partnerships		X
NRSG 239	Addictions		X
NRSG 240	Psychotropic Pharmacology		X
NRSG 241	Psychiatric Nursing Assessment, Responses and Interventions		X
NRSG 242	Group Partnerships		X
NRSG 243	Children and Adolescents		X
NRSG 244	General Pharmacology		X
NRSG 245	Health and Mental Health Literacy		X
NRSG 246	Family Partnerships		X

NRSG 247	Forensics		X
NRSG 248	Community Partnerships		X
CLIN 217	Consolidated Clinical 5		X
CLIN 218	Preceptored Clinical 6		X
NRSG 249	Professional Development		X
NRSG 250	E-mentoring		X

Psychiatric Nursing Program Degree Profile – Diploma Plus the Following Courses

COURSE CODE	COURSE NAME	PLAR Challenge(s) available through program	PLAR Challenge(s) not available
Prior to 2010 Diploma Graduates			
ENGL 100	Critical Reading and Writing		X
PSYC 101	Introduction to Psychology		X
PSYN 208	Informatics for Health Care Professionals		X
PSYN 209	Physical Assessment		X
PSYN 210	Health and Mental Health Literacy		X
PSYN 300	Research for Evidence-Based Nursing Practice		X
PSYN 303	Economic, Social & Political Influences in Psychiatric Nursing		X
PSYN 306	Transition to Professional Practice		X
PSYN 307	Addictions		X
PSYN 308	Open Elective 1		X
PSYN 304	Integrating Leadership & Management in Psychiatric Nursing		X
CLIN 300	Consolidated Practice Education		X
SOCI 100	Introduction to Sociology	Arts and Sciences	
STAT 202	Statistics for Health Sciences	Arts and Sciences	

Psychiatric Nursing Program Degree Profile – Diploma Plus the Following Courses

COURSE CODE	COURSE NAME	PLAR Challenge(s) available through program	PLAR Challenge(s) not available
Beyond 2010 Diploma Graduates			
ENGL 100	Critical Reading and Writing		X
PSYN 208	Informatics for Health Care Professionals		X
PSYC 101	Introduction to Psychology		X
SOCI 100	Introduction to Sociology	Arts and Sciences	
STAT 202	Statistics for Health Sciences	Arts and Sciences	
PSYN 300	Research for Evidence-Based Nursing Practice		X
PSYN 303	Economic, Social & Political Influences in Psychiatric Nursing		X
PSYN 308	Open Elective 1		X
PSYN 304	Integrating Leadership & Management in Psychiatric Nursing		X
PSYN 309	Open Elective 2		X
CLIN 300	Consolidated Practice Education		X

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

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

Is PLAR available at any time of the year?

PLAR challenges are currently being offered from September to June of each academic year.

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

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

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

Methods of assessing prior learning

Assessment methods measure an individual's learning against course learning outcomes. The assessment methods listed below are the ones most commonly used, but other forms of flexible assessment may be considered. These assessments may include one or a combination of the following assessment tools:

- Product validation & assessment
- Challenge exam
- Standardized tests
- Performance evaluations (including skill demonstrations, role plays, clinical applications, case studies)
- Interviews and oral exams
- Equivalency (evaluations of learning from non-credit training providers)
- Evidence or personal documentation files (providing evidence of learning from life and work experiences and accomplishments)

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

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

What if I have a disability & need equity accommodations?

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

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

Transfer Credit

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

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

Equivalency Credit

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

Contact us

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

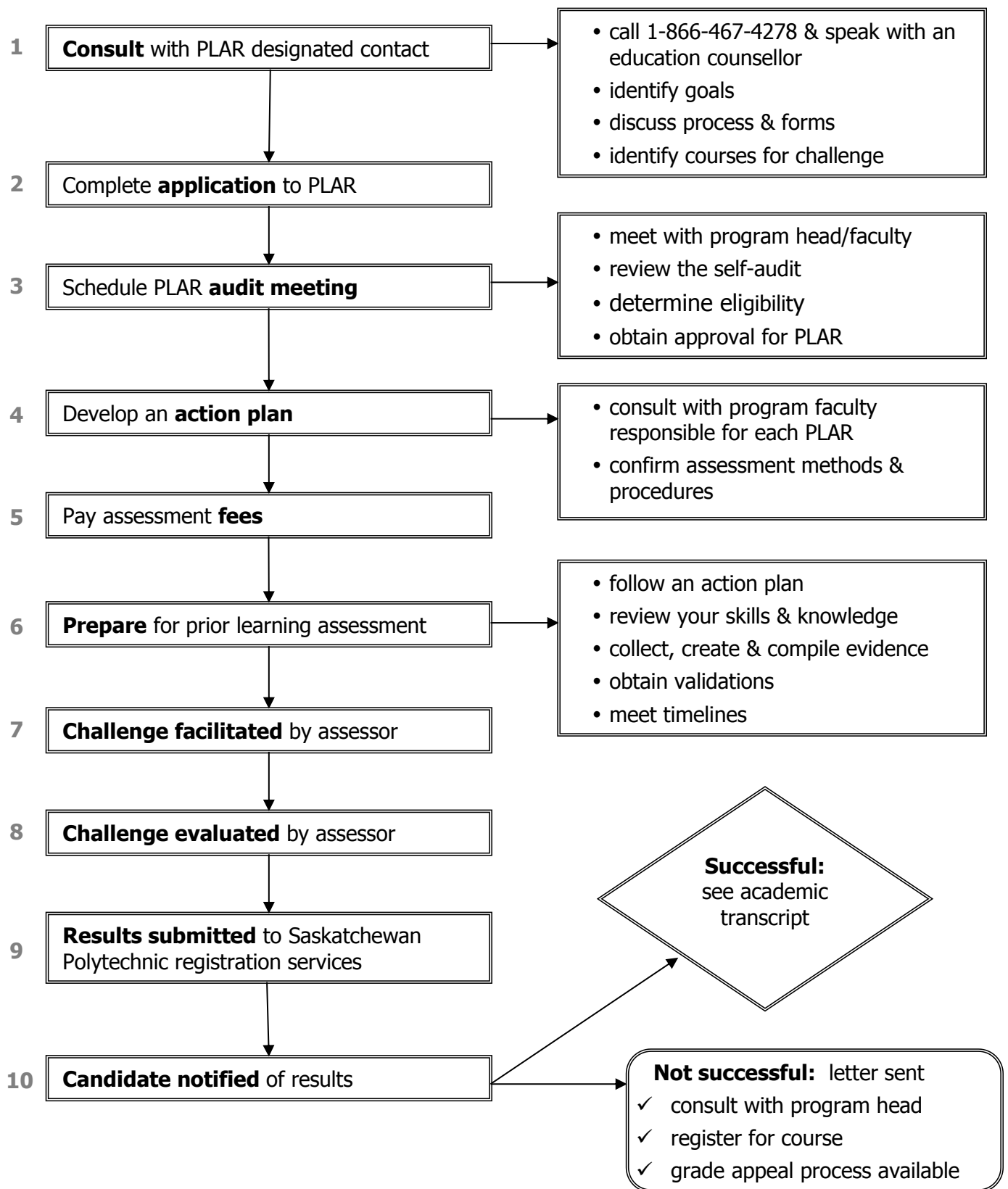
Saskatchewan Polytechnic in Moose Jaw
Counselling Services, Room 2.203
306-691-8311 or 306-691-8310
MooseJawCounselling@saskpolytech.ca

