

Cytotechnology Diploma program



Candidate guide

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Saskatchewan Institute of Applied Science and Technology – June 2005

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

Developed by program	May 2010			
Revised		April 2011		
Web ready – PLAR office	December 2010	April 2011		

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Why consider a PLAR assessment?

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

We recognize:

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

What are the PLAR options?

To be eligible for PLAR, an applicant must first register or already be registered as a SIAST student. Courses which are **not** available to unclassified students may **not** be challenged by PLAR until such time that the student has been successfully accepted into the Cytotechnology program.

Individual course challenge

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

Fees:

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

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

Currently we have PLAR challenges available for 6 out of 31 diploma courses. There is no limit. You may challenge as many of these courses as you are able to prove prior skills and knowledge through assessment.

Which courses are PLAR-ready?

Cytotechnology diploma program profile			
COURSE CODE	COURSE NAME	PLAR Challenge(s) available through program	PLAR Challenge(s) not available
APHY 191	Anatomy & Physiology 1	✓ *see note ¹ below*	
APHY 282	Anatomy & Physiology 2	✓ *see note ¹ below*	
BIOL 181	Molecular Biology		×
CYTO 180	Gynecologic Cytology Theory 1		×
CYTO 181	Gynecologic Cytology Lab 1		×
CYTO 182	Respiratory Cytology 1		×
CYTO 183	Aspiration Cytology 1		×
CYTO 280	Gynecologic Cytology Theory 2		×
CYTO 281	Gynecologic Cytology Lab 2		×
CYTO 282	Respiratory Cytology 2		×
CYTO 286	Body Fluid Analysis		×
CYTO 287	Gastrointestinal Cytology		×
CYTO 288	Aspiration Cytology 2		
ETHC 185	Professional Practices 1	✓ *see note ¹ below*	
ETHC 280	Professional Practices 2	✓ *see note ¹ below*	
HEMA 191	Fundamental Hemopathology		×
HSTC 184	Microanatomy		×
HSTC 185	Histotechnology 1		×
HSTC 187	Histotechnology 2		×
IMMU 282	Introductory Immunology		×
INFC 180	Infection Control and Safety	✓ *see note ¹ below*	
MTER 180	Medical Terminology	✓ *see note ¹ below*	
PATH 185	Introductory Cytopathology 1		×
PATH 280	Introductory Cytopathology 2		×
PATH 281	Introductory Cytopathology 3		×
PROC 182	Cytology Lab Procedures		×
SIMU 282	Simulation Laboratory		×

Cytotechnology diploma program profile			
COURSE CODE	COURSE NAME	PLAR Challenge(s) available through program	PLAR Challenge(s) not available
PRAC 291	Cytology Practicum 1		×
PRAC 292	Cytology Practicum 2		×
PRAC 294	Cytology Practicum 3		×
PRAC 295	Cytology Practicum 4		×

Note:

¹Some courses are common to multiple Science and Health programs at SIAST. To see if these shared courses in your program are PLAR-ready, visit the [PLAR database](#).

For assistance call SIAST and ask to speak to the PLAR advisor/[counsellor](#) assigned to the Cytotechnology program at: 1-866-467-4278 or 1-866-goSIAST.

Is PLAR available at any time of the year?

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

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

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

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

Methods of assessing prior learning

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

- product validation & assessment
- challenge exam
- standardized tests
- performance evaluations (including skill demonstrations, role plays, clinical applications, case studies)
- interviews and oral exams

- equivalency (evaluations of learning from non-credit training providers)
- evidence or personal documentation files (providing evidence of learning from life and work experiences and accomplishments)

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

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

What if I have a disability & need equity accommodations?

At SIAST, we understand that sometimes services must be provided to students in a variety of ways to achieve the goals of fair representation. Therefore, the range of services provided for Education Equity students is as diverse as the needs of those students. We strive for equity (not uniformity) and provide varied services for students with differing needs. If more information is required, please contact a SIAST counsellor at a campus closest to you or refer to the SIAST Web site: http://www.siastr.sk.ca/stuservices/advising_counselling.shtml

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

Transfer Credit

Yes, SIAST will grant credit for previous training that is similar in content, objectives, and evaluation standards to SIAST training. Transfer of credit is different from the PLAR process. Transfer Credit guidelines may be found at: http://www.siastr.sk.ca/stuservices/plar/transfer_credit.shtml

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

An online provincial transfer credit guide is now available at www.saskcat.ca

Note: *If you are a recent high school graduate, check the Saskatchewan Learning Web site for any articulated agreements that may apply for Computer Courses or Practical and Applied Arts Courses.*

[SaskLearning Credit Transfer Guide](#)

[SaskLearning website](#)

