

Practical Nurse Refresher Program

Candidate Guide

Practical Nurse Refresher Program
Faculty of Health and Community Studies
Academic Year 2019-2020

Faculty of Health and Community Studies

Practical Nurse Refresher Program

Candidate Guide

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Practical Nurse Refresher Program

To obtain your diploma in the Practical Nurse Refresher program at NorQuest College, you must obtain credit for four workshops, and 22 courses. As a Practical Nurse Refresher student, you have the ability to obtain course credit through a variety of different ways: prior learning assessment and recognition (PLAR) and full coursing. A summary of how course credits can be obtained can be found in Table 1.

Table 1: Course Credit Options Overview

Course Code	Course Name	Transfer Credit	PLAR Portfolio	Challenge Course	Full Course
NURS1501	Workshop 1: Introduction to the Practical Nurse Refresher Program				✓
NURS1502	Workshop 2: Learning Styles and Assessments				✓
ESGL1705	Intercultural Foundations for Nurses				✓
ANPH1001	Anatomy and Physiology I	✓	✓	✓	✓
ANPH1002	Anatomy and Physiology II	✓	✓	✓	✓
ENGL2550	Introduction to Composition	✓			✓
HEED1000	Health Education: Individual Health and Wellness	✓		✓	✓
NCOM1000	Communications for Nursing	✓	✓	✓	✓
HEAS1000	Health Assessment	✓	✓	✓	✓
NFDN1001	Nursing Foundations I: Introduction to Nursing	✓	✓	✓	✓
PATH1000	Pathophysiology for Health-Care Professions	✓	✓	✓	✓
PHAR1000	Basic Pharmacotherapeutics	✓	✓	✓	✓
NFDN1002	Nursing Foundations II: Basic Nursing	✓	✓	✓	✓
NURS1503	Workshop 3: Clinical Preparation				✓
NPRT1001	Nursing Practice I: Continuing Care				✓
SOCI1000	Introduction to the Study of Society	✓			✓
NFDN2003	Nursing Foundations III: Medical-Surgical Nursing	✓	✓	✓	✓
PSYC1060	Psychology for Health-Care Professionals	✓			✓
NFDN2004	Nursing Foundations IV: Maternity Nursing	✓	✓	✓	✓

Course Code	Course Name	Transfer Credit	PLAR Portfolio	Challenge Course	Full Course
NFDN2005	Nursing Foundations V: Pediatric Nursing	✓	✓	✓	✓
NFDN2006	Nursing Foundations VI: Community Nursing	✓	✓	✓	✓
NFDN2007	Nursing Foundations VII: Mental Health Nursing	✓	✓	✓	✓
NFDN2008	Nursing Foundations VIII: Transition to Graduate Nursing	✓	✓	✓	✓
NURS1504	Workshop 4: Preparation for Writing the CPNRE	✓	✓		✓
NPRT2006	Preceptor-Supervised Clinical Practice – Acute Care Medicine				✓
NPRT2007	Preceptor-Supervised Clinical Practice – Acute Care Medicine				✓

All of the workshops, challenge courses, and theory/lab courses are delivered via Moodle. Moodle is NorQuest College's free online learning management system. As long as you have access to a computer and the internet, your course content should be available anytime and anywhere. Although the majority of the courses are delivered online, there may be times you are required to be physically present at NorQuest College downtown campus.

Prior Learning Assessment and Recognition (PLAR)

What is PLAR?

PLAR allows you to obtain credits for courses through formal evaluation and recognition of your skills and knowledge. This can be gained through a variety of experiences such as informal education or training, paid or unpaid work experience, volunteer work, and life experiences. Recognition is not awarded for experience; it is awarded for knowledge or skills acquired through experience.

Why consider a PLAR assessment?

PLAR can help you save time and money when completing your Practical Nurse Refresher program. Through PLAR, the knowledge you have gained from your prior experiences may qualify you for prior learning (PL) or advance (ADV) credit. If PLAR credit is obtained, you are not required to take the course in full. If you do not obtain PLAR credit, you are required to take the course in full.

What are the different PLAR assessment methods?

PLAR allows students to obtain credit through three different methods:

1. Transfer credit
2. PLAR portfolio
3. Challenge courses

1. Transfer Credit

Course work completed at another accredited post-secondary institution may be considered for credit towards NorQuest College courses. If you have completed courses at another institution that are similar and relevant to courses in the Practical Nurse Refresher program at NorQuest, you may request transfer credit.

Transfer credit is an option if:

- You have successfully completed an equivalent nursing course within the last five years
- You have successfully completed an equivalent University Transfer course (ENGL 2550, HEED 1000, PSYC 1060, SOCI 1000) within the last 10 years

If you are successful in obtaining transfer credit (ADV), you will not need to take the course in full.

If you are unsuccessful in obtaining transfer credit you may decide to submit a PLAR portfolio, complete a challenge course, or take the course in full.

Transfer credit is available year-round. You can apply for transfer credit once you have been accepted to the Practical Nurse Refresher program. You **must** submit all transfer credit requests and have the assessment results prior to enrolling in full PN courses. There is no fee associated with transfer credit. [Click here](#) for more information on transfer credit and how to apply.

2. PLAR Portfolio

A portfolio is used to measure your knowledge against course learning outcomes. The portfolio is comprised of two major components:

I) Evidence

- There are different types of evidence that can be used to create your portfolio:
 - **Direct evidence** – What you can demonstrate
 - **Indirect evidence** – What others say or observe about you
 - **Self-evidence** – What you say about your knowledge and experience
- It is recommended that the evidence meet the following criteria:
 1. Evidence must be valid and relevant. Your evidence must match the learning outcomes identified for each course.
 2. Learning must be current. Your evidence should be continuous up until the last five years.
 3. The evidence should demonstrate the skills and knowledge gained from your experiences.
- Evidence can be any experience that has contributed to your learning of the same information that would have been provided to you through formal education.

II) Personal Narrative

- The personal narrative detailing your how your evidence and experiences relate to the knowledge you have gained and how this knowledge is directly related to the learning outcomes of the course.

See Appendix A, B, and C for information about PLAR portfolio.

All documents that are submitted to NorQuest College within a PLAR portfolio will be kept as a part of your permanent record. A copy of transcripts and certificates may be included in your portfolio, but be prepared to show **original** documents for validation at the request of the Practical Nurse Refresher instructor. It is recommended that you create a copy of your portfolio for your own records. The Practical Nurse Refresher program will not provide a copy for you.

PLAR Portfolio Outcomes

If your portfolio meets mastery level for the course outcomes, you will receive PL credit for the course and will not need to take the course in full.

If you do not receive PL credit for the course, you still have the option to challenge the course or take the course in full via online delivery.

PLAR Portfolio Submission and Fee

You can start submitting your PLAR portfolio(s) once you have been accepted to the Practical Nurse Refresher program and have paid your tuition deposit to reserve your program seat. You **must** submit all PLAR portfolio(s) and have the assessment results prior to enrolling in full PN courses.

There is a non-refundable fee for each PLAR portfolio submitted. [Click here](#) for the Practical Nurse Refresher PLAR request form.

3. Challenge

If you believe you have the skills or knowledge that are relevant to the outcomes of a required course, or you were unsuccessful in receiving transfer credit, or PLAR portfolio credit, you may choose to challenge the course.

Challenge courses are comprised of the following components:

I) Theory Component

All challenge courses have a theory assessment component. You must obtain over 60% in the theory component in order to receive credit for the challenge course.

You may be asked to demonstrate your knowledge in one or more of the following ways:

- a) Written Assignment
 - Assignments are based on course Learner Outcomes and submitted on Moodle
 - Assignment formats may vary depending on the course
- b) Safe Medicate Exam
 - Multiple-choice medication calculation
 - Proctored and completed online using SafeMedicate program
 - You are required to purchase a SafeMedicate licence

c) Challenge Exam

- 50 multiple-choice and true and false questions
- Exam writing time: 90 minutes
- Minimum grade of 60% required to pass
- Proctored and completed online using Moodle

II) Lab Component

For those courses that have a lab, there is a lab assessment component. You must also obtain over 80% on the lab assessment in order to you receive credit for the challenge course.

You will be asked to demonstrate your knowledge and skills in the following way:

a) Clinical Integration Assessment (CIA)

- **MUST BE COMPLETED AT THE EDMONTON CAMPUS**
- Simulated case-study situation and demonstrate organization, nursing skills, and documentation, in a practical manner with either a partner or a simulation mannequin.
- Exam time: 90 minutes
- Pass/Fail
- Minimum grade of 80% required to pass. CIA assessments details are provided on challenge course Moodle pages
- The following courses have CIAs: HEAS 1000, NFDN 1002, and NFDN 2003

Challenge Course Study Material

On the challenge course Moodle page, you will find the course outline, general learning outcomes, and specific learning outcomes. Once you have read through these, you will need to develop a personalized study plan based on your knowledge deficits. If you require study materials above and beyond what is offered on the Moodle course page, you are responsible for obtaining your own study materials. You are welcome to use your own textbooks, purchase textbook, or borrow textbooks. The Practical Nurse Refresher program does have a lending library for students enrolled into challenge courses. More information about the Practical Nurse Refresher Lending Library can be found in the Practical Nurse Refresher Student Handbook.

Lab skills kits can be purchased at the NorQuest College Bookstore. For more information contact the [NorQuest Bookstore](#).

Challenge Course Outcomes

Should you challenge a course and are successful, you will receive credit (ADV) for the course and will not need to take the course in full.