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

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

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

Prior Learning Assessment and Recognition process



Guiding principles for developing a PLAR evidence file

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

Types of evidence

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

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

Ensure that you provide full evidence to your Psychiatric Nursing Diploma program faculty assessor so that your prior learning application is assessed appropriately. Well organized, easy to track evidence will also ensure that none of the evidence is missed or assessed incorrectly. Here are some examples of evidence that you may be requested to submit as part of your evidence file (if required):

- resource lists
- written descriptions and analysis
- experience (activity) outlines
- philosophy statement
- observations
- workplace validations
- work samples
- photos of environments
- videotapes
- prop boxes

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

How long will it take to prepare evidence for PLAR?

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

Steps to complete a self-audit

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

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

Learning outcomes

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

2. Take a few minutes and read through the following self-audit for each course you are interested in as a PLAR candidate.
3. Check your level of competence as you read through each of the learning outcomes for each course. The information will help you in your decision to continue with your PLAR application.
4. In order to be successful in a PLAR assessment, your abilities must be at the competent or mastery level for the majority of the learning outcomes. Some things to consider when determining your level of competence are:
 - How do I currently use this outcome?
 - What previous training have I had in this outcome: workshops, courses, on-the-job?
 - What personal development or volunteer experience do I have in this area?

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

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

Self-audit guides

APHY 162 – Anatomy and Physiology 1

You will develop an understanding of the human body, its structures and how it functions to maintain homeostasis. You will acquire knowledge of the interactions of the body's structures including cells, tissues, organs, and certain organ systems. You will learn the structures and functions of the integumentary, skeletal, muscular, cardiovascular, and respiratory systems.

Credit unit(s): 4.0

Equivalent course(s): NURS 111

APHY 162 – Anatomy and Physiology 1 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe the sciences of anatomy and physiology of the human body.					
<ul style="list-style-type: none"> ▪ Describe the sciences of anatomy and physiology 					
<ul style="list-style-type: none"> ▪ Describe the anatomical position, directional terms, anatomical regions, and anatomical planes 					
<ul style="list-style-type: none"> ▪ Describe the location of the body cavities and the organs in each cavity 					
<ul style="list-style-type: none"> ▪ Describe the serous membranes 					
<ul style="list-style-type: none"> ▪ Describe homeostasis and homeostatic regulation 					
2. Describe the chemical levels of organization of the human body.					
<ul style="list-style-type: none"> ▪ Describe the organizational levels of the body 					
<ul style="list-style-type: none"> ▪ Describe the inorganic and organic compounds of the body and their functions 					
<ul style="list-style-type: none"> ▪ Describe acids, bases and the concept of pH 					
<ul style="list-style-type: none"> ▪ Describe metabolism, cellular respiration, and the factors required for the maintenance of life 					
3. Describe the structures and functions of human cells.					
<ul style="list-style-type: none"> ▪ Describe the structure and function of the cell membrane, cytoplasm, and organelles of the cell 					
<ul style="list-style-type: none"> ▪ Describe the structure and function of each cytoplasmic organelle 					
<ul style="list-style-type: none"> ▪ Describe transport mechanisms across cell membranes 					
<ul style="list-style-type: none"> ▪ Describe mitosis and meiosis 					
4. Describe the structures and functions of human tissues.					
<ul style="list-style-type: none"> ▪ Describe the structure, locations, and functions of epithelial tissues 					
<ul style="list-style-type: none"> ▪ Describe the structure, locations, and functions of connective tissues 					
<ul style="list-style-type: none"> ▪ Describe the structure, locations, and functions of muscle tissue 					