Equivalency Credit

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

Contact us

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

Kelsey Campus, Saskatoon, SK

1-866-goSIAST or 1-866-467-4278

Palliser Campus, Moose Jaw, SK

1-866-goSIAST or 1-866-467-4278

Wascana Campus, Regina, SK

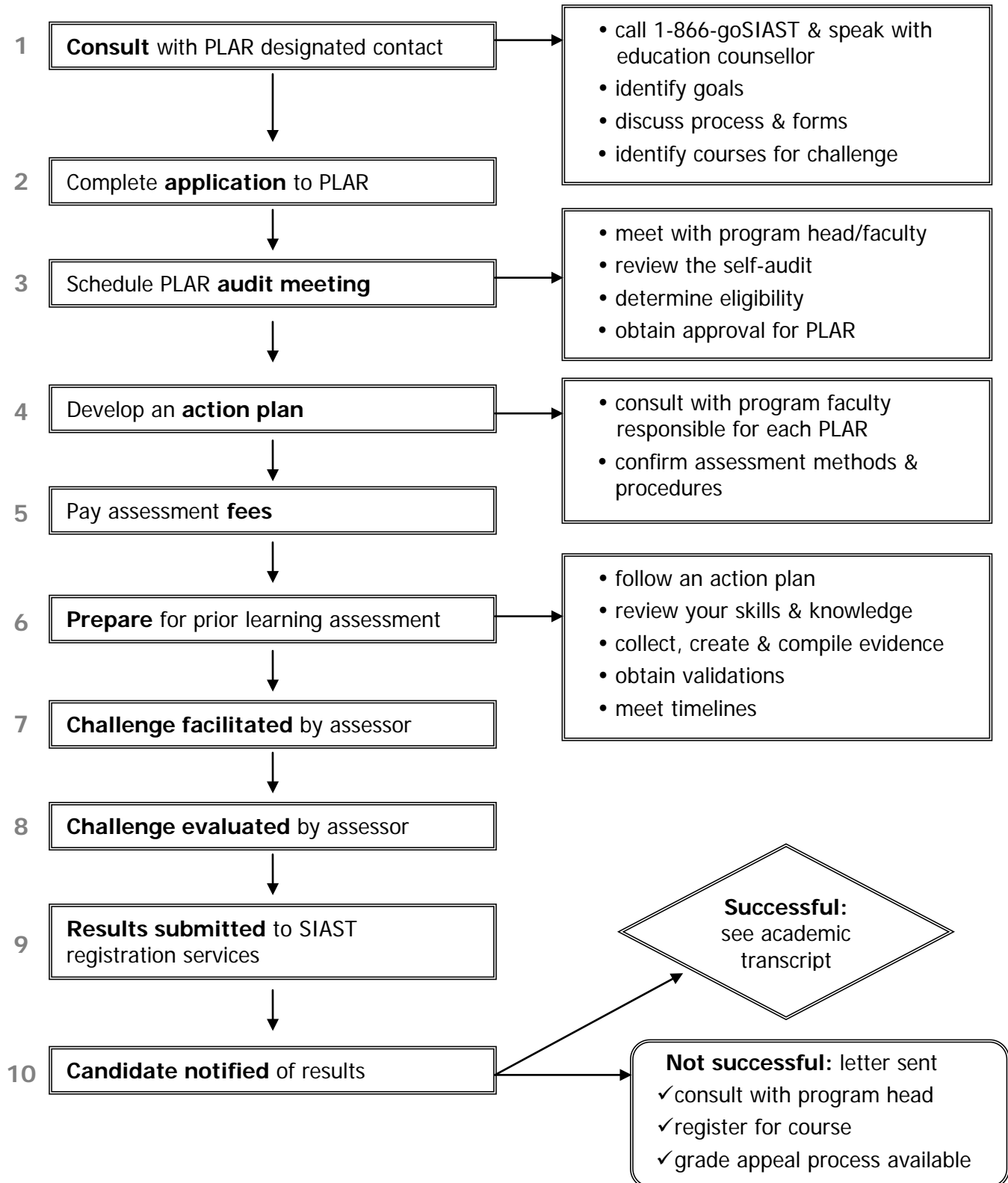
1-866-goSIAST or 1-866-467-4278

Woodland Campus, Prince Albert, SK

1-866-goSIAST or 1-866-467-4278

Prior Learning Assessment and Recognition process

To be eligible for PLAR, an applicant must first register or already be registered as a SIAST student. Courses which are not available to unclassified students may not be challenged by PLAR until such time that the student has been successfully accepted into the Cytotechnology program.



Guiding principles for developing a PLAR evidence file

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

Types of evidence

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

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

Ensure that you provide full evidence to your Cytotechnology program faculty assessor so that your prior learning application is assessed appropriately. Well organized, easy to track evidence will also ensure that none of the evidence is missed or assessed incorrectly.