Should you choose to challenge a course and are unsuccessful, the mark you achieved will appear on your official college transcripts. You will be required to take the course in full via online delivery. Challenge courses cannot be repeated.

Challenge Course Enrollment and Fees

You are eligible to enroll in challenge courses starting in your program admit term. Challenge courses start the first day of every month. The length of each challenge course is up to 14 weeks. The challenge courses are asynchronous and self-paced via Moodle. There is no limit to the number of challenge courses you can take at a time and you can take them in any order. It is strongly recommended that you complete all Challenge courses within two terms to one year. You **must** complete all challenge courses and have the final marks posted prior to enrolling in full PN courses. There is a non-refundable fee for each challenge course. [Click here](#) for more information on challenge courses and how to apply.

Full Coursing

There are four **mandatory** workshops, one **mandatory** intercultural course and three **mandatory** clinical components that must be taken as full courses. These occur throughout your program and will assist you in achieving success.

Workshops

There are four mandatory workshops for Practical Nurse Refresher program candidates:

- NURS 1501: Workshop 1 will provide you with the resources to be successful in the program and give you opportunity to practise using those resources. You will be orientated to the practical nurse program, course materials, exams, assignments, and expectations. It is an opportunity to learn about the program and establish a support network.
 - You will complete this course during the first term of your program.
- NURS 1502: Workshop 2 will provide you with an overview of the assessments used in the PN program including written assignments, multiple-choice questions, challenge exams, and lab demonstration assessments. It is an opportunity to learn about the way nurses are educated in Canada, and to prepare you for the evaluative process by learning about successful exam strategies.
- NURS 1503: Workshop 3 will provide you with an overview of the clinical experience. It is an opportunity to learn about the expectations for success as a nursing student and to prepare you for the role of the PN in Canada. The focus of the clinical experience is to work as a member of the interdisciplinary health-care team and to practise patient-focused care.
- NURS 1504: Workshop 4 will provide you with an overview of the national exam and a review of successful exam strategies. **Note:** If you successfully passed the CPNRE exam, you may receive PL credit for this workshop by submitting a PLAR portfolio.

Each workshop is comprised of 15-hours of self-paced course work via Moodle. Each workshop also has a four-hour mandatory lab component that can be completed in person at the downtown NorQuest campus or online via BlackBoard Collaborate, NorQuest's free web-conferencing system. If you do not complete the workshops at the appropriate time within your program you may be unable to enroll in further courses.

Intercultural Foundations for Nurses

- ESLG 1705: Intercultural Foundation for Nurses is a 14-hour online course developing foundations skills in intercultural competence. Designed for nurses, participants will build awareness of their own normal and how it affects their

professional practice, as well as skills to navigate and communicate more effectively in the Canadian workplace.

This course can be completed at anytime during the program but it is recommended that students take it during the first term of full coursing as information learned in this course will be threaded through other nursing courses.

Clinical Components

The clinical courses include:

- NPRT 1001: One four-week instructor-led continuing-care clinical at a site in the Edmonton area.
- NPRT 2006: One four-week preceptor-led acute-care medicine clinical in Edmonton or in your community, depending on the availability of appropriate health-care facilities.
- NPRT 2007: One four-week preceptor-led acute-care surgery clinical in Edmonton or in your community, depending on the availability of appropriate health-care facilities.

Practical Nurse Refresher Program Process

Admission to the Program

Once you have applied to the Practical Nurse Refresher program and all of your required documents have been received and reviewed by the Office of the Registrar (OR), your application will be forwarded to the Practical Nurse Refresher program area for final approval. You will then receive notification of your program acceptance status via your NorQuest email account from both the Office of the Registrar and the Practical Nurse Refresher program. Directions on your next steps will be provided in these emails.

PLAR Process

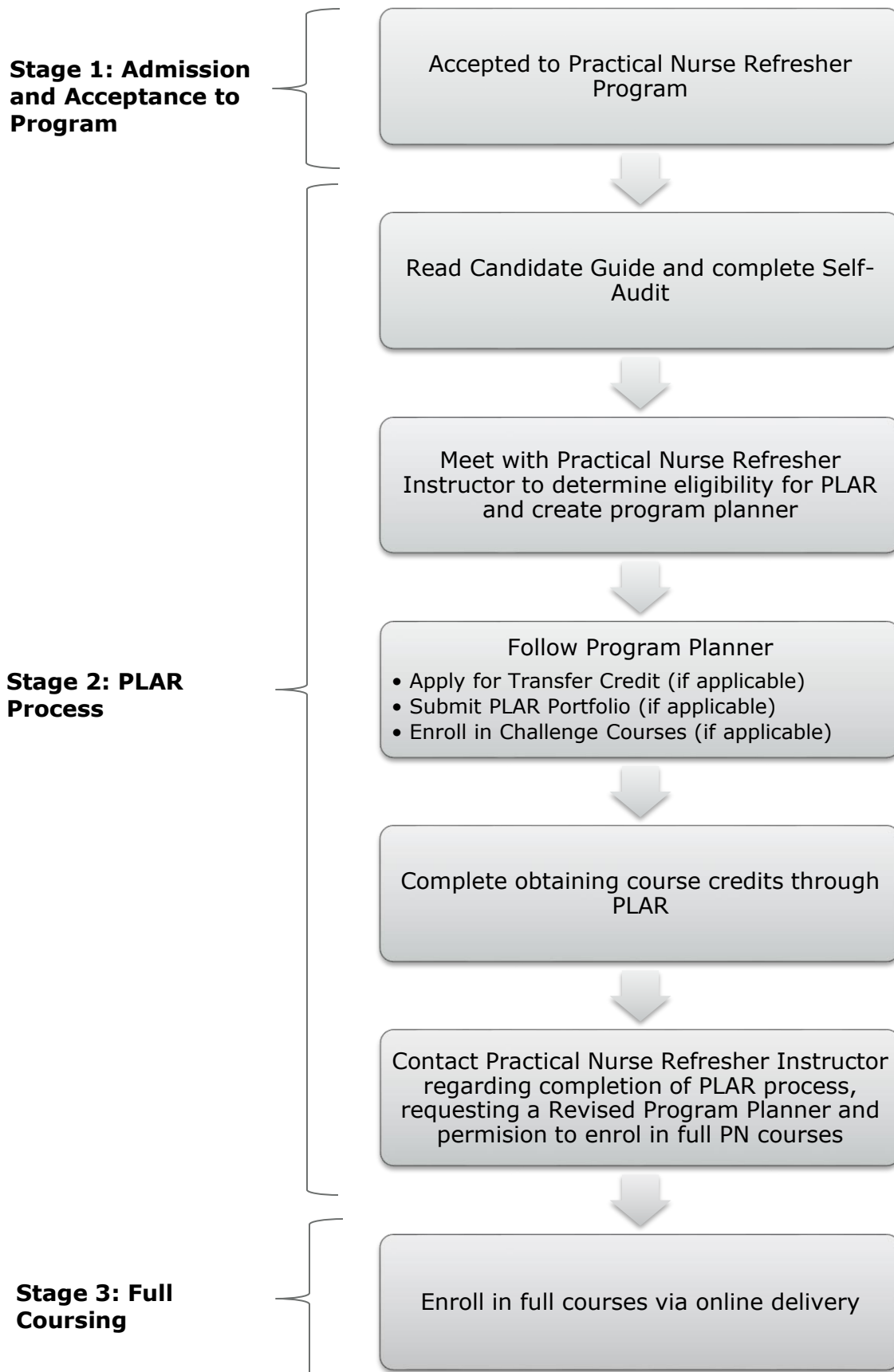
As per your acceptance email from the program area, you will need to complete the self-audit located within the Candidate Guide and book an appointment with the Practical Nurse Refresher instructor (PNRefresherStudentInfo@norquest.ca). These appointments are approximately one hour in length and can be completed over the phone or in person at the downtown NorQuest College campus.

During your meeting with the Practical Nurse Refresher Instructor, you will have the opportunity to clarify any questions you may have about the program and create a program plan outlining how you would like to try and obtain course credit. This program plan is very personal to you and will be created based on your self-audit and your discussion with the Practical Nurse Refresher instructor. Your program plan may also change as you gain more knowledge and experience during the PLAR process.

Once your program plan has been created and you have matriculated into the program, you are able to start applying for transfer credit and submitting PLAR portfolios. You are able to start challenge courses in your first term of the program.

Once you have completed obtaining credit via PLAR, you must contact the Practical Nurse Refresher instructor for a revised planner and permission to enroll and start full courses. See Diagram 1.

Diagram 1: Practical Nurse Refresher PLAR Process



Frequently Asked Questions

1. Is it easier to have a course assessed through PLAR or to take the entire course in full?

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

PLAR is not an easy way to complete the Practical Nurse Refresher program; rather, it is a “different” way to obtain your diploma. Your personal level of skill and experience will dictate which courses you choose to PLAR. The self-audit section found later in this guide will help you decide if you have a good grasp of skills and knowledge for a specific course.

2. If I live out of town, do I have to travel to the main Edmonton campus to complete PLAR assessments?

There will be times that you will need to meet with the Practical Nurse Refresher Instructor or complete assessments on campus. However, we try to keep travel to a minimum.

3. What if I have a disability and need accommodations?

At NorQuest College, we understand that sometimes services must be provided to students in a variety of ways to achieve the goals of fair representation. [Click here](#) for more information regarding services for students with disabilities.

4. What do I do once I have completed all of the PLAR assessments?

Once you have completed all of the PLAR assessments, notify the Practical Nurse Refresher Instructor at PNRefresherStudentInfo@norquest.ca. You will then receive a revised program planner and be given permission to enroll in full PN courses.