APHY 162 – Anatomy and Physiology 1 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Describe the locations and functions of nervous tissue 					
<ul style="list-style-type: none"> ▪ Describe the location and functions of body membranes 					
5. Describe the structures and functions of the integumentary system.					
<ul style="list-style-type: none"> ▪ Describe the skin, including the epidermis and dermis 					
<ul style="list-style-type: none"> ▪ Describe the structure and functions of the accessory organs of the skin 					
6. Describe the structures and functions of the skeletal system.					
<ul style="list-style-type: none"> ▪ Describe the functions of bones, including the location of the bones involved in the axial and appendicular divisions of the skeleton 					
<ul style="list-style-type: none"> ▪ Discuss the descriptive features of bones 					
<ul style="list-style-type: none"> ▪ Describe the bones of the skull 					
<ul style="list-style-type: none"> ▪ Describe the bones of the vertebral column 					
<ul style="list-style-type: none"> ▪ Describe the bones of the thoracic cage 					
<ul style="list-style-type: none"> ▪ Describe the bones of the pectoral girdle 					
<ul style="list-style-type: none"> ▪ Describe the bones of the upper limb 					
<ul style="list-style-type: none"> ▪ Describe the bones of the pelvic girdle 					
<ul style="list-style-type: none"> ▪ Describe the bones of the lower limb 					
<ul style="list-style-type: none"> ▪ Describe microscopic bone structure 					
<ul style="list-style-type: none"> ▪ Describe the typical features of a long bone 					
<ul style="list-style-type: none"> ▪ Describe the classifications of articulations 					
<ul style="list-style-type: none"> ▪ Describe bone development and bone growth 					
7. Describe the structures and functions of the muscular system.					
<ul style="list-style-type: none"> ▪ Describe the structure, locations, and functions of muscle tissues 					
<ul style="list-style-type: none"> ▪ Describe skeletal muscle attachment and interrelated actions 					
<ul style="list-style-type: none"> ▪ Describe skeletal muscle actions 					
<ul style="list-style-type: none"> ▪ Describe the locations and functions of the muscles of facial expression and mastication 					
<ul style="list-style-type: none"> ▪ Describe the locations and functions of the muscles involved in the movement of the head 					
<ul style="list-style-type: none"> ▪ Describe the locations and functions of the muscles involved in the movement of the shoulder, elbow, wrist, and fingers 					
<ul style="list-style-type: none"> ▪ Describe the locations and functions of the muscles involved in the movements of respiration and the vertebral column 					

APHY 162 – Anatomy and Physiology 1 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Describe the locations and functions of the muscles involved in movement of the hip, knee, and ankle 					
<ul style="list-style-type: none"> ▪ Summarize muscle locations and functions 					
<ul style="list-style-type: none"> ▪ Describe the structure of skeletal muscle 					
8. Describe the structures and function of blood.					
<ul style="list-style-type: none"> ▪ Describe the body's fluid compartments 					
<ul style="list-style-type: none"> ▪ Describe the characteristics and functions of blood 					
<ul style="list-style-type: none"> ▪ Describe the major components of plasma 					
<ul style="list-style-type: none"> ▪ Describe the characteristics and functions of the three types of blood cells 					
<ul style="list-style-type: none"> ▪ Describe hemostasis 					
<ul style="list-style-type: none"> ▪ Describe the ABO and Rh blood groups 					
9. Describe the structures and functions of the cardiovascular system.					
<ul style="list-style-type: none"> ▪ Describe the structure of the heart, including the great vessels that enter and exit the heart, and pathway of blood through the heart 					
<ul style="list-style-type: none"> ▪ Describe the locations and functions of the cardiac conduction system 					
<ul style="list-style-type: none"> ▪ Describe the cardiac cycle and heart sounds 					
<ul style="list-style-type: none"> ▪ Describe the regulation of cardiac output 					
<ul style="list-style-type: none"> ▪ Describe the circulation of blood according to the blood vessels 					
<ul style="list-style-type: none"> ▪ Describe capillaries, the exchanges of substances across the capillary walls and the formation of tissue fluid 					
<ul style="list-style-type: none"> ▪ Describe the major vessels of the pulmonary and systemic circuits 					
<ul style="list-style-type: none"> ▪ Describe coronary circulation 					
<ul style="list-style-type: none"> ▪ Describe the hepatic portal system 					
<ul style="list-style-type: none"> ▪ Describe anastomoses and venous return 					
<ul style="list-style-type: none"> ▪ Describe blood pressure and the factors that influence arterial pressure 					
10. Describe the structures and functions of the lymphatic system.					
<ul style="list-style-type: none"> ▪ Describe the lymphatic system and the lymphatic pathways 					
<ul style="list-style-type: none"> ▪ Describe the formation, functions, and movement of lymph 					
<ul style="list-style-type: none"> ▪ Describe lymph nodes and other lymphatic tissues 					
<ul style="list-style-type: none"> ▪ Describe the nonspecific defenses 					

APHY 162 – Anatomy and Physiology 1					
Mastery: I am able to demonstrate it well enough to teach it to someone else.	Mastery	Competent	Functional	Learning	None
Competent: I can work independently to apply the outcome.					
Functional: I need some assistance in using the outcome.					
Learning: I am developing skills and knowledge for this area.					
None: I have no experience with the outcome.					
<ul style="list-style-type: none"> Describe specific immunity, including the origin, functions, and activation of B cells and T cells 					
<ul style="list-style-type: none"> Describe immunological memory and compare the different types of specific immunity 					
11. Describe the structures and functions of the respiratory system.					
<ul style="list-style-type: none"> Describe the functions of the respiratory system 					
<ul style="list-style-type: none"> Describe the lining of the respiratory tract 					
<ul style="list-style-type: none"> Describe the structure, locations, and functions of the organs of the upper respiratory system 					
<ul style="list-style-type: none"> Describe the structure, locations, and functions of the organs of the lower respiratory system 					
<ul style="list-style-type: none"> Describe the mechanics of breathing including inspiration, expiration and respiratory air volumes 					
<ul style="list-style-type: none"> Describe the exchange of gases at the alveolar and cellular levels 					
<ul style="list-style-type: none"> Describe respiratory gas transport 					
<ul style="list-style-type: none"> Describe the control of breathing and the factors affecting breathing 					

PLAR assessment methods

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

1. Challenge exam

- Multiple choice format
- 60% must be attained to successfully challenge this course

Resources

Please refer to [Appendix C](#) for information on textbooks and how to access the Bookstore.