Here are some examples of evidence that you may be requested to submit as part of your evidence file (if required):

- experience (activity) outlines
- observations
- workplace validations
- letters of recommendation

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

How long will it take to prepare evidence for PLAR?

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

Steps to complete a self-audit

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

Mastery: I am able to demonstrate the learning outcome well enough to teach it to someone else.

Competent: I can work independently to apply the learning outcome.

Functional: I need some assistance in using the outcome.

Learning: I am developing skills and knowledge for this area.

None: I have no experience with the outcome.

Learning outcomes

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

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

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

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

Self-audit guide(s)

APHY 191 – Anatomy & Physiology 1

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

Credit unit(s): 3.0

Equivalent course(s): APHY 162

APHY 191 – Anatomy & Physiology 1 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe the structural organization of the human body.					
▪ Identify levels of structural organization					
▪ Describe systems of the human body					
▪ Describe anatomical position and related terminology					
▪ Identify features of body cavities					
2. Describe the chemical level of organization of the human body.					
▪ Define terms related to body chemistry					
▪ State the structure and function of carbohydrates, lipids, proteins and nucleotides in the human body					
3. Describe the cellular level of organization of the human body.					
▪ Describe the structure and function of components of the human cell					
▪ Describe protein synthesis					
▪ Describe cell division					
4. Describe the tissue level of organization of the human body.					
▪ State the structure and function of epithelial tissues					
▪ State the structure and function of connective tissues					
▪ State the structure and function of membranes					
▪ State the structure and function of muscle and nervous tissue					
5. Describe the structure and function of the skeletal system.					
▪ Describe the structure of bone tissue					

APHY 191 – Anatomy & Physiology 1 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> Describe bone growth 					
<ul style="list-style-type: none"> Describe the main divisions of the skeleton and their component 					
<ul style="list-style-type: none"> Describe joints, bursae and tendons 					
6. Describe the structure and function of the nervous system.					
<ul style="list-style-type: none"> State the organization and function of the nervous system 					
<ul style="list-style-type: none"> Discuss neurophysiology 					
<ul style="list-style-type: none"> Describe the structure and function of the central nervous system 					
<ul style="list-style-type: none"> Describe the structure and function of the peripheral nervous system 					
<ul style="list-style-type: none"> Describe the structure and basic physiology of the following senses: smell, taste, sight and hearing 					
7. Describe the structure and function of the endocrine system.					
<ul style="list-style-type: none"> Describe the endocrine gland activity 					
<ul style="list-style-type: none"> Describe the structure and function of the pituitary glands and hypothalamus 					
<ul style="list-style-type: none"> Describe the structure and function of the thyroid gland 					
<ul style="list-style-type: none"> Describe the structure and function of the parathyroid gland 					
<ul style="list-style-type: none"> Describe the structure and function of the adrenal gland 					
<ul style="list-style-type: none"> Describe the structure and function of the pancreas 					
<ul style="list-style-type: none"> State the hormones produced by the gonads 					
8. Describe the structure and function of the muscular system.					
<ul style="list-style-type: none"> Describe the types and characteristics of muscle tissue 					
<ul style="list-style-type: none"> State the structure and function of skeletal muscle 					
<ul style="list-style-type: none"> State the structure and function of cardiac and smooth muscle 					
9. Describe the structure and function of the integumentary system.					
<ul style="list-style-type: none"> State the structure and function of skin components 					
<ul style="list-style-type: none"> Discuss skin pathology 					

PLAR assessment methods

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

1. Challenge exam

Candidate will be required to pass a 50 minute examination with a mark of 60%.

- Candidate is tested on theory
- The closed book exam consists of multiple choice questions

Upon prior approval of program head, complete a proctor form (refer to [Appendix C](#))

Resources

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

1. Saskatchewan Institute of Applied Science and Technology (current edition) *APHY 191 – Anatomy & Physiology 1*, course manual, Saskatoon, SK: SIAST Kelsey Campus

APHY 282 – Anatomy & Physiology 2

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

Credit unit(s): 3.0

Prerequisite(s): APHY 191 minimum grade of 60

APHY 282 – Anatomy & Physiology 2 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe the structure and function of the cardiovascular system.					
▪ Discuss the characteristics of blood					
▪ Describe the structure and function of blood cells					
▪ Discuss coagulation and blood groups					
▪ Discuss heart anatomy					
▪ Discuss heart physiology					
▪ Describe blood vessels and circulation					
2. Describe the structure and function of the immune system.					
▪ Discuss the structure and function of the lymphatic system					
▪ Describe non-specific resistance to disease					
▪ Discuss immunity					
3. Describe the structure and function of the respiratory system.					
▪ Discuss the anatomy and physiology of the conduction and respiratory portions					
▪ Describe the mechanics of respiration					
4. Describe the structure and function of the digestive system.					
▪ Describe the structure and function of the gastrointestinal tract					
▪ Discuss the structure and function of the upper gastrointestinal tract					
▪ Discuss the structure and function of the lower gastrointestinal tract					
▪ Describe chemical digestion and absorption					
▪ Describe metabolism and energy production					
▪ Discuss nutrition and metabolism of carbohydrates, proteins and lipids					