Determining Your Eligibility for PLAR Assessments

Determining your eligibility for the various PLAR assessment methods can be overwhelming. Complete the following self-audit tool to help to identify your level of knowledge in each of the PLAR eligible courses within the Practical Nurse Refresher program.

Steps to Complete a Self-Audit

A self-audit is an integral part of a formative assessment. A summary of learner outcomes for each course are provided for analysis and comparison to practice and prior education. They will help you determine strengths and weaknesses in your prior learning and education. This self-audit may help you gain insight to determine if you are eligible for PLAR and the type of PLAR assessment you would like to pursue.

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

Mastery:	I am able to demonstrate the outcome 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.

Learning Outcomes

For each 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 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 on how to obtain credit for courses in the Practical Nurse Refresher program.
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:
 - a) How do I currently use this outcome?
 - b) What previous education have I had in this outcome: workshops, courses, in nursing practice?
 - c) What personal development or volunteer experience do I have in this area?
 - d) Be prepared to explain the reason you chose this level if asked by the Practical Nurse Refresher Instructor.
5. Bring the completed self-audit to your first meeting with the Practical Nurse Refresher Instructor.

Self-Audit Course Guides

ANPH 1001: Anatomy and Physiology I

Study the organization of the human body and the structures and functions of the body systems that provide support and movement, coordination, and regulation. Learn how body systems work together to maintain homeostasis. Terminology used by health professionals will be introduced. Knowledge and understanding of the anatomy and physiology of the human body is a foundation for further study in the health-care field.

Credit unit(s): 3.0

ANPH 1001: Anatomy and Physiology I Mastery: I am able to explain the theory well enough to teach it to someone else. Competent: I can work independently to use the theory. Functional: I need some assistance in understanding the theory. Learning: I am learning the theory. None: I have no experience with this theory.	Mastery	Competent	Functional	Learning	None
Examine common anatomical structures in relation to the physiological processes.					
<ul style="list-style-type: none"> Describe cells and its function within the human body 					
<ul style="list-style-type: none"> Describe tissue types and characteristics 					
<ul style="list-style-type: none"> Describe the integumentary system structures and functions 					
<ul style="list-style-type: none"> Describe the skeletal system and the structure and functions of bones and joints 					
<ul style="list-style-type: none"> Describe the muscle types and their structure and function 					
<ul style="list-style-type: none"> Describe the nervous system structure and function 					
<ul style="list-style-type: none"> Describe nervous system structures and functions related to special senses of smell, taste, vision, hearing, and equilibrium 					
<ul style="list-style-type: none"> Describe the endocrine system structures and functions 					
Compare and contrast relationships between structure and function, and between systems and homeostasis.					
<ul style="list-style-type: none"> Describe the role of cells in maintaining homeostasis 					
<ul style="list-style-type: none"> Describe the role of different tissues in maintaining homeostasis 					
<ul style="list-style-type: none"> Describe the role of the integumentary system in maintaining homeostasis 					
<ul style="list-style-type: none"> Describe the role of the skeletal system in maintaining homeostasis 					
<ul style="list-style-type: none"> Describe the role of the muscular system in maintaining homeostasis 					
<ul style="list-style-type: none"> Describe the role of the nervous system in maintaining homeostasis 					
<ul style="list-style-type: none"> Describe the role of the endocrine system in maintaining homeostasis 					
Apply the concepts of anatomy and physiology to personal, educational, and health-care situations.					
<ul style="list-style-type: none"> Describe age-related changes to the various systems of the body 					
Communicate using appropriate medical terminology.					

ANPH 1002: Anatomy and Physiology II

Study the organization of the human body and the structures and functions of the body systems that provide transport and protection; absorption, diffusion, and excretion; and reproduction. Learn how body systems work together to maintain homeostasis. Terminology used by health professionals, and theory and principles related to microbiology, will be introduced. Knowledge and understanding of the anatomy and physiology of the human body is a foundation for further study in the health-care field.

Credit unit(s): 3.0

ANPH 1002: Anatomy and Physiology II Mastery: I am able to explain the theory well enough to teach it to someone else. Competent: I can work independently to use the theory. Functional: I need some assistance in understanding the theory. Learning: I am learning the theory. None: I have no experience with the theory.	Mastery	Competent	Functional	Learning	None
Examine common anatomical structures in relation to physiological processes.					
<ul style="list-style-type: none"> Describe the respiratory system structure and function 					
<ul style="list-style-type: none"> Describe the digestive system structure and function 					
<ul style="list-style-type: none"> Describe the urinary system structure and function 					
<ul style="list-style-type: none"> Describe the cardiovascular system structure and function 					
<ul style="list-style-type: none"> Describe the structure and function of blood and blood cells 					
<ul style="list-style-type: none"> Describe the lymphatic system structure and function 					
<ul style="list-style-type: none"> Describe the male and female reproductive system structures and functions 					
Compare relationships between structure and function, and between systems and homeostasis.					
<ul style="list-style-type: none"> Describe the role of the respiratory system in maintaining homeostasis 					
<ul style="list-style-type: none"> Describe the role of the digestive system in maintaining homeostasis 					
<ul style="list-style-type: none"> Describe the role of the urinary system in maintaining homeostasis 					
<ul style="list-style-type: none"> Describe the role of the cardiovascular system in maintaining homeostasis 					
<ul style="list-style-type: none"> Describe the role of the lymphatic system in maintaining homeostasis including concepts of microbiology and immunity 					
<ul style="list-style-type: none"> Describe the role of the reproductive system in maintaining homeostasis 					
Apply the concepts of anatomy and physiology to personal, educational, and health-care situations.					
<ul style="list-style-type: none"> Describe age-related changes to the various systems of the body 					
Communicate using appropriate medical terminology.					

NCOM 1000: Communications for Nursing

Examine the fundamentals of communication and the development of interpersonal, therapeutic nurse-patient, and professional relationships with members of the interdisciplinary health-care team. Examine factors that influence our ability to communicate effectively and discover communication strategies that can improve our interactions with others. Discover the connections between effective communication, patient safety, and safe, high-quality care.

Learn about theories related to communication climates, groups, teams, conflict management, and intimidation behaviour. This course provides the foundation for nurses to communicate effectively and to develop interpersonal, therapeutic, and professional relationships with patients and their families, other nurses, and members of the health-care team. The course develops the knowledge base required for nurses to understand the complexity of communication, to build trusting therapeutic relationships, to work collaboratively with others, and to use communication as an instrument for patient safety.

Credit unit(s): 3.0

NCOM 1000: Communications for Nursing Mastery: I am able to demonstrate the outcome 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
Examine the fundamentals of communication and interpersonal relationships.					
<ul style="list-style-type: none"> Describe the communication process 					
<ul style="list-style-type: none"> Describe influencing factors on communication 					
<ul style="list-style-type: none"> Describe the listening process and factors that interfere 					
<ul style="list-style-type: none"> Describe the nature of language, verbal and non-verbal, and how it can be a positive or a negative influence 					
<ul style="list-style-type: none"> Describe stages of relationships and dialectical tensions in relationships 					
Describe effective communication strategies used in interpersonal relationships.					
<ul style="list-style-type: none"> Describe concepts and relevance of reflection in increasing increase communication effectiveness 					
<ul style="list-style-type: none"> Describe self-disclosure and Johari Window model in increasing increase communication effectiveness 					
<ul style="list-style-type: none"> Describe the benefit of emotional intelligence in increasing increase communication effectiveness 					
<ul style="list-style-type: none"> Describe effective listening responses 					
Examine best practices and effective communication strategies to develop and maintain the therapeutic nurse-patient relationship.					
<ul style="list-style-type: none"> Describe the purpose of the therapeutic nurse-patient relationship 					
<ul style="list-style-type: none"> Describe how client-centred care contributes to developing therapeutic nurse-patient relationships 					
<ul style="list-style-type: none"> Describe how reflection and self-awareness contributes to developing therapeutic nurse-patient relationships 					

NCOM 1000: Communications for Nursing Mastery: I am able to demonstrate the outcome 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
Examine the connection between communication and patient safety.					
<ul style="list-style-type: none"> Describe the significance of effective communication in nursing 					
<ul style="list-style-type: none"> Describe the nurses communication responsibilities 					
<ul style="list-style-type: none"> Apply the transformational model of communication to nursing 					
Determine communication strategies to detect and overcome risks to patient safety.					
<ul style="list-style-type: none"> Describe common barriers to therapeutic nurse-patient relationships and strategies to overcome 					
<ul style="list-style-type: none"> Describe the scope of communication problems in healthcare 					
<ul style="list-style-type: none"> Describe communication failure and its impact on patient safety 					
<ul style="list-style-type: none"> Apply Accident Causation Theory to patient safety 					
Examine concepts of communication climates, groups, teams, conflict and conflict management, and intimidation in health care.					
<ul style="list-style-type: none"> Describe communication climates, influencing factors, and how they impact relationships 					
<ul style="list-style-type: none"> Describe the principles of group processes and concepts of team in nursing 					
<ul style="list-style-type: none"> Describe conflict theory and factors that influence conflict situations in nursing 					
<ul style="list-style-type: none"> Describe intimidation behaviour and horizontal hostility 					
Determine effective communication strategies used in professional relationships with other health-care providers.					
<ul style="list-style-type: none"> Apply conflict management theory and strategies 					
Develop skills in self-awareness and reflection.					

