

Medical Laboratory Technology Diploma program



Candidate guide

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Saskatchewan Institute of Applied Science and Technology – June 2005

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Medical Laboratory Technology (MLT) diploma 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.

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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. Medical Laboratory Technology 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 Medical Laboratory Technology program.

Individual course challenge

If you have (within the last five years) successful experience in the Medical Laboratory Technology field, and have learned the skills and knowledge for one or more of the Medical Laboratory 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 Medical Laboratory Technology program at: 1-866-467-4278 or 1-866-goSIAST.

How many courses can be challenged through PLAR in the Medical Laboratory Technology program?

Currently we have PLAR challenges available for 8 out of 39 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?

Medical Laboratory Technology 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		×
CHEM 176	Clinical Chemistry 1		×
CHEM 184	Urinalysis		×
CHEM 199	Clinical Chemistry 2		×
CHEM 288	Clinical Chemistry 3		×
CLIN 291	Specimen Procurement and Management 1		×
ETHC 185	Professional Practices 1	✓ *see note ¹ below*	
ETHC 280	Professional Practices 2	✓ *see note ¹ below*	
HEMA 179	Hematology		×
HEMA 186	Hemostasis 1		×
HEMA 187	Hemostasis 2		×
HEMA 188	Hemopathology-Erythrocytes		×
HEMA 189	Hemopathology-Leukocytes		×
HSTC 184	Microanatomy		×
HSTC 185	Histotechnology 1		×
HSTC 187	Histotechnology 2		×
IMMU 183	Immunology		×
INFC 180	Infection Control and Safety	✓ *see note ¹ below*	
MICR 187	Microbiology 1		×
MICR 188	Microbiology 2		×
MICR 189	Microbiology 3		×
MTER 180	Medical Terminology	✓ *see note ¹ below*	
PATH 181	Laboratory Result Correlation		×
PROC 180	General Laboratory Practice	✓ *see note ¹ below*	

Medical Laboratory Technology diploma program profile			
COURSE CODE	COURSE NAME	PLAR Challenge(s) available through program	PLAR Challenge(s) not available
PROC 181	Specimen Collection & Handling	✓ *see note ¹ below*	
QC 194	Quality Management		×
TRFS 180	Transfusion Science 1		×
TRFS 181	Transfusion Science 2		×
TRFS 182	Transfusion Science 3		×
CLIN 284	Clinical Hematology		×
CLIN 285	Clinical Transfusion Science		×
CLIN 286	Clinical Microbiology		×
CLIN 287	Clinical Histotechnology		×
CLIN 292	Clinical Molecular Biology		×
CLIN 293	Specimen Procurement and Management 2		×
CLIN 294	Clinical Chemistry 4		×
RSCH 280	Applied Investigation		×

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 Medical Laboratory Technology 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