APHY 262 – Anatomy and Physiology 2

You will continue to study the human body, building on the information you learned in APHY 162 (Anatomy and Physiology 1). You will study body systems involved with integration, control, absorption, excretion and reproduction. You will apply your theoretical knowledge in practical setting by performing dissections of specimens as part of the mandatory lab component.

Credit unit(s): 4.0

Equivalent course(s): ANAT 265, NURS 111

Prerequisite(s): APHY 162 minimum grade of 60%

APHY 262 – Anatomy and Physiology 2 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe the structures and functions of endocrine glands.					
<ul style="list-style-type: none"> ▪ Describe the endocrine system, hormone regulation, and differences between the method of control of the nervous and endocrine systems 					
<ul style="list-style-type: none"> ▪ Describe the functions and regulating mechanisms for the pituitary gland hormones 					
<ul style="list-style-type: none"> ▪ Describe the functions and regulating mechanisms for the thyroid gland hormones 					
<ul style="list-style-type: none"> ▪ Describe the functions and regulating mechanisms for the parathyroid gland hormone and describe calcium regulation 					
<ul style="list-style-type: none"> ▪ Describe the functions and regulating mechanisms for the pancreatic hormones and describe glucose regulation 					
<ul style="list-style-type: none"> ▪ Describe the functions and regulating mechanisms for the adrenal gland hormones 					
<ul style="list-style-type: none"> ▪ Describe the functions and regulating mechanisms for the gonadal hormones 					
<ul style="list-style-type: none"> ▪ Describe the pineal gland hormone and prostaglandins 					
<ul style="list-style-type: none"> ▪ Summarize the functions and regulating mechanisms of the endocrine glands 					
2. Describe the structures and functions of the urinary system.					
<ul style="list-style-type: none"> ▪ Describe the locations of the urinary organs and functions of the urinary system 					
<ul style="list-style-type: none"> ▪ Describe the structure of the kidney, structure and functions of the nephron and circulation of the kidney 					
<ul style="list-style-type: none"> ▪ Describe the three stages of urine formation, hormone regulation of urine formation, and the characteristics of urine 					
<ul style="list-style-type: none"> ▪ Describe the structure and functions of the ureters, urinary bladder, urethra, and the process of micturition 					
3. Describe the structures and functions of nerve tissue.					
<ul style="list-style-type: none"> ▪ Describe the classifications and functions of the nervous system 					
<ul style="list-style-type: none"> ▪ Describe the structure and functions of neurons and neuroglia 					
<ul style="list-style-type: none"> ▪ Describe neural physiology 					

APHY 262 – Anatomy and Physiology 2 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Describe nerve pathways including reflexes 					
4. Describe the structures and functions of the central nervous system.					
<ul style="list-style-type: none"> ▪ Describe the cranial and spinal meninges 					
<ul style="list-style-type: none"> ▪ Describe the ventricles and circulation of cerebrospinal fluid 					
<ul style="list-style-type: none"> ▪ Describe the brain and the external and internal structures of the cerebrum 					
<ul style="list-style-type: none"> ▪ Describe the functional areas of the cerebrum 					
<ul style="list-style-type: none"> ▪ Describe the diencephalon, including the location and functions of the thalamus, hypothalamus, and limbic system 					
<ul style="list-style-type: none"> ▪ Describe the brain stem and reticular formation 					
<ul style="list-style-type: none"> ▪ Describe the structure, location, and functions of the cerebellum 					
<ul style="list-style-type: none"> ▪ Describe the location, structure, and functions of the spinal cord 					
<ul style="list-style-type: none"> ▪ Summarize the structures of the brain and spinal cord 					
5. Describe the structures and functions of the peripheral nervous system.					
<ul style="list-style-type: none"> ▪ Describe the structure and functions of the cranial nerves 					
<ul style="list-style-type: none"> ▪ Describe the structure and functions of the spinal nerves, including the spinal plexuses 					
<ul style="list-style-type: none"> ▪ Describe the structure and functions of the somatomotor and autonomic nervous systems 					
<ul style="list-style-type: none"> ▪ Describe the structure and functions of the sympathetic nervous system 					
<ul style="list-style-type: none"> ▪ Describe the structure and functions of the parasympathetic nervous system 					
<ul style="list-style-type: none"> ▪ Summarize the differences between the sympathetic and parasympathetic nervous systems 					
6. Describe the structures and functions of the digestive system.					
<ul style="list-style-type: none"> ▪ Describe the functions of the digestive system and the end products of digestion 					
<ul style="list-style-type: none"> ▪ Describe the organs of the digestive system and the structural layers and movement of the alimentary canal 					
<ul style="list-style-type: none"> ▪ Describe the mouth including the tongue, palate, teeth, and salivary glands 					
<ul style="list-style-type: none"> ▪ Describe the structure and functions of the pharynx and esophagus 					
<ul style="list-style-type: none"> ▪ Describe the structure and function of the stomach, including gastric juice, absorption, and motility 					