HEAS 1000: Health Assessment

Learn and practise procedures based on best evidence for obtaining a health history and conducting a physical examination on a healthy adult. Examine assessment findings for normal structures and functions of the human body. In the laboratory component of this course, apply your newly acquired knowledge. Practise obtaining a health history and demonstrate your physical assessment skills. Develop competence in nursing assessment through a comprehensive approach to the client health history and physical examination.

Credit unit(s): 4.0

<p>HEAS 1000: Health Assessment Mastery: I am able to demonstrate the outcome 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.</p>	Mastery	Competent	Functional	Learning	None
Demonstrate the systematic health assessment of a client.					
<ul style="list-style-type: none"> • Describe the purpose and framework for health assessment 					
<ul style="list-style-type: none"> • Describe the different types of assessments 					
<ul style="list-style-type: none"> • Describe the health assessment process 					
Demonstrate a health history interview of a client.					
<ul style="list-style-type: none"> • Describe the purpose of a health interview 					
<ul style="list-style-type: none"> • Demonstrate collection of subjective and objective findings in a health interview 					
<ul style="list-style-type: none"> • Demonstrate appropriate communication technique when conducting a health interview 					
<ul style="list-style-type: none"> • Identify cultural and social considerations when conducting a health interview 					
Demonstrate the physical assessment of a client.					
<ul style="list-style-type: none"> • Describe social, ethnic, and cultural issues that need to be taken into consideration when performing a physical assessment 					
<ul style="list-style-type: none"> • Demonstrate the following assessments 					
<ul style="list-style-type: none"> ○ General survey assessment 					
<ul style="list-style-type: none"> ○ Vital signs assessment 					
<ul style="list-style-type: none"> ○ Pain assessment 					
<ul style="list-style-type: none"> ○ Nutritional assessment 					
<ul style="list-style-type: none"> ○ Integumentary assessment 					
<ul style="list-style-type: none"> ○ Eye assessment 					
<ul style="list-style-type: none"> ○ Ear assessment 					
<ul style="list-style-type: none"> ○ Head, face, and neck assessment 					
<ul style="list-style-type: none"> ○ Nose, mouth, and throat assessment 					
<ul style="list-style-type: none"> ○ Gastrointestinal system assessment 					
<ul style="list-style-type: none"> ○ Musculoskeletal system assessment 					

HEAS 1000: Health Assessment Mastery: I am able to demonstrate the outcome 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
o Nervous system assessment					
o Respiratory system assessment					
o Peripheral vascular and cardiovascular assessment					
o Breast assessment					
o Genitourinary system assessment					
o Basic head-to-toe health assessment					
• Identify normal and abnormal assessment findings					
• Describe assessment tools specific to the older adult population: Confusion assessment method, dementia assessment, functional assessment, resident assessment instrument					
• Demonstrate assessment for elder abuse and neglect					
Validate and document the findings of the physical assessment and the health history.					
• Document subjective and objective data collected from a health interview and physical assessment					
Determine health promotion and disease prevention needs requiring client teaching.					
• Create a problem-based/focused nursing care plan based on a scenario					

NFDN 1001: Nursing Foundations I – Introduction to Nursing

This course introduces the learner to nursing by exploring health care in Canada, the history of nursing, and the evolving role of the practical nurse. Values, ethics, legalities, and legislation that affect nursing practice in Alberta are also introduced. The learner will relate the roles and responsibilities of the practical nurse to the direction of the professional association and standards of nursing practice.

The nursing metaparadigm and nursing theory are explained as major concepts in nursing. Learners learn the holistic approach to client-centred care. Critical thinking skills are developed as the learner applies nursing knowledge to the delivery of quality, safe nursing care. This Nursing Foundations I course provides the foundational knowledge of nursing theory and related science essential to competent and ethical practical nursing practice.

Credit unit(s): 4.0

NFDN 1001: Nursing Foundations I – Introduction to Nursing Mastery: I am able to explain the theory well enough to teach it to someone else. Competent: I can work independently to use the theory. Functional: I need some assistance in understanding the theory. Learning: I am learning the theory. None: I have no experience with the theory.	Mastery	Competent	Functional	Learning	None
Examine the evolution of Canada’s health-care system.					
<ul style="list-style-type: none"> Describe the historical development of the nursing profession 					
<ul style="list-style-type: none"> Identify the role and jurisdiction of the provincial and federal professional nursing organizations in Canada 					
<ul style="list-style-type: none"> Describe the requisite skills and abilities for individuals to provide safe, competent and ethical nursing care, and meet the demands for a career as a LPN in Canada 					
<ul style="list-style-type: none"> Describe the influence of the following reports on the development of health promotion in Canada 					
<ul style="list-style-type: none"> Ottawa Charter 					
<ul style="list-style-type: none"> Epp Report 					
<ul style="list-style-type: none"> Lalonde Report 					
<ul style="list-style-type: none"> Describe the influence of the Canada Health Act and other key legislative initiatives on the evolution of Canada’s healthcare system 					
<ul style="list-style-type: none"> Describe the major determinants of health affecting Canadians 					
<ul style="list-style-type: none"> Describe the various levels of health care in Canada and points of care for health-care delivery 					
Describe the historical and contemporary roles and responsibilities of the practical nurse as a member of the interdisciplinary health-care team.					
<ul style="list-style-type: none"> Compare the roles of the various members of the nursing team 					
Explain how nursing knowledge and nursing practice are developed through nursing theory, nursing research, evidence-informed practice, and critical thinking.					
<ul style="list-style-type: none"> Describe the purpose and examples of nursing theories 					
<ul style="list-style-type: none"> Describe the purpose of research in nursing and methodologies 					
<ul style="list-style-type: none"> Describe the ways of knowing in nursing 					

NFDN 1001: Nursing Foundations I – Introduction to Nursing Mastery: I am able to explain the theory well enough to teach it to someone else. Competent: I can work independently to use the theory. Functional: I need some assistance in understanding the theory. Learning: I am learning the theory. None: I have no experience with the theory.	Mastery	Competent	Functional	Learning	None
Explain how the nursing metaparadigm, theories, principles, and concepts from nursing and other professional disciplines contribute to holistic nursing practice.					
<ul style="list-style-type: none"> Describe how the metaparadigm provides systematic structure and rationale for nursing practice 					
<ul style="list-style-type: none"> Describe the impact health determinants have on the metaparadigm 					
Describe how the nurse-client relationship is fundamental to nursing practice.					
<ul style="list-style-type: none"> Describe the art of nursing in client-centered care 					
<ul style="list-style-type: none"> Describe the significance of culture to nursing practice 					
<ul style="list-style-type: none"> Describe professional and therapeutic nurse-client relationships 					
Examine the nursing process as a critical-thinking method of organizing and delivering nursing care.					
<ul style="list-style-type: none"> Describe the nursing process 					
<ul style="list-style-type: none"> Describe the relationship between the nursing process, critical thinking, and the metaparadigm 					
<ul style="list-style-type: none"> Create a nursing care plan 					
Explore professionalism in nursing through values, ethics, and professional standards.					
<ul style="list-style-type: none"> Describe the role of CLPNA 					
<ul style="list-style-type: none"> Describe the significance of the following guidelines and standards in the responsibility and accountability of nurses to the general public <ul style="list-style-type: none"> CLPNA Code of Ethics CLPNA Standards of Practice Scope of practice Competency profile 					
<ul style="list-style-type: none"> Describe the use of social media and its impact on the nursing profession 					
Explore leadership in the nursing profession.					
<ul style="list-style-type: none"> Describe the qualities and behaviours of a leader 					
Describe the roles and responsibilities of the practical nurse as a member of the interdisciplinary health-care team.					
Explore the legislation and legal standards that govern the professional practical nurse.					
<ul style="list-style-type: none"> Describe legal aspects related to health care and nursing practice for LPNs in Canada <ul style="list-style-type: none"> Professional negligence Consent Duty to provide care 					

NFDN 1001: Nursing Foundations I – Introduction to Nursing Mastery: I am able to explain the theory well enough to teach it to someone else. Competent: I can work independently to use the theory. Functional: I need some assistance in understanding the theory. Learning: I am learning the theory. None: I have no experience with the theory.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ○ Documentation 					
<ul style="list-style-type: none"> • Describe how legal documents impact nursing care 					
<ul style="list-style-type: none"> ○ Personal Directive 					
<ul style="list-style-type: none"> ○ Power of Attorney 					
<ul style="list-style-type: none"> ○ Adult guardianship and Trusteeship Act 					
<ul style="list-style-type: none"> • Describe how legislative acts influence the nursing profession 					
<ul style="list-style-type: none"> ○ Health Professions Act 					
<ul style="list-style-type: none"> ○ Health Information Act 					
<ul style="list-style-type: none"> ○ Freedom of Information and Protection of Privacy Act 					
<ul style="list-style-type: none"> ○ Protection for Persons in Care Act 					
<ul style="list-style-type: none"> ○ Occupational Health and Safety Act 					
Examine the culture of safety in health care.					
<ul style="list-style-type: none"> • Describe professional standards regarding safety in the Canadian healthcare system 					
<ul style="list-style-type: none"> • Describe current trends in the beliefs and values regarding safety in the Canadian healthcare system 					
<ul style="list-style-type: none"> • Describe systems theory and organization culture and how they contribute to a culture of safety 					
<ul style="list-style-type: none"> • Describe health literacy and its effect on client safety and outcomes 					
<ul style="list-style-type: none"> • Describe fitness to practice and its relationship to client safety 					
<ul style="list-style-type: none"> • Demonstrate proper body mechanics 					
<ul style="list-style-type: none"> • Demonstrate reflective practice for professional growth and continued competence. 					