APHY 282 – Anatomy & Physiology 2 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
5. Describe the structure and function of the urinary system.					
▪ Describe the anatomy of the urinary system					
▪ Describe kidney function					
▪ Describe urine, the bladder and urinary system pathology					
▪ Discuss the regulatory function of the kidney					
▪ Describe electrolytes, acid-base balance and buffering systems					
6. Describe the structure and function of the reproductive system.					
▪ Describe the male reproductive system					
▪ Describe the female reproductive system					

PLAR assessment methods

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- Candidate is tested on theory
- The closed book exam consists of multiple choice questions

Upon prior approval of program head, complete a proctor form (refer to [Appendix C](#))

Resources

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

1. Saskatchewan Institute of Applied Science and Technology (current edition) *APHY 282 – Anatomy & Physiology 2*, course manual, Saskatoon, SK: SIAST Kelsey Campus

ETHC 185 – Professional Practices 1

You will receive an introduction to health care and health care delivery systems. You will study the legal and ethical issues faced by health care professionals. You will discuss interpersonal and employability skills required in health care professions with an emphasis on teamwork, stress management and problem solving. You will develop critical thinking skills and conflict resolution techniques.

Credit unit(s): 3.0

ETHC 185 – Professional Practices 1 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe health care and health care delivery.					
<ul style="list-style-type: none"> ▪ Describe health and its determinants 					
<ul style="list-style-type: none"> ▪ Describe the components of Canada's health care system 					
<ul style="list-style-type: none"> ▪ Describe the types of health care delivery 					
<ul style="list-style-type: none"> ▪ Describe the future trends and issues in health care 					
2. Describe legal and ethical issues in health care.					
<ul style="list-style-type: none"> ▪ Describe the role and responsibilities of provincial and national professional associations 					
<ul style="list-style-type: none"> ▪ Define a hospital's legal responsibility for providing a standard of care 					
<ul style="list-style-type: none"> ▪ Describe behaviour guidelines to minimize the risk of harassment, slander and sexual abuse 					
<ul style="list-style-type: none"> ▪ Describe the components of a valid consent for treatment 					
<ul style="list-style-type: none"> ▪ Describe the importance of confidentiality in health care environments 					
<ul style="list-style-type: none"> ▪ Discuss professional ethics and bioethics 					
<ul style="list-style-type: none"> ▪ Describe mandatory reporting of suspected abuse and malpractice 					
<ul style="list-style-type: none"> ▪ Describe health care directives 					
3. Describe effective employability skills required in health care professions.					
<ul style="list-style-type: none"> ▪ Identify the core skills for employability 					
<ul style="list-style-type: none"> ▪ Identify the skills specific to Medical Diagnostics 					
<ul style="list-style-type: none"> ▪ Identify the importance of individual skill development 					
<ul style="list-style-type: none"> ▪ Identify strategies to develop employability skills 					
4. Demonstrate interpersonal communication.					

ETHC 185 – Professional Practices 1 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> Describe the communication process 					
<ul style="list-style-type: none"> Identify how perceptions and barriers affect interpersonal communication 					
<ul style="list-style-type: none"> Demonstrate effective verbal and non-verbal communication 					
<ul style="list-style-type: none"> Demonstrate the various aspects of effective listening 					
<ul style="list-style-type: none"> Identify methods to facilitate effective communication 					
5. Explain how to facilitate communication with individuals with diverse needs.					
<ul style="list-style-type: none"> Describe culture and techniques for communicating with those from different cultures 					
<ul style="list-style-type: none"> Describe the stressors affecting patients and how they affect behaviours 					
<ul style="list-style-type: none"> Demonstrate techniques used to communicate with the visually or hearing impaired 					
<ul style="list-style-type: none"> Demonstrate techniques used to communicate with persons under the influence of drugs and alcohol 					
<ul style="list-style-type: none"> Demonstrate some techniques used to communicate with persons to whom English is a second language 					
<ul style="list-style-type: none"> Demonstrate some techniques used to communicate with children 					
<ul style="list-style-type: none"> Demonstrate techniques used to communicate with mental challenges 					
<ul style="list-style-type: none"> Demonstrate some techniques used to communicate with the geriatric patient 					
6. Demonstrate critical thinking skills.					
<ul style="list-style-type: none"> Define critical thinking processes 					
<ul style="list-style-type: none"> Explain the process involved in critical thinking 					
<ul style="list-style-type: none"> Discuss the value of critical thinking 					
7. Describe stress and its effects on behaviour.					
<ul style="list-style-type: none"> Describe the common stressors in life 					
<ul style="list-style-type: none"> Describe self talk and how it relates to stress management 					
<ul style="list-style-type: none"> Describe a healthy balanced life 					
<ul style="list-style-type: none"> Describe stress reduction techniques 					