APHY 262 – Anatomy and Physiology 2	Mastery	Competent	Functional	Learning	None
Mastery: I am able to demonstrate it well enough to teach it to someone else.					
Competent: I can work independently to apply the outcome.					
Functional: I need some assistance in using the outcome.					
Learning: I am developing skills and knowledge for this area.					
None: I have no experience with the outcome.					
<ul style="list-style-type: none"> Describe the structure and functions of the pancreas, liver, and gallbladder including the duct system 					
<ul style="list-style-type: none"> Describe the structure and functions of the small intestine, including intestinal juice and absorption 					
<ul style="list-style-type: none"> Describe the phases of digestion, including hormonal regulation 					
<ul style="list-style-type: none"> Summarize the process of digestion, absorption, and nutrient utilization for carbohydrates, lipids, and proteins 					
<ul style="list-style-type: none"> Describe the structure and functions of the large intestine 					
7. Describe the structures and functions of the general and special senses.					
<ul style="list-style-type: none"> Describe the senses, sensation, and the sensory mechanism 					
<ul style="list-style-type: none"> Describe the sensory mechanism for taste and smell 					
<ul style="list-style-type: none"> Describe the accessory organs of the eye 					
<ul style="list-style-type: none"> Describe the layers of the eye 					
<ul style="list-style-type: none"> Describe the internal structures of the eye and the sensory mechanism of vision 					
<ul style="list-style-type: none"> Describe the structure and function of the ear and the sensory mechanism of hearing 					
<ul style="list-style-type: none"> Describe the sense of equilibrium 					
8. Describe the structures and functions of the reproductive system.					
<ul style="list-style-type: none"> Describe the structure and functions of the testes 					
<ul style="list-style-type: none"> Describe the structures and functions of the male secondary reproductive organs 					
<ul style="list-style-type: none"> Describe spermatogenesis, sperm, and the influence of testosterone 					
<ul style="list-style-type: none"> Describe the ovaries, the process of oogenesis and the Influence of Estrogen and Progesterone 					
<ul style="list-style-type: none"> Describe the structure and function of the female secondary reproductive organs 					
<ul style="list-style-type: none"> Explain the phases of the female reproductive (menstrual) cycle 					

PLAR assessment methods

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

1. Challenge exam

- Multiple choice format
- 60% must be attained to successfully challenge this course

Resources

Please refer to [Appendix C](#) for information on textbooks and how to access the Bookstore.

MICR 159 – Microbiology

You will study the various types of microorganisms, their characteristics and their role in the spread of infection. You will be introduced to the principles of health care epidemiology and the commonly used agents to control microbial growth. You will acquire knowledge of the major viral, bacterial and fungal diseases. Using group work, independent learning as well as laboratory activities you will study how the major diseases affect the immune system and the organs of the body. The responsibilities and roles of health care workers in the chain of infection will be emphasized.

Credit unit(s): 1.0

Prerequisite(s): APHY 162 Minimum Grade of 60% (concurrent)

Equivalent(s): MICR 160

MICR 159 – Microbiology Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Examine the foundations of the science of microbiology.					
▪ Define the scope of microbiology					
▪ Describe the foundations of microbiology					
▪ Describe prokaryotic microbes					
▪ Describe eukaryotic microbes					
▪ Describe acellular microbes					
▪ Compare prokaryotes versus eukaryotes versus acellular microbes					
▪ Explain the taxonomy of microbes					
2. Examine the major principles of epidemiology and their uses in the public healthcare system.					
▪ Describe the major principles of epidemiology					
▪ Identify the chain of infection					
▪ Compare the strategies for breaking the chain of infection					
▪ Describe public health agencies					
▪ Describe healthcare epidemiology					
▪ Compare the major infection control procedures					
3. Describe the pathogenesis of infectious diseases and its effects on the immune system.					
▪ Describe the steps in the development of an infectious disease					
▪ Describe the types of infections					
▪ Describe virulence and virulence factors microbes possess					
▪ Compare the innate (nonspecific) versus adaptive (specific) defenses of the immune system					

MICR 159 – Microbiology					
Mastery: I am able to demonstrate it well enough to teach it to someone else.					
Competent: I can work independently to apply the outcome.					
Functional: I need some assistance in using the outcome.					
Learning: I am developing skills and knowledge for this area.					
None: I have no experience with the outcome.					
▪ Discuss immunization					
4. Examine microbial growth and the major methods for preventing the spread of communicable diseases.					
▪ Describe microbial growth and the factors affecting microbial growth					
▪ Describe common physical and chemical agents that control microbial growth in vitro					
▪ Describe antimicrobial agents used in vivo					
5. Examine the major viral, bacterial and fungal diseases of humans.					
▪ Describe the microbial diseases of the skin, eyes and ears					
▪ Describe the microbial diseases of the nervous system					
▪ Describe the microbial diseases of the respiratory system					
▪ Describe the microbial diseases of the cardiovascular system and systemic infections of the body					
▪ Describe the microbial diseases of the digestive, urinary and reproductive 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 discuss the expectations during a consultation meeting.

1. PowerPoint presentation (30%)

- Candidate will create and present a 10 minute PowerPoint presentation by selecting one of the four following topics: Tuberculosis, syphilis, gonorrhea or HIV.
- The purpose of the presentation is to create an educational tool suitable for a target audience of either a client newly diagnosed with one of the diseases mentioned, or a group of high risk individuals.
- Using a minimum of five credible resources (list the references on the last slide using APA style), make sure you address the following:
 - Symptoms of the disease
 - Cause(s) of the disease
 - Who in Saskatchewan, are the high risk population(s) of contracting the disease
 - Role and responsibilities of the nurse
 - Resources and education for the client (provide some links/tips)
 - Protection and safety (procedures/personal protective equipment) of not only the client, the nurse, family, others
- Please refer to the PowerPoint presentation scoring guide in [Appendix A](#).