PATH 1000: Pathophysiology for Health-Care Professions

This course builds upon previous knowledge of human anatomy and physiology by exploring the pathological processes underlying diseases and disorders that produce alterations in human physiological function. The etiology, pathophysiology, complications, and clinical manifestations of select acute and chronic alterations across the lifespan are examined to gain a basic understanding of these pathophysiological changes. Major concepts associated with disease are examined through a holistic lens.

Credit unit(s): 3.0

PATH 1000: Pathophysiology for Healthcare Professions 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	Competen	Functiona	Learning	None
Identify the etiology, pathophysiology, clinical manifestations, complications and treatments of common diseases and disorders for all body systems.					
• Cancer					
• Endocrine Pathophysiology					
• Hematologic Pathophysiology					
• Neurologic Pathophysiology					
• Cardiovascular Pathophysiology					
• Pulmonary Pathophysiology					
• Genitourinary Pathophysiology					
• Gastrointestinal Pathophysiology					
• Musculoskeletal Pathophysiology					
• Dermatologic Pathophysiology					
Describe the processes that lead to cell injury and the responses for healing including inflammation, and fever.					
Explain the stress response and its impact on various functions of the body including the ability to cope with illness.					
Differentiate between the varying types of immunity and immune responses. Describe some diseases that affect immunity.					
Describe the process of infection.					
Differentiate between different types of pain and pain syndromes.					
Explain the different types of trauma including fractures, shock, multiple organ dysfunction syndrome (multisystem failure), and burns.					
Communicate using appropriate medical terminology.					

PHAR 1000: Basic Pharmacotherapeutics

Examine the physiological effects of drugs on humans, including therapeutic effects, side effects, adverse effects, and drug interactions. Study common drug classifications and selected medications, including herbal preparations, within each classification. Explore the pertinent legislation related to best evidence in medication therapy. Basic pharmacotherapeutics provides the scientific knowledge base required for safe administration of medication.

Credit unit(s): 3.0

PHAR 1000: Basic Pharmacotherapeutics Mastery: I am able to demonstrate the outcome 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
Examine the relevant government legislation related to the administration of medications.					
<ul style="list-style-type: none"> Describe Canadian federal and provincial legislations related to medication and nursing practice 					
Determine the physiological effects of various drugs within the classifications.					
<ul style="list-style-type: none"> Describe the difference among pharmaceuticals, pharmacokinetics, and pharmacodynamics. Describe factors that influence medication action Describe interactions and incompatibilities Describe classification of drugs according to the FDA pregnancy safety categories 					
Examine medication measurements using various systems of measurement (amount/quantity).					
Research medications using common pharmacological references and resources for safe administration of medications.					
<ul style="list-style-type: none"> Differentiate between different medication naming systems Describe rights of safe medication administration Demonstrate calculation of medication safe dosages for adult and pediatric clients Describe potential errors in medication administration 					
Describe common classifications of drugs.					
<ul style="list-style-type: none"> Describe classification, uses, actions, adverse reactions, contraindications, precautions, interactions <ul style="list-style-type: none"> Anti-Infective medications Analgesic medications Neuromuscular medications Respiratory medications Cardiovascular medications Hematologic medications Gastrointestinal and urinary medications 					

PHAR 1000: Basic Pharmacotherapeutics Mastery: I am able to demonstrate the outcome 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
o Endocrine medications					
o Immune system medications					
o Topical, otic, ophthalmic medications and fluid and electrolytes					
Determine common medications within each classification.					
• Anti-Infective medications					
• Analgesic medications					
• Neuromuscular medications					
• Respiratory medications					
• Cardiovascular medications					
• Hematologic medications					
• Gastrointestinal and urinary medications					
• Endocrine medications					
• Immune system medications					
• Topical, otic, ophthalmic medications and fluid and electrolytes					
Examine selected herbal medications, including their effects, side effects, and interactions with other drugs.					
Apply pharmacotherapeutic knowledge in professional practice.					
• Identify nursing implications related to medication treatments					
Communicate using appropriate pharmacotherapeutic terminology.					
Examine nursing implications and responsibilities related to medication administration.					
• Apply the nursing process to medication administration					
• Apply the nursing process to educate clients receiving medications					

NFDN 1002: Nursing Foundations II – Basic Nursing

This second Nursing Foundations course builds on theory and skills learned in Nursing Foundations I, with a focus on the client and the nurse-client relationship. The primary purpose of this course is to prepare the student practical nurse for the continuing-care practicum. Topics include the metaparadigm of nursing, safety, professionalism and leadership, but the focus shifts from the application of these concepts to self, to applying these concepts to the client.

Emphasis will be placed on using nursing process, demonstrating critical thinking, applying the concept of self-care, and setting priorities. Students will develop nursing care plans tailored to client needs, and will demonstrate effective documentation, mathematical calculations, communication, and client teaching skills. The lab setting will be used for students to apply theory, to practise skills, and to competently perform the selected nursing skills required for the continuing-care practicum.

This Nursing Foundations II course provides the opportunity to apply the metaparadigm of nursing, professionalism and leadership, and safety to the client in preparation for the continuing-care practicum.

Credit unit(s): 7.0

<p>NFDN 1002: Nursing Foundations II – Basic Nursing</p> <p>Mastery: I am able to demonstrate the outcome well enough to teach it to someone else.</p> <p>Competent: I can work independently to apply the outcome.</p> <p>Functional: I need some assistance in using the outcome.</p> <p>Learning: I am developing skills and knowledge for this area.</p> <p>None: I have no experience with the outcome.</p>	Mastery	Competent	Functional	Learning	None
Examine the role of the practical nurse and interdisciplinary team in providing basic nursing care.					
<ul style="list-style-type: none"> • Describe the role of the practical nurse in 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Client education 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Activities of daily living 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Medication administration 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Palliative care 					
Integrate the nursing metaparadigm, nursing theory, and related knowledge into professional nursing care.					
<ul style="list-style-type: none"> • Apply the five guiding concepts of the nursing metaparadigm to clients in continuing care. 					
<ul style="list-style-type: none"> • Apply knowledge regarding aging to health and nursing care 					
<ul style="list-style-type: none"> • Apply the T.R.U.S.T Model of Spiritual Assessment to the palliative client 					
Apply the nursing process and the nursing metaparadigm, including self-care and health promotion, to practise safe, holistic, basic nursing care of the adult client.					
<ul style="list-style-type: none"> • Apply cultural sensitivity, cultural safety, and cultural competence to nursing practice 					
<ul style="list-style-type: none"> • Apply the nursing process to 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Self-care needs 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Nutrition and hydration needs 					

NFDN 1002: Nursing Foundations II – Basic Nursing Mastery: I am able to demonstrate the outcome 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
o Elimination needs (urinary and bowel)					
o Oxygenation					
o Activity, sleep, and rest					
o Pain management					
o Death, dying, and grief					
Demonstrate appropriate therapeutic communication techniques to establish the nurse-client relationship.					
• Describe importance of communication in the healthcare profession					
• Differentiate between therapeutic and non-therapeutic communication techniques					
• Describe strategies for individuals with unique communication needs					
• Describe various modes of communication in the healthcare setting					
Integrate concepts of nurse-client synergy when providing basic nursing care.					
Demonstrate the safe application of basic nursing skills.					
• Demonstrate care related to					
o Hygiene, skin care, and pressure ulcer formation					
o Oral feeding and tube feeding					
o Hypodermoclysis					
o Administration of medications					
o Urinary diversion, intake and output, and specimen collection					
o Ostomy care					
o Oropharyngeal suctioning					
o Ambulatory aids and safety devices for transferring					
Demonstrate principles of safe administration of medications.					
• Describe practice standards of the practical nurse in safely preparing and administering medications					
• Describe information that must be researched prior to administration					
• Describe medication checks, rights, and errors					
• Demonstrate accurate medication calculations					
Apply principles of teaching and learning to basic nursing care and to client teaching.					
• Describe the basic principles of learning					
• Create a teaching plan for a client					
Demonstrate documenting, reporting, and recording of pertinent client information.					

NFDN 1002: Nursing Foundations II – Basic Nursing Mastery: I am able to demonstrate the outcome 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
Integrate professionalism and leadership in practice.					
Examine the legal and ethical principles related to the provision of basic nursing care.					
Examine research findings that support evidence of informed practice in the delivery of basic nursing care.					
Examine research findings that support best practice in the continuing-care setting.					
Collaborate with peers in the practice setting.					
Maintain personal and client safety in practice following best practice guidelines.					
<ul style="list-style-type: none"> • Describe nursing interventions that prevent client injury in health care settings 					
<ul style="list-style-type: none"> • Describe how WHMIS and TDG apply to the health setting 					
<ul style="list-style-type: none"> • Create an nursing organizational plan 					
<ul style="list-style-type: none"> • Demonstrate priority setting and time management in relation to nursing care 					
Demonstrate reflective practice for personal and professional growth and continued competence.					

NFDN 2003: Nursing Foundations III – Medical-Surgical Nursing

The focus of this nursing course is on nursing care and related skills based on evidence-informed medical/surgical nursing practice. The learner builds upon previous nursing knowledge and related theory in adapting the nursing approach to the care of the medical/surgical client using the nursing metaparadigm and the nursing process. The learner continues to develop leadership skills through the experience of mentorship. A laboratory component is included in which learners apply theory and practise nursing skills related to medical/surgical nursing, including intravenous medication administration.