ETHC 185 – Professional Practices 1 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
8. Describe the methods used when dealing with grief and loss.					
<ul style="list-style-type: none"> ▪ Describe grief and the behaviour of individuals in various stages of grief 					
<ul style="list-style-type: none"> ▪ Describe how to assist patients in the various stages of the grieving process 					
<ul style="list-style-type: none"> ▪ Describe how grief affects the health care provider 					
9. Demonstrate conflict resolution techniques.					
<ul style="list-style-type: none"> ▪ Describe conflict and conflict resolution 					

PLAR assessment methods

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

1. Challenge exam

Candidate will be required to pass a 50 minute examination with a mark of 60%.

- Candidate is tested on theory
- The closed book exam consists of multiple choice and short answer questions

Upon prior approval of program head, complete a proctor form (refer to [Appendix C](#))

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

AND

2. Evidence file (may or may not require an interview with assessor)

- Completion of self-audit
- Cover page (refer to [Appendix D](#))
- Signed employment validation form (refer to [Appendix A](#))
- Signed employer validation checklist (refer to [Appendix B](#))
- If applicable, any relevant documentation of completion of private (offered as an in-service by past employers, for example), training courses, non-credit courses and/or workshops.

Resources

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

1. Saskatchewan Institute of Applied Science and Technology (current edition) *ETHC 185 – Professional Practices 1*, course manual, Saskatoon, SK: SIAST Kelsey Campus

ETHC 280 – Professional Practices 2

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

Credit unit(s): 2.0

Prerequisite(s): ETHC 185 minimum grade of 60

ETHC 280 – Professional Practices 2 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe co-operative working relationships.					
▪ Describe characteristics of successful teams					
▪ Describe team development stages					
▪ Describe inter-professional health care teams					
▪ Describe assertiveness techniques					
2. Describe the qualities of a leader.					
▪ Define leadership and leadership qualities					
▪ Discuss leadership practices					
▪ Discuss leadership styles					
3. List the functions of a manager.					
▪ Define management					
▪ List the functions of a manager					
4. Describe the interpersonal role of a manager.					
▪ Discuss the skills and personality traits required by successful managers					
▪ Describe how to motivate staff					
▪ Describe effective employee performance appraisals					
5. Describe the organizational functions of a manager.					
▪ Describe strategic and operational planning					
▪ Describe the use of budgets					
▪ Describe workload measurement (units)					

ETHC 280 – Professional Practices 2	Mastery	Competent	Functional	Learning	None
Mastery: I am able to demonstrate it well enough to teach it to someone else.					
Competent: I can work independently to apply the outcome.					
Functional: I need some assistance in using the outcome.					
Learning: I am developing skills and knowledge for this area.					
None: I have no experience with the outcome.					
▪ Describe the roles of unions in the workforce					
▪ Describe the role of management in a union workplace					
6. Create workplace documents.					
▪ Explain the principles of effective writing					
▪ Write letters and memos					
▪ Apply standard format for letters and memos					
▪ Organize the message					
▪ Write effective emails					
▪ Create short informal reports					
7. Use effective job search strategies.					
▪ Describe job search strategies					
▪ Research the job market					
▪ Describe the importance of resumes and cover letters					
▪ Describe the types of job interviews and how to prepare for them					

PLAR assessment methods

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

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

1. Challenge exam

Candidate will be required to pass a 50 minute examination with a mark of 60%.

- Candidate is tested on theory
- The closed book exam consists of multiple choice and short answer questions

Upon prior approval of program head, complete a proctor form (refer to [Appendix C](#))

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

AND

2. Evidence file (may or may not require an interview with assessor)

- Completion of self-audit
- Cover page (refer to [Appendix D](#))
- Signed employment validation form that clearly demonstrates the candidate has a minimum of at least 6 months of experience in a management level position. (refer to [Appendix A](#))
- Signed employer validation checklist (refer to [Appendix B](#))
- If applicable, any relevant documentation of completion of private (offered as an in-service by past employers, for example), training courses, non-credit courses and/or workshops.