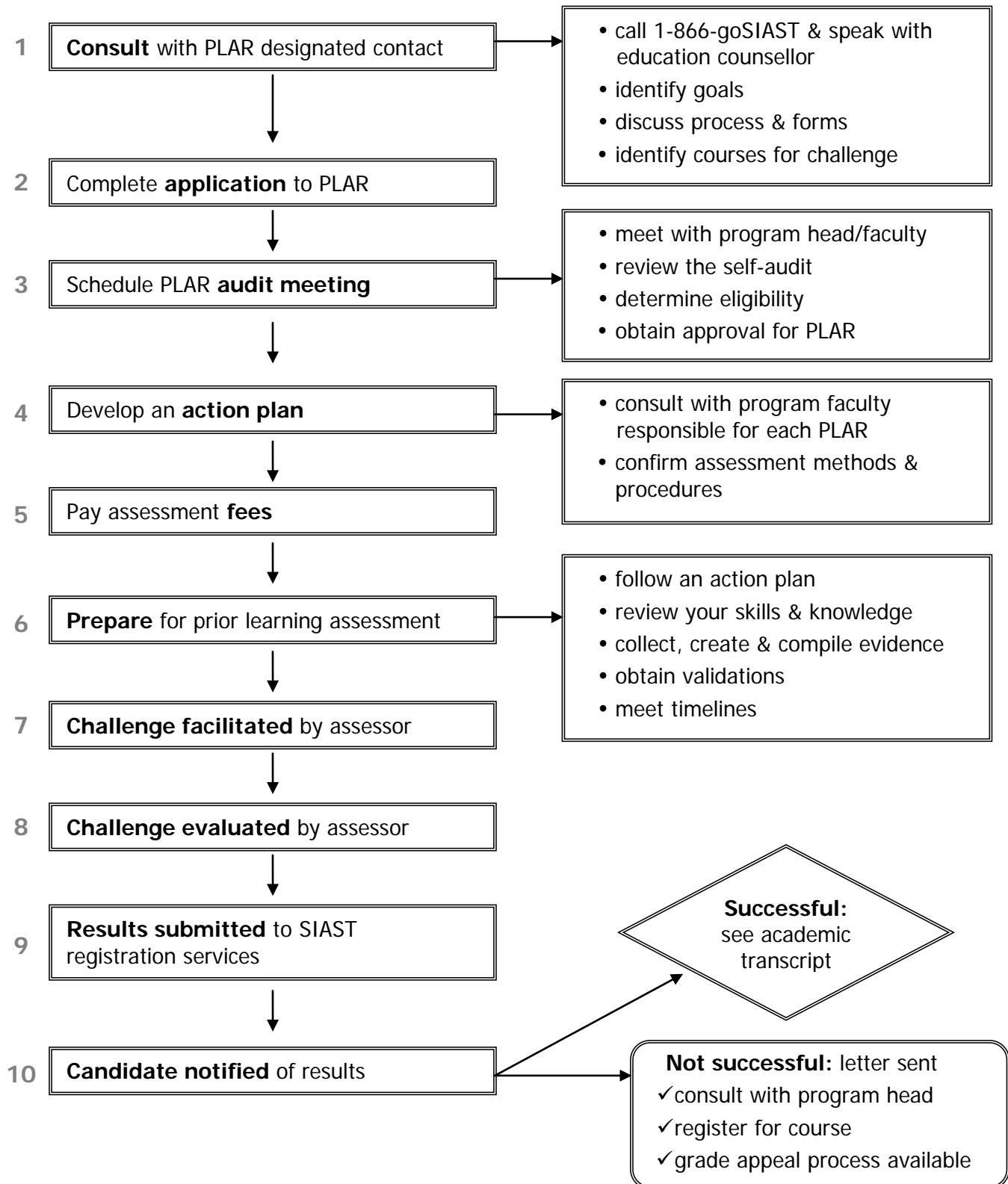
1-866-goSIAST or 1-866-467-4278

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 Medical Laboratory Technology 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 Medical Laboratory Technology 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

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 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.					
<ul style="list-style-type: none"> ▪ Describe characteristics of successful teams 					
<ul style="list-style-type: none"> ▪ Describe team development stages 					
<ul style="list-style-type: none"> ▪ Describe inter-professional health care teams 					
<ul style="list-style-type: none"> ▪ Describe assertiveness techniques 					
2. Describe the qualities of a leader.					
<ul style="list-style-type: none"> ▪ Define leadership and leadership qualities 					
<ul style="list-style-type: none"> ▪ Discuss leadership practices 					
<ul style="list-style-type: none"> ▪ Discuss leadership styles 					
3. List the functions of a manager.					
<ul style="list-style-type: none"> ▪ Define management 					
<ul style="list-style-type: none"> ▪ List the functions of a manager 					
4. Describe the interpersonal role of a manager.					
<ul style="list-style-type: none"> ▪ Discuss the skills and personality traits required by successful managers 					
<ul style="list-style-type: none"> ▪ Describe how to motivate staff 					
<ul style="list-style-type: none"> ▪ Describe effective employee performance appraisals 					
5. Describe the organizational functions of a manager.					
<ul style="list-style-type: none"> ▪ Describe strategic and operational planning 					
<ul style="list-style-type: none"> ▪ Describe the use of budgets 					
<ul style="list-style-type: none"> ▪ Describe workload measurement (units) 					

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
<ul style="list-style-type: none"> Describe the roles of unions in the workforce 					
<ul style="list-style-type: none"> Describe the role of management in a union workplace 					
6. Create workplace documents.					
<ul style="list-style-type: none"> Explain the principles of effective writing 					
<ul style="list-style-type: none"> Write letters and memos 					
<ul style="list-style-type: none"> Apply standard format for letters and memos 					
<ul style="list-style-type: none"> Organize the message 					
<ul style="list-style-type: none"> Write effective emails 					
<ul style="list-style-type: none"> Create short informal reports 					
7. Use effective job search strategies.					
<ul style="list-style-type: none"> Describe job search strategies 					
<ul style="list-style-type: none"> Research the job market 					
<ul style="list-style-type: none"> Describe the importance of resumes and cover letters 					
<ul style="list-style-type: none"> 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](#)