AND

2. Comprehensive challenge exam (70%)

- Multiple choice and short answer format. There are 60 multiple choice questions, and two short answer questions. Candidates are allowed two hours to write the exam.
- Please refer to the Exam blueprint in [Appendix B](#). This blueprint displays the number of questions on the exam for each critical outcome and learning step which will assist you to plan your knowledge review prior to completing the challenge exam.

The following are two examples of multiple choice questions:

The historical event that established microbiology as a science was the

- A) discovery of spontaneous generation.
- B) discovery of the Gram stain.
- C) identification of the "germ theory" of disease.
- D) development of the microscope.

Correct answer: D

Which of the following organisms causes scarlet fever?

- A) *Staphylococcus aureus*
- B) *Neisseria gonorrhoeae*
- C) *Streptococcus pyogenes*
- D) *Corynebacterium epidermidis*

Correct answer: C

An example of a short answer question:

List and describe each of the components of the chain of infection.

Correct answer:

The chain of infection involves the following components: an infectious agent (microbe), a reservoir, a portal of exit, a mode of transmission, a portal of entry to a host and a susceptible host.

The infectious agent is any microorganism such as a bacteria, virus, fungus or protozoa.

The reservoir is a place where the microbe can survive.

The portal of exit is the way they leave the reservoir in order to find another host to infect. Examples include blood, body fluid (excretions or secretions) and soil.

The mode of transmission is how the microbe leaves the reservoir and gets transferred to another host. There is contact, droplet, airborne, vehicle or vectorborne transmission.

The portal of entry is how the microbe gains access to the new host which is often the same as the portal of exit.

The susceptible host is a person who is not resistant to the microbe and ends up infected with the microbe.

NOTE: 60% must be attained for both components to successfully challenge this course.

Resources

Please refer to [Appendix C](#) for information on textbooks and how to access the Bookstore.

PSYC 101 – Introduction to Psychology

You will learn the theories and concepts that form the foundation of psychology as a science. You will explore the study of human behaviour by examining concepts including: social psychology, perception, sensation, learning, memory, human development, motivation, emotion, states of consciousness, cognition, personality, intelligence, psychological disorders, and the relationship between health and stress.

Credit unit(s): 3.0

PSYC 101 – Introduction to Psychology Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe psychology as a science.					
<ul style="list-style-type: none"> ▪ Describe the evolution and historical perspectives of psychology 					
<ul style="list-style-type: none"> ▪ Describe the science of psychology, its research methods, and ethical standards 					
2. Explain the processes of sensation and perception.					
<ul style="list-style-type: none"> ▪ Describe the concept of sensation 					
<ul style="list-style-type: none"> ▪ Describe the ways by which sense organs register information 					
<ul style="list-style-type: none"> ▪ Explain the basic processes of perception 					
<ul style="list-style-type: none"> ▪ Describe extraordinary perceptions and additional influences on perception 					
3. Discuss the concept of learning.					
<ul style="list-style-type: none"> ▪ Describe classical conditioning 					
<ul style="list-style-type: none"> ▪ Describe operant conditioning 					
<ul style="list-style-type: none"> ▪ Describe cognitive and observational learning 					
4. Examine the concept of memory.					
<ul style="list-style-type: none"> ▪ Describe memory and its processes 					
<ul style="list-style-type: none"> ▪ Explain remembering and forgetting 					
<ul style="list-style-type: none"> ▪ Discuss the reliability of memory 					
<ul style="list-style-type: none"> ▪ Examine memory improvement strategies 					
5. Describe the concepts of consciousness and cognition.					
<ul style="list-style-type: none"> ▪ Describe states and altered states of consciousness 					

PSYC 101 – Introduction to Psychology Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Describe sleep disturbance and sleep disorders 					
<ul style="list-style-type: none"> ▪ Describe cognition, imagery, problem solving, decision making, and creativity 					
<ul style="list-style-type: none"> ▪ Describe language analysis and the relationship between language and thought 					
6. Describe the stages of human development.					
<ul style="list-style-type: none"> ▪ Describe developmental research, its issues, and the role of heredity 					
<ul style="list-style-type: none"> ▪ Describe prenatal development, its components, and potential issues 					
<ul style="list-style-type: none"> ▪ Describe the stages of learning, physical and cognitive development throughout infancy and childhood 					
<ul style="list-style-type: none"> ▪ Discuss socialization and identity formation 					
<ul style="list-style-type: none"> ▪ Describe development and changes from adolescence to end of life 					
7. Describe motivation and emotion.					
<ul style="list-style-type: none"> ▪ Describe theories of motivation that explain its role in behaviour 					
<ul style="list-style-type: none"> ▪ Discuss psychoactive drugs and addiction 					
<ul style="list-style-type: none"> ▪ Discuss sexual motivation and orientation 					
<ul style="list-style-type: none"> ▪ Describe emotion and its role in behaviour 					
8. Examine the relationship between health and stress.					
<ul style="list-style-type: none"> ▪ Describe the concept of stress and coping mechanisms 					
<ul style="list-style-type: none"> ▪ Examine the influence of stress on health, cognitive ability, and psychological functioning 					
9. Discuss social psychology.					
<ul style="list-style-type: none"> ▪ Describe social influence: conformity, compliance, and obedience 					
<ul style="list-style-type: none"> ▪ Describe social cognition: attitudes, impressions and attributions 					
<ul style="list-style-type: none"> ▪ Describe prejudice and attraction 					
<ul style="list-style-type: none"> ▪ Discuss aggression and prosocial behaviour 					
10. Describe personality theories and intelligence.					
<ul style="list-style-type: none"> ▪ Describe the concept of personality 					