Resources

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

1. Saskatchewan Institute of Applied Science and Technology (current edition) *ETHC 280 – Professional Practices 2*, course manual, Saskatoon, SK: SIAST Kelsey Campus

INFC 180 – Infection Control and Safety

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

Credit unit(s): 2.0

INFC 180 – Infection Control and Safety Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Define the characteristics of microorganisms.					
▪ Describe the different types of microorganisms					
▪ Describe the appearance of bacteria					
▪ Describe the importance of endospores					
▪ Describe the phases of bacterial growth					
▪ Describe the viral characteristics and effects on host cells					
2. Describe the interaction between microbe and host.					
▪ Describe normal flora					
▪ Describe host-microbial relationships other than normal flora					
▪ Describe the chain of infection					
▪ Describe the signs and symptoms of infection					
▪ Describe nosocomial infections, antibiotic resistant bacteria and the role of infection control committees					
3. Describe immunization and tuberculin testing.					
▪ Describe how immunity is achieved					
▪ Describe immunization practices for rubella, hepatitis and chicken pox					
▪ Describe the need for tuberculin testing					
4. Describe the blood-borne pathogens – Hepatitis and AIDS.					
▪ Describe the transmission, pathology, diagnostic testing and treatment for Hepatitis A					
▪ Describe the transmission, pathology, diagnostic testing and treatment for Hepatitis B					
▪ Describe the transmission, pathology, diagnostic testing and treatment for Hepatitis C					

INFC 180 – Infection Control and Safety Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> Describe the transmission, pathology, diagnostic testing and treatment for HIV 					
<ul style="list-style-type: none"> Describe risks and exposure protocols for health care workers 					
5. Follow “Standard Precautions” and “Isolation Procedures”.					
<ul style="list-style-type: none"> Describe the use and guidelines for standard precautions 					
<ul style="list-style-type: none"> Describe personal protection 					
<ul style="list-style-type: none"> Describe isolation procedures 					
6. Describe sterilization and disinfection procedures as an essential part of infection control.					
<ul style="list-style-type: none"> Apply the correct terms used for sterilization and disinfection 					
<ul style="list-style-type: none"> Describe the various sterilization methods used in health care settings 					
<ul style="list-style-type: none"> Describe the various methods of chemical disinfection 					
<ul style="list-style-type: none"> Describe the various methods of mechanical disinfection 					
<ul style="list-style-type: none"> Describe aseptic technique 					
7. Describe “safety” and WHMIS in the workplace.					
<ul style="list-style-type: none"> Describe the components of safety 					
<ul style="list-style-type: none"> Describe the components of WHMIS 					
<ul style="list-style-type: none"> Describe the disposal of waste in health care facilities 					

PLAR assessment methods

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

1. Challenge exam

Candidate will be required to pass a 50 minute examination with a mark of 60%.

- Candidate is tested on theory
- The closed book exam consists of multiple choice questions

Upon prior approval of program head, complete a proctor form (refer to [Appendix C](#))

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

AND

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

Resources

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

1. Saskatchewan Institute of Applied Science and Technology (current edition) *INFC 180 – Infection Control and Safety*, course manual, Saskatoon, SK: SIAST Kelsey Campus

MTER 180 - Medical Terminology

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

Credit unit(s): 1.0

Equivalent course(s): MED 161

MTER 180 - Medical Terminology Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Apply the rules for construction and analysis of medical terms.					
▪ State the components and combinations used					
▪ State the rules for word construction and analysis					
▪ State the rules for word pronunciation and spelling					
2. Apply the rules for using medical suffixes, combining forms and prefixes.					
▪ Use suffixes which relate to medical conditions					
▪ Use suffixes which relate to technical procedures					
▪ Use general suffixes commonly used in the medical field					
▪ Use combining forms which relate to body systems					
▪ Use general combining forms that are commonly used in the medical field					
▪ Use prefixes which relate to direction or position					
▪ Use prefixes which relate to colour, shape, size or number					
▪ Use general prefixes that are commonly used in the medical field					
3. Interpret medical abbreviations.					
▪ Interpret abbreviations and symbols related to pharmacy					
▪ Interpret abbreviations and symbols related to doctor's orders					
▪ Interpret abbreviations and symbols related to measurement					

PLAR assessment methods

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

1. Challenge exam

Candidate will be required to pass a 50 minute examination with a mark of 60%

- multiple choice questions
- closed book

Upon prior approval of program head, complete a proctor form (refer to [Appendix C](#))

Resources

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

1. Saskatchewan Institute of Applied Science and Technology (current edition) *MTER 180 – Medical Terminology*, course manual, Saskatoon, SK: SIAST Kelsey Campus
2. Several medical dictionaries and medical terminology textbooks are available at: [SIAST Kelsey Campus library](#)

Cytotechnology Diploma program



Appendices

Appendix A: Employment validation form



Cytotechnology diploma program

An essential part of prior learning and recognition is documentation that serves as evidence for the SIAST assessor that the employee/candidate has acquired skills and knowledge as they relate to the specific learning outcomes for the course(s) they are seeking credit. This **Employment validation form** together with the appropriate **Employer validation checklist(s)** ([Appendix B](#)) provides an indirect, authenticated account of the employee/candidate's performance in industry.