PROC 180 - General Laboratory Practice

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

Credit unit(s): 2.0

Prerequisite(s): INFC 180 minimum grade of 60

PROC 180 - General Laboratory Practice 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. Demonstrate proper use of standard laboratory equipment.					
<ul style="list-style-type: none"> ▪ Discuss the use and care of standard laboratory glassware/plastic ware 					
<ul style="list-style-type: none"> ▪ Demonstrate the use, selection and measurement for glass and semi-automated pipettes 					
<ul style="list-style-type: none"> ▪ Discuss the use of common thermal equipment 					
<ul style="list-style-type: none"> ▪ Demonstrate the use of a centrifuge 					
<ul style="list-style-type: none"> ▪ Demonstrate the use of a balance 					
<ul style="list-style-type: none"> ▪ Demonstrate the use of a pH meter 					
2. Perform calculations necessary for reagent preparation and dilution.					
<ul style="list-style-type: none"> ▪ Review expression of numbers and units of measurement 					
<ul style="list-style-type: none"> ▪ Perform unit of measurement conversion 					
<ul style="list-style-type: none"> ▪ Perform calculations involving dilutions 					
<ul style="list-style-type: none"> ▪ Define terms used for expressing concentrations 					
<ul style="list-style-type: none"> ▪ Perform calculations for percent solutions 					
<ul style="list-style-type: none"> ▪ Perform calculations for molar solutions 					
<ul style="list-style-type: none"> ▪ Perform calculation for hygroscopic chemicals 					
<ul style="list-style-type: none"> ▪ Perform calculations for concentrated liquids using specific gravity 					
<ul style="list-style-type: none"> ▪ Perform calculations using parts per million 					
3. Perform laboratory practices in a safe manner.					
<ul style="list-style-type: none"> ▪ Identify legislation, practices and assessment for laboratory safety 					
<ul style="list-style-type: none"> ▪ Describe the biological, chemical and physical hazards of a laboratory 					

PROC 180 - General Laboratory Practice 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 ergonomics, psychological hazards and reproductive risks of a laboratory 					
<ul style="list-style-type: none"> ▪ Describe air quality, first aid and equipment safety in a laboratory 					
4. Prepare reagents and standards for use in the clinical laboratory.					
<ul style="list-style-type: none"> ▪ Discuss fine grades of chemicals 					
<ul style="list-style-type: none"> ▪ Discuss methods of water purification 					
<ul style="list-style-type: none"> ▪ Discuss general rules for chemical reagent preparation 					
<ul style="list-style-type: none"> ▪ Discuss standard solutions 					
<ul style="list-style-type: none"> ▪ Prepare reagents and standards 					
5. Demonstrate application of bright field microscopy.					
<ul style="list-style-type: none"> ▪ Discuss the principle, use and components of a bright field microscope 					
<ul style="list-style-type: none"> ▪ Discuss the basic characteristics of light 					
<ul style="list-style-type: none"> ▪ Discuss the resolving power of a microscope 					
<ul style="list-style-type: none"> ▪ Define common microscopic terms 					
<ul style="list-style-type: none"> ▪ Discuss common microscopic aberrations 					
<ul style="list-style-type: none"> ▪ Discuss Köehler illumination 					
<ul style="list-style-type: none"> ▪ Demonstrate application and correct use of a brightfield microscope 					
6. Discuss the application of other types of microscopes.					
<ul style="list-style-type: none"> ▪ Discuss the principle, components and use of the darkfield microscope 					
<ul style="list-style-type: none"> ▪ Discuss the principle, components and use of the phase contrast microscope 					
<ul style="list-style-type: none"> ▪ Discuss the principle, components and use of the fluorescence microscope 					
<ul style="list-style-type: none"> ▪ Discuss the principle, components and use of the polarizing microscope 					
<ul style="list-style-type: none"> ▪ Discuss the principle, components and use of the inverted microscope 					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in both 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% or more.