This nursing foundations course provides instruction in the integration of knowledge and skills required to provide competent nursing care to the medical-surgical client. A client may require medical or surgical intervention to achieve optimal health. The practical nurse plays a major role in the care of the client admitted to hospital for medical or surgical interventions.

Credit unit(s): 9.0

NFDN 2003: Nursing Foundations III – Medical-Surgical Nursing Mastery: I am able to demonstrate the outcome 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
Describe the role of the practical nurse and interdisciplinary health-care team in the medical-surgical setting.					
<ul style="list-style-type: none"> Describe the role and responsibility of the practical nurse when using a clinical pathway 					
Integrate the nursing metaparadigm, nursing theories, and related knowledge into nursing practice in providing holistic care for the medical-surgical client.					
<ul style="list-style-type: none"> Describe assessments for medical-surgical clients with altered functions and normal and abnormal findings 					
<ul style="list-style-type: none"> Describe common diagnostic tests for clients with altered functions 					
<ul style="list-style-type: none"> Describe common pharmacological and non-pharmacological interventions for clients with altered functions 					
<ul style="list-style-type: none"> Describe principles of sterile technique 					
Explain safety as it applies to care of the client and working with the interdisciplinary team in a medical-surgical setting.					
Apply nursing process to practise safe and holistic nursing care of the medical-surgical client.					
<ul style="list-style-type: none"> Apply the nursing process to clients with <ul style="list-style-type: none"> Altered protective mechanisms Altered oxygenation Altered elimination Perioperative requirements Altered fluid and electrolyte and acid-base balances Altered cardiovascular function Altered nutrition 					

NFDN 2003: Nursing Foundations III – Medical-Surgical Nursing Mastery: I am able to demonstrate the outcome 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"> ○ Altered neurosensory function 					
<ul style="list-style-type: none"> ○ Altered musculoskeletal function 					
<ul style="list-style-type: none"> ○ Altered endocrine function 					
<ul style="list-style-type: none"> ○ Altered reproductive function 					
Demonstrate the safe application of medical-surgical skills.					
<ul style="list-style-type: none"> • Administration and/or maintenance of 					
<ul style="list-style-type: none"> ○ Simple and complex wound dressings 					
<ul style="list-style-type: none"> ○ Oxygen therapy, suctioning, artificial airways, chest tubes, and tracheostomies 					
<ul style="list-style-type: none"> ○ Urinary catheterization and bladder irrigation 					
<ul style="list-style-type: none"> ○ Pre-op and post-op care 					
<ul style="list-style-type: none"> ○ Fluid therapy, peripheral intravenous catheter initiation, Central venous access devices and administration of parenteral medications 					
<ul style="list-style-type: none"> ○ Blood products and phlebotomy 					
<ul style="list-style-type: none"> ○ Nasogastric tube 					
<ul style="list-style-type: none"> ○ Neurovital, spinal signs, and immobilization devices 					
Integrate concepts of self-care and nurse-client synergy when providing medical-surgical nursing care and promoting health.					
Apply principles of teaching and learning related to the medical-surgical client.					
Identify the legal and ethical principles in the care of the medical-surgical client.					
Demonstrate cultural competence in the provision of nursing care.					
Demonstrate documenting and reporting of pertinent client information.					
<ul style="list-style-type: none"> • Apply SBAR communication technique in the medical-surgical setting 					
<ul style="list-style-type: none"> • Demonstrate documentation and reporting of altered client functions 					
Integrate professionalism and leadership in practice.					
Incorporate research findings in evidence-informed practice in the delivery of medical-surgical nursing care.					
Demonstrate reflective practice for personal and professional growth and continuous learning.					

NFDN 2004: Nursing Foundations IV – Maternity Nursing

This course introduces the learner to the childbearing family and the practical nurse’s role in promoting, restoring, and maintaining the health of the maternity client and her family. The learner will apply knowledge of the nursing process and the four concepts of the nursing metaparadigm to the care of the expectant family before, during, and after the birth of the baby.

The learner will build upon previous nursing knowledge and related theory in adapting the nursing approach to the care and health promotion of the child-bearing family. The learner will apply the collaborative interdisciplinary team approach to maternity care. Assessment of family strengths, coping abilities, and life experiences are key to the practical nurse’s role in health promotion. New developments in maternal and newborn care will be examined through addressing trends and issues in maternity care. This Nursing Foundations IV: Maternity Nursing course offers development of competency in providing care to meet the unique needs of the childbearing family.

Credit unit(s): 3.0

NFDN 2004: Nursing Foundations IV – Maternity Nursing Mastery: I am able to demonstrate the outcome 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
Describe the role of the practical nurse and interdisciplinary health-care team in the care of the maternity client.					
<ul style="list-style-type: none"> • Describe the role and scope of practice of the practical nurse in the maternity setting 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Prenatal care 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Intrapartum care and caesarean section 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Postpartum care 					
Integrate the nursing metaparadigm, nursing theory, and related knowledge to maternity nursing.					
<ul style="list-style-type: none"> • Describe the goals and philosophies of maternal nursing 					
<ul style="list-style-type: none"> • Describe physiological/psychological changes that occur with pregnancy 					
<ul style="list-style-type: none"> • Describe healthy pregnancy, at risk pregnancy, and complications 					
<ul style="list-style-type: none"> • Describe an assessment of the pregnant woman including diagnostic and genetic screening tests 					
<ul style="list-style-type: none"> • Describe assessments for fetal growth and development 					
<ul style="list-style-type: none"> • Describe the processes of labour and delivery 					
<ul style="list-style-type: none"> • Describe high-risk births and obstetric emergencies 					
<ul style="list-style-type: none"> • Describe perinatal bereavement 					
<ul style="list-style-type: none"> • Describe assessment and care for postpartum clients including physiological and psychological changes, and post-partum complications 					
<ul style="list-style-type: none"> • Describe assessment and care of the newborn including nutritional needs and high-risk newborns 					

NFDN 2004: Nursing Foundations IV – Maternity Nursing Mastery: I am able to demonstrate the outcome 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
Examine ways to maintain and promote safety in maternity nursing.					
<ul style="list-style-type: none"> • Describe the practice standards of maternal nursing 					
<ul style="list-style-type: none"> • Describe infant and maternal mortality/morbidity and influencing factors 					
<ul style="list-style-type: none"> • Describe health promotion strategies for the maternal client 					
Apply the nursing process to the maternity client.					
<ul style="list-style-type: none"> • Prenatal care for the pregnant woman, developing fetus, and the family 					
<ul style="list-style-type: none"> • Comfort measures during labour and delivery 					
<ul style="list-style-type: none"> • Mother and fetus during labour and after 					
<ul style="list-style-type: none"> • Perinatal loss and grief 					
<ul style="list-style-type: none"> • Care of postpartum clients 					
Integrate nursing of the family and nurse-client synergy to maternity nursing.					
Apply principles of teaching and learning and health promotion to the maternity client and the family.					
<ul style="list-style-type: none"> • Describe prenatal health teaching related to <ul style="list-style-type: none"> ○ Exercise, physical activity, nutrition ○ Alleviation of discomforts related to pregnancy ○ Preparing for childbirth ○ High-risk pregnancies 					
<ul style="list-style-type: none"> ○ Exercise, physical activity, nutrition 					
<ul style="list-style-type: none"> ○ Alleviation of discomforts related to pregnancy 					
<ul style="list-style-type: none"> ○ Preparing for childbirth 					
<ul style="list-style-type: none"> ○ High-risk pregnancies 					
Identify legal and ethical principles in care of the maternity client and the family.					
<ul style="list-style-type: none"> • Legal aspect of informed consent for the woman in labor 					
<ul style="list-style-type: none"> • Describe ethical issues arising from current trends related to maternity 					
Relate cultural competency to maternity nursing.					
Apply knowledge of documenting, reporting, and recording of pertinent client information to maternity nursing.					
Integrate professionalism and leadership to the care of the maternity client.					
Incorporate research findings in evidence-informed practice in the delivery of maternity nursing care.					
Utilize reflective practice for professional growth and competence.					

NFDN 2005: Nursing Foundations V – Pediatric Nursing

Pediatric Nursing is a theory course focusing on pediatric clients and their families. Theoretical concepts of assessment of the pediatric client related to growth and development are introduced. Pathophysiology, nursing care, communication, and health-teaching techniques specific to pediatric clients and their families are discussed. This course builds on previous nursing knowledge and related theory, and assists the student in adapting nursing care for pediatric clients and their families through the use of the nursing metaparadigm, nursing process, and growth and development theories.

Pediatric Nursing promotes development of competency in providing safe, quality care to meet the unique needs of pediatric clients and their families while working within the interdisciplinary team. This theory course prepares the student for focused practice.