Employee/PLAR candidate: _____
(please print)

Employment information: (please print)

Employer: _____

Employer address: _____

Employer phone number: _____ **Fax:** _____

Employer email: _____

Dates of employment: _____ **to:** _____
(dd/mm/yy) (dd/mm/yy)

Employment description: Full-time Hours per week: _____
Part-time Hours per week: _____

Job description (may be attached):

(Employer's signature) **Date** _____

Note to employee/PLAR candidate:

The information on this form must be completed and signed by your employer/supervisor or designate indicating the job description, place, and length of employment. This form, together with the appropriate signed and dated **Employer validation checklist(s)** ([Appendix B](#)) should be returned to our PLAR assessor at SIAST.

Appendix B – Employer validation checklists



Employer validation checklist: ETHC 185 – Professional Practices 1

Student name: _____

Cytotechnology

Student ID: _____

Date: _____

Completion date: _____

ETHC 185 – Professional Practices 1

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

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

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

Professional Practices 1	4	3	2	1	None
4: Exceeds the completion of work in an organized fashion within acceptable time frames, and displays the ability to apply concepts at an advanced level. 3: Consistently completes routine work in an organized fashion within acceptable time frames, and displays a good understanding of basic concepts. 2: Slow and/or disorganized and displays a lack of understanding in some basic concepts. 1: Consistently fails to complete routine work, disorganized and displays difficulty understanding basic concepts. None: Has no experience with the outcome					
1. Demonstrates interpersonal communication by:					
<ul style="list-style-type: none"> ▪ Seeking out and listening to colleagues and clients such as: <ul style="list-style-type: none"> - Approaching colleagues with questions about procedures and protocols - Following advice or direction given - Seeking advice when appropriate 					

Professional Practices 1	4	3	2	1	None
4: Exceeds the completion of work in an organized fashion within acceptable time frames, and displays the ability to apply concepts at an advanced level. 3: Consistently completes routine work in an organized fashion within acceptable time frames, and displays a good understanding of basic concepts. 2: Slow and/or disorganized and displays a lack of understanding in some basic concepts. 1: Consistently fails to complete routine work, disorganized and displays difficulty understanding basic concepts. None: Has no experience with the outcome					
<ul style="list-style-type: none"> ▪ Using effective verbal communication strategies such as: <ul style="list-style-type: none"> - Asking questions when information is not clear 					
<ul style="list-style-type: none"> ▪ Using technology appropriately to facilitate communication such as: <ul style="list-style-type: none"> - Communicating appropriately while using the phone (ie. polite, professional) - Generating accurate computerized reports 					
<ul style="list-style-type: none"> ▪ Using effective written communication skills such as: <ul style="list-style-type: none"> - Writing neat and legible documents - Producing clear, organized and understandable written documents 					
<ul style="list-style-type: none"> ▪ Following instructions well (verbal and written) 					
<ul style="list-style-type: none"> ▪ Demonstrating effective teamwork skills such as: <ul style="list-style-type: none"> - Working well with others involved in the same task, respecting their knowledge, skills and opinions 					
<ul style="list-style-type: none"> ▪ Demonstrating effective cooperative skills in dealings with others such as: <ul style="list-style-type: none"> - Offering to help/assist coworkers when own work is completed 					
2. Demonstrates critical thinking skills by:					
<ul style="list-style-type: none"> ▪ Performing appropriately in situations involving time constraints, deadlines and unexpected events such as: <ul style="list-style-type: none"> - Using time effectively - Organizing work with limited assistance 					
<ul style="list-style-type: none"> ▪ Demonstrating effective behaviours in critical situations (identifies problems and offers solutions by: <ul style="list-style-type: none"> - Remaining calm and continuing to look for solutions even in stressful situations 					
<ul style="list-style-type: none"> ▪ Completes tasks, assignments and projects that involve new skills in a timely and thorough manner by: <ul style="list-style-type: none"> - Approaching new challenges in a logical and enthusiastic manner 					
3. Demonstrates conflict resolution techniques by:					

Professional Practices 1	4	3	2	1	None
4: Exceeds the completion of work in an organized fashion within acceptable time frames, and displays the ability to apply concepts at an advanced level. 3: Consistently completes routine work in an organized fashion within acceptable time frames, and displays a good understanding of basic concepts. 2: Slow and/or disorganized and displays a lack of understanding in some basic concepts. 1: Consistently fails to complete routine work, disorganized and displays difficulty understanding basic concepts. None: Has no experience with the outcome					
▪ Identifying their problem and unmet needs					
▪ Meeting and describing their problems and needs					
▪ Listening and considering the other person's point of view					
▪ Negotiating a solution - willing to compromise					
▪ Following up on the solution					
▪ Asking for mediation/help if required					