PSYC 101 – Introduction to Psychology					
Mastery: I am able to demonstrate it well enough to teach it to someone else.	Mastery	Competent	Functional	Learning	None
Competent: I can work independently to apply the outcome.					
Functional: I need some assistance in using the outcome.					
Learning: I am developing skills and knowledge for this area.					
None: I have no experience with the outcome.					
▪ Describe the psychodynamic theory of personality					
▪ Describe behaviorist, social cognitive, and humanistic theories of personality, and the contributions of behavioural genetics					
▪ Describe trait theories					
▪ Discuss personality assessments					
▪ Describe the concepts of intelligence and the major tests of intelligence					
▪ Identify individual differences in intellectual functioning and the degree to which both heredity and environment influence intelligence					
11. Discuss psychological disorders.					
▪ Describe abnormal behaviour and its causes					
▪ Describe anxiety, mood, and eating disorders					
▪ Discuss somatoform, dissociative disorders, and schizophrenia					
▪ Discuss personality disorders					

PLAR assessment methods

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

1. Evidence file

Requirements for evidence file

2. Challenge exam

Requirements for challenge exam

SOCI 100 – Introduction to Sociology

You will learn about the process of socialization, and discuss how culture affects the totality of our lives. You will examine social deviance and social control and look at the social dynamics of racial, ethnic, and minority groups in our society. The processes and effects of social stratification will be discussed.

Credit unit(s): 3.0

SOCI 100 – Introduction to Sociology Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe the process of socialization.					
▪ Describe the major aspects and principles of the sociological perspective					
▪ Describe the types and agents of socialization					
▪ Describe the theories of socialization					
▪ Describe the scope of socialization and the life process					
2. Describe how culture affects the totality of our lives.					
▪ Identify the characteristics of culture					
▪ Describe norms and values					
▪ Describe ways of viewing culture					
▪ Explain social interaction					
3. Describe the processes and effects of social stratification.					
▪ Describe the concepts and principles of stratification					
▪ Describe the social conflict and structural-functional theories of stratification					
▪ Describe the dimensions of social inequality					
▪ Identify the types of divisions found in society					
▪ Identify the types and conditions of social mobility					
4. Examine social deviance and social control.					
▪ Describe the characteristics of deviance					
▪ Describe social explanations for deviance					
▪ Describe the factors associated with crime					
5. Describe the social dynamics of racial, ethnic, and minority groups in our society.					
▪ Describe the characteristics of racial, ethnic, and minority groups					

SOCI 100 – Introduction to Sociology					
Mastery: I am able to demonstrate it well enough to teach it to someone else.					
Competent: I can work independently to apply the outcome.					
Functional: I need some assistance in using the outcome.					
Learning: I am developing skills and knowledge for this area.					
None: I have no experience with the outcome.					
<ul style="list-style-type: none"> Describe the characteristics and theories of prejudice and societal responses 					
<ul style="list-style-type: none"> Describe the characteristics and forms of discrimination and societal responses 					
<ul style="list-style-type: none"> Describe patterns of interaction between majority and minority groups 					

PLAR assessment methods

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

1. Challenge exam

- Short answer question and long answer question format. There are 6 short answer questions, 5 long answer questions and candidates are allowed 3 hours to write the exam.
- Please ask the assessor for an exam blueprint. This blueprint displays the number of questions on the exam for each critical outcome and learning step and will assist you to plan your knowledge review prior to completing the challenge exam.

Resources

Please refer to Appendix C for information on textbooks and how to access the bookstore.

STAT 202 – Introductory Statistics

You will learn statistical methods of analysis and inference including descriptive measures, frequency distributions, probability, confidence intervals, hypothesis testing for population means and proportions, analysis of variance, as well as correlation and regression techniques.

Credit unit(s): 3.0

STAT 202 – Statistics for Health Sciences Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Calculate descriptive statistics.					
▪ Define fundamental statistical terms					
▪ Describe data using tables and graphical methods					
▪ Calculate and interpret measures of central tendency					
▪ Calculate and interpret measures of variation					
▪ Calculate and interpret measures of position					
2. Calculate probabilities.					
▪ Define basic concepts of probability and probability laws					
▪ Calculate and interpret probabilities of compound events					
▪ Calculate and interpret probabilities of conditional events					
▪ Calculate and interpret probabilities of independent events					
3. Examine probability distributions.					
▪ Describe random variables and random sampling					
▪ Calculate and interpret probabilities for discrete random variables					
▪ Calculate and interpret probabilities for continuous variables					
▪ Calculate probabilities for sampling distribution					
4. Calculate confidence intervals.					
▪ Introduce confidence intervals (CIs)					
▪ Calculate and interpret CI for population mean					
▪ Calculate and interpret CI for population proportion					
▪ Examine the effect of sample size on the error level					
5. Conduct hypothesis testing.					
▪ Describe the elements of a hypothesis test					