Credit unit(s): 3.0

NFDN 2005: Nursing Foundations V – Pediatric Nursing Mastery: I am able to demonstrate the outcome 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
Apply previous knowledge and nursing practice to the care of pediatric clients and their families.					
<ul style="list-style-type: none"> • Describe the role of the practical nurse in promoting health growth and development in a pediatric client 					
<ul style="list-style-type: none"> • Describe the role of the practical nurse in caring for acute and chronically ill children and their families in different healthcare settings 					
Apply the nursing metaparadigm, nursing theory, related knowledge, and principles and concepts from nursing and other disciplines into the holistic care of pediatric clients and their families.					
<ul style="list-style-type: none"> • Describe physical assessments and findings for children of varying age groups 					
<ul style="list-style-type: none"> • Describe the recommended immunizations for children 					
<ul style="list-style-type: none"> • Describe pain management for pediatric clients 					
<ul style="list-style-type: none"> • Describe safe medication administration for pediatric clients 					
<ul style="list-style-type: none"> • Describe the impact of loss and bereavement on pediatric clients 					
Apply nursing process, effective problem-solving, and critical thinking to make appropriate clinical judgments when caring for pediatric clients and their families.					
<ul style="list-style-type: none"> • Apply the nursing process to pediatric clients with 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Congenital alterations 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Infectious disorders common in pediatric clients 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Alterations in nutrition and the gastrointestinal system 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Alterations in the genitourinary and reproductive system 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Alterations in oxygenation 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Alternation in protective mechanisms 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Alterations in cells 					

NFDN 2005: Nursing Foundations V – Pediatric Nursing Mastery: I am able to demonstrate the outcome 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"> ○ Traumatic injuries 					
<ul style="list-style-type: none"> ○ Alterations in sensorimotor function 					
<ul style="list-style-type: none"> ○ Cognitive and mental health disorders 					
Integrate theories of growth and development to support the nursing knowledge required to meet the needs of pediatric clients and their families.					
<ul style="list-style-type: none"> • Integrate various theories of growth and development 					
Examine legal and ethical issues that apply to the care of pediatric clients and their families.					
<ul style="list-style-type: none"> • Describe trends and issues and their impact on pediatric nursing 					
<ul style="list-style-type: none"> • Describe legal and ethical implications of consent when caring for a child 					
<ul style="list-style-type: none"> • Describe the legal and ethical implications child abuse and neglect on nursing practice 					
Describe appropriate communication techniques to establish, promote, and maintain a therapeutic relationship with pediatric clients and their families.					
<ul style="list-style-type: none"> • Of various ages 					
<ul style="list-style-type: none"> • At different developmental levels 					
<ul style="list-style-type: none"> • Who have special needs 					
<ul style="list-style-type: none"> • Of different cultures 					
Apply principles of teaching and learning to pediatric clients and their families.					
<ul style="list-style-type: none"> • Of various ages 					
<ul style="list-style-type: none"> • At different developmental levels 					
<ul style="list-style-type: none"> • Who have special needs 					
<ul style="list-style-type: none"> • Of different cultures 					
Examine ways to maintain and promote safety in pediatric nursing.					
Examine cultural competency as applicable to the care of pediatric clients and their families.					
Utilize reflective practice for professional growth and competence.					

NFDN 2006: Nursing Foundations VI – Community Nursing

This nursing course provides the learner with theories of family and community to acquire the knowledge and skill required to promote the health and well-being of populations within the community. The course emphasizes the importance of collaboration between the interdisciplinary health-care team, families, and communities to achieve safe, evidence-informed community nursing practice. The learner will build upon previous nursing knowledge and related theory in adapting the nursing approach to the care and health promotion of the family and community using the nursing metaparadigm and nursing process. Trends and issues in the care of families and communities will also be explored. This Nursing Foundations VI course offers development of competency in providing care to meet the unique needs of families and communities, and the ability to function within the community health-care team.

Credit unit(s): 3.0

NFDN 2006: Nursing Foundations VI – Community Nursing Mastery: I am able to demonstrate the outcome 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
Describe the role of the practical nurse as part of the interdisciplinary health-care team in the community.					
<ul style="list-style-type: none"> • Describe an overview of the Canadian public health-care system and community health nursing 					
<ul style="list-style-type: none"> • Describe various nursing roles within community health 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Home-care nursing 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Parish nursing 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Public health nursing 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Other community health nurses 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Outreach nurse 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Corrections nurse 					
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Primary care network/Family care nurse 					
<ul style="list-style-type: none"> • Describe the role of the community health nurse in rural settings 					
<ul style="list-style-type: none"> • Describe the role of the community health nurse in relation to communicable disease control 					
<ul style="list-style-type: none"> • Describe the role of the community health nurse in relation to environmental health and disaster management 					
Integrate the nursing metaparadigm, nursing theory, and related knowledge into community nursing.					
<ul style="list-style-type: none"> • Apply the Population Health Promotion Model 					
<ul style="list-style-type: none"> • Describe vulnerable populations, factors that influence vulnerability, and strategies to help serve their health needs 					
<ul style="list-style-type: none"> • Apply different models to family as the client in the community setting 					
Explain the concepts of health promotion and population health as related to community nursing.					
<ul style="list-style-type: none"> • Describe health promotion and health promotion strategies 					

NFDN 2006: Nursing Foundations VI – Community Nursing Mastery: I am able to demonstrate the outcome 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 influence of the determinants of health on health promotion 					
<ul style="list-style-type: none"> Describe various approaches to community health nursing 					
Maintain and promote safety of clients within the community.					
<ul style="list-style-type: none"> Describe epidemiology and its use in community health nursing 					
<ul style="list-style-type: none"> Describe environmental concerns and their impact on community health nursing 					
Apply the nursing process to the community as client.					
Integrate concepts of nurse-client synergy to community nursing care and health promotion.					
Determine appropriate communication techniques to establish a therapeutic nurse-client relationship with community as client.					
Apply principles of teaching and learning related to the community as client.					
Identify the legal and ethical principles in the care of the community as client.					
<ul style="list-style-type: none"> Identify government agencies responsible for managing community health in Canada 					
<ul style="list-style-type: none"> Describe Canadian Community Health Nursing Standards of Practice 					
<ul style="list-style-type: none"> Describe ethics as a core function of community health nursing 					
<ul style="list-style-type: none"> Describe legal and ethical responsibilities of the nurse when abuse is suspected 					
Incorporate the concept of cultural competence in the community setting.					
Apply knowledge of documenting, reporting, and recording of pertinent client information to community nursing.					
Integrate professionalism and leadership to the community as client.					
<ul style="list-style-type: none"> Describe advocacy in relation to the leadership role of the community health nurse 					
Incorporate research findings in evidence-informed practice in the delivery of community nursing care.					
Demonstrate reflective practice for personal and professional growth and continued learning related to community nursing.					

NFDN 2007: Nursing Foundations VII – Mental Health Nursing

This nursing course explores legal and ethical considerations and social stigmas related to mental health disorders. The learner examines evidence-informed mental health nursing practice for clients and their families as they adjust to changes in functioning associated with mental health issues and related treatments. The learner builds upon previous knowledge and related theory in adapting the nursing approach to the care and health promotion of mental health clients and their families using the metaparadigm of nursing and the nursing process. Trends and issues in mental health nursing will also be explored. This course promotes competency in providing care to meet the unique needs of clients with mental health issues, and their families.

Credit unit(s): 3.0

NFDN 2007: Nursing Foundations VII – Mental Health Nursing Mastery: I am able to demonstrate the outcome 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
Determine the roles and responsibilities of the practical nurse and interdisciplinary health-care team in providing care to clients with mental health issues.					
<ul style="list-style-type: none"> Describe the history of mental health treatment and nursing care 					
<ul style="list-style-type: none"> Describe the roles and responsibilities of the practical nurse in the care of a client with mental health issues according to the Canadian Standards of Psychiatric and Mental Health Nursing and the CLPNA 					
Integrate the nursing metaparadigm, nursing theories, and related knowledge to provide holistic nursing care to mental health clients and their families.					
<ul style="list-style-type: none"> Describe the relationship between promotion of mental health and social determinants of health 					
<ul style="list-style-type: none"> Describe prejudice, discrimination, stereotyping, and stigma as related to mental illness 					
<ul style="list-style-type: none"> Describe the impact of socio-economical factors on mental health 					
<ul style="list-style-type: none"> Describe the biological implications and predisposing factors related to mental health disorders 					
Describe various mental health disorders and applicable treatment modalities in mental health nursing.					
<ul style="list-style-type: none"> Describe common mental health disorders including epidemiology, risk factors, DSM 5 criteria, diagnostic tools and assessments, treatments 					
<ul style="list-style-type: none"> Describe major classifications of psychotropic medications 					
<ul style="list-style-type: none"> Describe other biological treatments and therapeutic groups commonly used for treatment in mental health 					
Identify strategies to promote the safety of the caregiver and the client in psychiatric and mental-health care settings.					
Determine strategies required to maintain and promote a safe environment for the practical nurse, client and family when managing aggressive behaviours.					
<ul style="list-style-type: none"> Describe physiological determinants and behavioural predispositions to anger, aggression, and violence 					

NFDN 2007: Nursing Foundations VII – Mental Health Nursing Mastery: I am able to demonstrate the outcome 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"> Identify interventions to manage clients demonstrating anger, aggression, and violence including physical and chemical restraints 					
Apply the nursing process to the mental health client and family.					
<ul style="list-style-type: none"> Describe a comprehensive mental health assessment 					
<ul style="list-style-type: none"> Identify nursing diagnosis, patient outcomes, and nursing interventions common to mental health disorders 					
<ul style="list-style-type: none"> Apply the nursing process to clients effected by mental health disorders 					
Apply the principles of communication and the therapeutic nurse-client relationship to mental health nursing.					
<ul style="list-style-type: none"> Describe effective therapeutic communication techniques to use with clients experiencing mental health issues 					
Integrate the concept of nurse-client collaboration into the care planning of the client and family in mental health nursing.					
<ul style="list-style-type: none"> Describe the collaborative approach to care with client and family 					
Integrate the concept of cultural competence in context of mental health nursing.					
Apply principles of teaching and learning and health promotion to the care planning of the mental health client and their family.					
Determine legal and ethical principles that apply to care of mental health clients.					
<ul style="list-style-type: none"> Describe the legal context both federally and provincially 					
<ul style="list-style-type: none"> Describe the Mental Health Act and its application 					
<ul style="list-style-type: none"> Describe voluntary and involuntary treatment orders in different healthcare settings 					
<ul style="list-style-type: none"> Describe ethical principles within mental health nursing 					
Apply knowledge of documenting and reporting of pertinent client information in mental health nursing.					
Integrate professionalism and leadership into mental health nursing.					
Integrate research findings that support evidence-informed practice in the context of mental health nursing care.					
Utilize reflective practice to maintain professional growth.					