Comments:

Signature: _____

Date: _____

Employer validation checklist: ETHC 280 – Professional Practices 2

Student name: _____

Cytotechnology

Student ID: _____

Date: _____

Completion date: _____

ETHC 280 – Professional Practices 2

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

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

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

Professional Practices 2	4	3	2	1	None
4: Exceeds the completion of work in an organized fashion within acceptable time frames, and displays the ability to apply concepts at an advanced level. 3: Consistently completes routine work in an organized fashion within acceptable time frames, and displays a good understanding of basic concepts. 2: Slow and/or disorganized and displays a lack of understanding in some basic concepts. 1: Consistently fails to complete routine work, disorganized and displays difficulty understanding basic concepts. None: Has no experience with the outcome					
1. Creates workplace documents by:					
▪ Writing letters and memos					
▪ Applying standard format for letters and memos					
▪ Organizing the message					
▪ Writing effective emails					
▪ Creating short informal reports					

Comments:

Signature: _____

Date: _____

Employer validation checklist: INFC 180 – Infection Control and Safety

Student name: _____

Cytotechnology

Student ID: _____

Date: _____

Completion date: _____

INFC 180 – Infection Control and Safety

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

Below is a list of learning outcomes the candidate is required to achieve in completing INFC 180 (Infection Control and Safety). For each step in the learning outcomes please rate the candidate's performance by placing a ✓ in the appropriate column (yes or no). Candidate is expected to achieve a "yes" on all criteria. For this validation if a parameter has not been performed by the candidate provide a comment in the space provided at the end of this document.

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

INFC 180 - Infection Control and Safety Yes: Criteria met No: Criteria not met	Yes	No
Follow "Standard Precautions" and "Isolation Procedures" by demonstrating the following performance assessments.		
Performance Test 1 (Removing gloves)		
<ul style="list-style-type: none"> ▪ Uses one hand to pinch the wrist edge of the other glove 		
<ul style="list-style-type: none"> ▪ Pulls the glove downward, turning it inside out as it is removed and holds it in the gloved hand 		
<ul style="list-style-type: none"> ▪ Puts two fingers of ungloved hand under the top edge of the other glove, keeping the outer surface of the glove away from skin 		
<ul style="list-style-type: none"> ▪ Pulls the glove downward, turning it inside out, so that the glove being held is enclosed in the glove being pulled off 		
<ul style="list-style-type: none"> ▪ Discards gloves in appropriate garbage 		
<ul style="list-style-type: none"> ▪ Washes hands 		
Performance Test 2 (Removing gown)		

INFC 180 - Infection Control and Safety	Yes	No
Yes: Criteria met		
No: Criteria not met		
▪ Unties gown, waist ties first and neck ties last		
▪ Pulls neckline forward as neck is untied		
▪ Removes arms without touching outer surface of gown		
▪ Folds gown with outer surface in		
▪ Puts gown in appropriate laundry container or hangs it in appropriate area		
▪ Washes hands		
Performance Test 3 (Hand washing)		
▪ Removes jewellery (rings, watches, bracelets, etc)		
▪ Adjusts water flow and temperature		
▪ Wets hands thoroughly		
▪ Applies enough soap to give a lather		
▪ Scrubs all parts of hands including front, back, thumbs, nailbeds, between fingers and wrists		
▪ Holds hands down, but not under water while scrubbing and adds more water if lather is not sufficient		
▪ Scrubs for a minimum of ten seconds		
▪ Lowers hands under running water and allows water to flow from wrists to fingers		
▪ Dries hands on paper towel		
▪ Uses paper towel to turn taps off		

Comments:

Signature: _____

Date: _____

Appendix C – Proctor form



Challenge exam: Proctor form - Prior Learning Assessment

If you wish to write a challenge exam off-campus, please return this completed form to your SIAST program. Request this wish at [Step 4 – Action plan](#) of the PLAR process.

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

Program Head
Cytotechnology program
SIAST Kelsey Campus
PO Box 1520
Saskatoon, SK S7K 3R5

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

Exam proctor/supervisor

Name: _____

Occupation: _____

Place of employment: _____

Address: _____

Postal code: _____

Business phone: _____ Home phone: _____

Email address: _____

Student's name: (please print) _____

List course(s) _____

Signature: _____

Appendix D – Cover page

Evidence file for: _____
(course code and name)

Name:

Address:

Residence phone:

Business phone:

City/town:

Province, Postal Code:

SIAST candidate #:

email address:

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

Signature: _____