STAT 202 – Statistics for Health Sciences					
Mastery: I am able to demonstrate it well enough to teach it to someone else.					
Competent: I can work independently to apply the outcome.					
Functional: I need some assistance in using the outcome.					
Learning: I am developing skills and knowledge for this area.					
None: I have no experience with the outcome.					
	Mastery	Competent	Functional	Learning	None
▪ Conduct a hypothesis test about population mean					
▪ Calculate and interpret the p-value for a hypothesis test					
▪ Conduct hypothesis test about population proportion					
▪ Conduct hypothesis test for two population means					
▪ Conduct hypothesis test for two population proportions					
▪ Conduct one-way analysis of variance (ANOVA) test to compare several means					
6. Use non-parametric data in hypothesis testing.					
▪ Conduct a chi-square test of hypothesis about a multinomial distribution					
▪ Conduct a chi-square hypothesis test about a contingency table					
7. Conduct linear regression analysis.					
▪ Introduce linear regression					
▪ Calculate the linear regression equation based on samples of two variables					
▪ Calculate the correlation coefficient					
▪ Estimate values using a straight-line model					

PLAR assessment methods

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

Challenge exam

- 70 Marks in total
- Time allowed 90 minutes
- Ten problem solving questions – four of these questions have multiple parts
- Students are allowed to use an approved statistical calculator
- A formula sheet and tables are included in the exam

Resources

Saskatchewan Polytechnic (Current). *Introductory Statistics – STAT 202 Course Manual*. Regina, SK: Saskatchewan Polytechnic Regina Campus.

Triola, Mario F. et al. (Current). *Elementary Statistics* (3rd Can. Ed.). Pearson Canada.

Texas Instrument TI-30XA calculator.

Psychiatric Nursing

Appendices

Appendix A

PowerPoint Presentation Scoring Guide



Psychiatric Nursing program

MICR 159 – Microbiology

PowerPoint Presentation Scoring Guide

Rating scale

- 5 Excellent – the work exceeds expectations, an exceptional job has been done.
- 4 Very good – the work is above and beyond minimal expectations, a substantial effort is demonstrated.
- 3 Meets expectations – the work has covered all aspects of the requirements for the presentation.
- 2 Limited – in some areas the work does not meet the requirements for the presentation.
- 1 Insufficient – the work is insufficient, with more than 50% of the requirements incomplete.
- 0 Not present – there is no indication of the evaluation area.

Categories	0	1	2	3	4	5	Total
Content – the depth and accuracy of the key concepts and/or explanations.	0	1	2	3	4	5	
Organization – logical progression of key concepts and/or explanations.	0	1	2	3	4	5	
Visual aids – the effective use of technology and quality of visual aids.	0	1	2	3	4	5	
Length of time – appropriate use of allotted time.	0	1	2	3	4	5	
Overall impression – use of language, eye contact and professionalism.	0	1	2	3	4	5	
References – quality and number of references cited using APA style.	0	1	2	3	4	5	
Total mark out of 30							/30

Psychiatric Nursing

Appendix B Comprehensive Challenge Exam Blueprint



Psychiatric Nursing Program

MICR 159 – Microbiology

Exam blueprint (based on critical outcomes and learning steps)

Learning Outcomes	Questions
1. Examine the foundations of the science of microbiology.	
▪ Define the scope of microbiology	2
▪ Describe the foundations of microbiology	1
▪ Describe prokaryotic microbes	4
▪ Describe eukaryotic microbes	1
▪ Describe acellular microbes	1
▪ Compare prokaryotes versus eukaryotes versus acellular microbes	
▪ Explain the taxonomy of microbes	1
Total questions	10
2. Examine the major principles of epidemiology and their uses in the public healthcare system.	
▪ Describe the major principles of epidemiology	3
▪ Identify the chain of infection	3
▪ Compare the strategies for breaking the chain of infection	
▪ Describe public health agencies	1
▪ Describe healthcare epidemiology	2
▪ Compare the major infection control procedures	1
Total questions	10
3. Describe the pathogenesis of infectious diseases and its effects on the immune system.	
▪ Describe the steps in the development of an infectious disease	1
▪ Describe the types of infections	2
▪ Describe virulence and virulence factors microbes possess	3
▪ Compare the innate (nonspecific) versus adaptive (specific) defenses of the immune system	2
▪ Discuss immunization	2
Total questions	10

Learning Outcomes	Questions
4. Examine microbial growth and the major methods for preventing the spread of communicable diseases.	
<ul style="list-style-type: none"> ▪ Describe microbial growth and the factors affecting microbial growth 	3
<ul style="list-style-type: none"> ▪ Describe common physical and chemical agents that control microbial growth in vitro 	4
<ul style="list-style-type: none"> ▪ Describe antimicrobial agents used in vivo 	3
Total questions	10
5. Examine the major viral, bacterial and fungal diseases of humans.	
<ul style="list-style-type: none"> ▪ Describe the microbial diseases of the skin, eyes and ears 	3
<ul style="list-style-type: none"> ▪ Describe the microbial diseases of the nervous system 	2
<ul style="list-style-type: none"> ▪ Describe the microbial diseases of the respiratory system 	4
<ul style="list-style-type: none"> ▪ Describe the microbial diseases of the cardiovascular system and systemic infections of the body 	4
<ul style="list-style-type: none"> ▪ Describe the microbial diseases of the digestive, urinary and reproductive systems 	7
Total questions	20

Psychiatric Nursing

Appendix C Bookstore Instructions

Bookstore Instructions

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

Directions:

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

- Select Regina Campus
- Scroll down to the bottom of the page and select Textbooks Buy
- Select Continuing Ed – Regina from pull down list
- Select CEDL
- Select the relevant course title

Ordering Course Material:

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

Online:

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

Bookstore Order Processing Centre:

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

Regina Campus Bookstore:

4500 Wascana Parkway, Regina
(306) 775-7755 or toll free 1-866-467-4278

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