NFDN 2008: Nursing Foundations VIII – Transition to Graduate Nursing

The purpose of this course is to learn the knowledge base to work as a professional member of the interdisciplinary team and to successfully assume leadership roles as a licensed practical nurse. The learner will explore working within the parameters of a health-care organization, labour relations, and the professional association. The learner will also learn about power, empowerment, contributing to successful teams, types of management and leadership styles, professional development, continued competence, and lifelong learning – all of which contribute to becoming a professional practical nurse in today’s health-care field.

Credit unit(s): 3.0

NFDN 2008: Nursing Foundations VIII – Transition to Graduate Nursing Mastery: I am able to demonstrate the outcome 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
Explore the professional and practice implications as they relate to the transition from learner to practical nurse graduate.					
<ul style="list-style-type: none"> Describe the roles and responsibilities of the graduate practical nurse 					
<ul style="list-style-type: none"> Analyse how to integrate ethical and moral responsibilities including 					
<ul style="list-style-type: none"> Analyse how to integrate legal responsibilities 					
Examine methods by which the practical nurse graduate can enhance professional communication.					
<ul style="list-style-type: none"> Describe conflict management and various techniques utilized 					
<ul style="list-style-type: none"> Describe delegation and collaboration 					
<ul style="list-style-type: none"> Describe problem solving, decision making, and critical thinking 					
<ul style="list-style-type: none"> Describe Appreciative Inquiry 					
Explore how various facets of effective leadership can inspire and impact the nursing workplace.					
<ul style="list-style-type: none"> Describe leadership and followership 					
<ul style="list-style-type: none"> Describe effective leadership behaviours 					
<ul style="list-style-type: none"> Describe effective follower behaviours 					
Assess the role the practical nurse graduate can play in effective team-building.					
<ul style="list-style-type: none"> Describe delegation and collaboration 					
<ul style="list-style-type: none"> Describe the importance of functioning within a team and team-building 					
Examine the roles of the College of Licensed Practical Nurses of Alberta, the union, and the employer.					
<ul style="list-style-type: none"> Describe the role of the CLPNA related to the role of the graduate practical nurse 					
<ul style="list-style-type: none"> Apply expanded accountability, scope of responsibilities, and practice documents to professional practice 					
<ul style="list-style-type: none"> Describe the CLPNA committees 					

NFDN 2008: Nursing Foundations VIII – Transition to Graduate Nursing Mastery: I am able to demonstrate the outcome 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 consequences of not adhering to CLPNA Standards of Practice 					
<ul style="list-style-type: none"> Describe the role of unions 					
<ul style="list-style-type: none"> Describe how to function effectively as an employee within a healthcare organization 					
Understand the importance of forward-thinking for the practical nurse graduate, and how it relates to nursing in general.					
<ul style="list-style-type: none"> Describe career management 					
<ul style="list-style-type: none"> Describe career marketing strategies 					
Assess the importance of ongoing professional education.					
<ul style="list-style-type: none"> Describe how continuing education impacts career advancement 					
<ul style="list-style-type: none"> Describe how continuing education and evidence-based practice impact patient outcomes 					
Discover how evidence-based practice and change management can contribute toward professional competency.					
Outline personal career-planning strategies in preparation to enter the job market.					
<ul style="list-style-type: none"> Describe stages of role transition for graduate nurse 					

Candidate Guide

Appendices

Appendix A: PLAR Portfolio

Portfolio Development

As a Practical Nurse Refresher student, you may wish to demonstrate college-level knowledge of a course by submitting a PLAR portfolio. The supporting documentation and narrative will serve as proof of your college-level expertise for a course. A portfolio is an integral part of a formative assessment. A portfolio may help you gain insight to be confident about future assessments, or help you to identify areas for additional education, training, and/or experience.

Steps to Completing a PLAR Portfolio

1. Complete the self-audit.

Review your job history, hobbies, areas of study or special training, volunteer work, and other activities and make a list of all the areas of college-level knowledge and skills you have acquired as a result of these experiences. Based on these experiences, complete the self-audit contained in the *Practical Nurse Refresher Program: Candidate Guide*.

2. Meet with the Practical Nurse Refresher Instructor.

You will meet with the Practical Nurse Refresher instructor to discuss your self-audit results. PLAR portfolio will be recommended as an option for courses that you have identified consistent mastery level knowledge. Be prepared to discuss why you have assessed mastery level knowledge for the courses and the evidence you plan to use to support this.

3. Create your PLAR Portfolio.

An outline of your PLAR portfolio format can be found in Appendix B.

a. Provide evidence of your knowledge.

- Assemble a compilation of materials that document your knowledge of the course content and outcomes to produce authentic, sufficient, and relevant proof that the learning has occurred. The documentation supports the learning articulated in the personal narrative.
- Copies of evidence are acceptable for submission in your PLAR portfolio but you must be prepared to provide the original documents at the request of the Practical Nurse Refresher instructor.

b. Write your personal narrative.

- After reviewing the course description and learner outcomes set out in the self-audit, write a narrative for the learner outcomes that describes your college-level learning and addresses the subject area content. This is your forum for demonstrating to the Instructor that you possess sufficient college-level knowledge to warrant credit for the subject.
- You will also explain how your knowledge was acquired and introduce the materials you are providing as evidence.

4. Apply for each PLAR portfolio course.

Once you have completed your PLAR portfolio, you will submit it to the Office of the Registrar with your PLAR Portfolio request form and pay the associated fees.

The Office of the Registrar will then forward your PLAR portfolio(s) to the Practical Nurse Refresher instructor for review.

5. Measure the learning.

The Practical Nurse Refresher instructor must determine if your learning has the breadth and depth of the learning offered in the NorQuest course. The learning needs to be at the same level as the learning achieved in the classroom setting. That is, the learner needs to have the equivalent amount and depth of learning in the subject area as those who take the course. The Practical Nurse Refresher instructor may contact you to discuss your portfolio submission if further information is required. This assessment may take up to four to six weeks to complete depending on the volume of submissions.

6. Obtaining the results.

The results of your PLAR portfolio submission(s) will be emailed to your NorQuest email account. If you are successful in achieving credit, you will receive a PL on your official transcripts. If you are unsuccessful in achieving credit you will receive notification as to why credit was denied. You will then have the option to either challenge the course or take it in full.

Appendix B: PLAR Portfolio Outline

Each course you wish to apply for PLAR portfolio credit must have its own portfolio. The portfolio must be word-processed and be divided into the sections outlined below.

1. Title page

- Running Head: Name, ID, and page number
- Title: Course Name and Number: PLAR Portfolio
- Student Name
- Student ID
- Date

2. Table of contents

3. Cover page

- See Appendix C for template

4. Resume

- Your portfolio should include an up-to-date resume that is concise, factual, and identify dates/time frames.
- Your resume will help the Practical Nurse Refresher instructors understand your educational and career history to put your experiences and learning into context.
- Your resume should include the following:
 - Education and career goal statements
 - Education history
 - Career history
 - Licensures
 - Certifications/Awards

5. Autobiographical essay

- Your autobiographical essay provides a summary of your life story as a nurse. It should include why you decided to pursue nursing and any obstacles and achievements in your nursing education or career. It will also allow you to provide explanations for any gaps in your education or nursing career. It is important to include why you have decided to return to the field of nursing and your educational plan for success in the Practical Nurse Refresher program.
- Your autobiographical essay should be no more than 500 words in length.

6. Personal narrative

- Your personal narrative should detail how your experiences, as demonstrated by the evidence, relate to the knowledge you have gained and how this knowledge is directly related to the learning outcomes of the course identified in the self-audit.

- Each learner outcome narrative, as identified in the self-audit, should be approximately 250 words in length but may vary in length depending on the subject area.

7. Evidence documents

- Your evidence documents may include any evidence of learning gained from a wide variety of sources. Evidence you may use for your PLAR portfolio include, but are not limited to:
 - Course outlines and content descriptions from accredited post-secondary institutions
 - Copies of transcripts recording your academic education
 - Curriculum or lesson plans, assessment tools, learning activities
 - Scores on licensing examinations
 - Licences; memberships in professional or trades organizations and unions
 - Letters of validation from employer or direct supervisor
 - Job description
 - Performance appraisals
 - Training records
 - Detailed course outlines from profession-based non-credit training courses or workshops
 - A report highlighting skills and accomplishments that demonstrates how you have accomplished the stated learning outcomes
 - NNAS/IQAS reports
 - Certifications
 - Awards
 - Work samples of published literature
 - Workshops, lectures, training designed/developed by the learner
 - Military service records and awards
 - Newspaper or magazine articles about your accomplishments
 - Volunteer work

Appendix C: PLAR Portfolio Cover Page Template

You are required to include the below cover page information in each of your PLAR portfolios.

Name:

NorQuest student ID:

NorQuest email:

Phone number:

Address:

Province:

Postal code:

I attest that the enclosed **[INSERT COURSE NAME AND NUMBER]** PLAR portfolio contents are correct and have been compiled by me, the undersigned. I attest that I am the person named in this application and the portfolio materials, unless otherwise identified are mine.

Signature: _____

Date: _____