- Candidate is tested on theory including mathematical calculations necessary for reagent preparation and dilution for General Laboratory Practice. The closed book exam consists of multiple choice questions. The student may bring a non-programmable calculator into the exam.

Upon prior approval of program head, complete a proctor form (refer to [Appendix 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. (i.e. WHMIS certification, TDG certification, WHMIS certification, TDG certification)

Resources

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

1. Laboratory Safety CSMLS Guidelines (current edition)
2. Saskatchewan Institute of Applied Science and Technology (current edition)
PROC 180 – General Laboratory Practice, course manual, Saskatoon, SK: SIAST Kelsey Campus

PROC 181 – Specimen Collection and Handling

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

Credit unit(s): 2.0

Prerequisite(s): INFC 180 minimum grade of 60

PROC 181 – Specimen Collection and Handling 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. Collect blood samples by venipuncture.					
▪ Discuss phlebotomy and types of samples collected by venipuncture					
▪ Describe equipment used when performing venipuncture					
▪ Describe the venipuncture procedure					
▪ Discuss common situations, problems and special collections					
▪ Perform venipunctures on a variety of adult patients					
2. Collect blood samples by capillary puncture.					
▪ Discuss capillary collection					
▪ Describe equipment used when performing capillary collections					
▪ Describe the capillary puncture procedure					
▪ Discuss common problems of capillary collection					
▪ Perform capillary punctures on adults					
3. Explain the procedures for collecting and handling laboratory specimens other than blood.					
▪ Explain the collection and handling of urine for common laboratory analyses					
▪ Explain the collection and handling of feces for common laboratory analyses					
▪ Explain the collection and handling of sputum for common laboratory analyses					
▪ Explain the collection and handling of seminal fluid specimens for common laboratory analyses					
▪ Discuss the handling of laboratory specimens typically collected by medical/nursing staff					
4. Manage the receipt, distribution and storage of laboratory specimens.					

PROC 181 – Specimen Collection and Handling	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 process for requesting laboratory tests					
▪ Accession laboratory specimens					
▪ Separate plasma and/or serum from blood samples					
▪ Assess specimen suitability and priority					
▪ Describe the procedure for unsuitable specimens					
▪ Discuss distribution of specimens to the appropriate laboratory sections					
▪ Describe proper storage and disposal of laboratory specimens					
▪ Determine specimen requirements for uncommon laboratory tests					
5. Describe the transportation of laboratory specimens.					
▪ Discuss current legislation concerning transportation of biological specimens					
▪ Package laboratory specimens for transportation					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in both 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% or more.

- Candidate is tested on theory for specimen collection and handling. The closed book exam consists of multiple choice questions. The student may bring a non-programmable calculator into the exam.

Upon prior approval of program head, complete a proctor form (refer to [Appendix 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. (i.e. WHMIS certification, TDG certification, WHMIS certification, TDG certification)

Resources

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

1. Saskatchewan Institute of Applied Science and Technology (current edition)
PROC 181 – Specimen Collection and Handling, course manual, Saskatoon, SK: SIAST Kelsey Campus

Medical Laboratory Technology Diploma program



Appendices

Appendix A: Employment validation form



Medical Laboratory Technology 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: _____

Student ID: _____

Medical Laboratory Technology

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
<p>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.</p> <p>3: Consistently completes routine work in an organized fashion within acceptable time frames, and displays a good understanding of basic concepts.</p> <p>2: Slow and/or disorganized and displays a lack of understanding in some basic concepts.</p> <p>1: Consistently fails to complete routine work, disorganized and displays difficulty understanding basic concepts.</p> <p>None: Has no experience with the outcome</p>					
<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 					
<p>2. Demonstrates critical thinking skills by:</p>					
<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 					
<p>3. Demonstrates conflict resolution techniques by:</p>					

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: _____

Student ID: _____

Medical Laboratory Technology

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 (1, 2, 3, 4, none). For this validation if a parameter has not been performed by the candidate or is not a task that is performed at your laboratory, please place a √ in the "none" column and provide a comment in the space provided at the end of this document.

**Please validate the learning outcome for 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: _____

Student ID: _____

Medical Laboratory Technology

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 the learning outcome 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: 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: _____

Employer validation checklist: PROC 180 – General Laboratory Practice

Student name: _____

Student ID: _____

Medical Laboratory Technology

Date: _____

Completion date: _____

PROC 180 – General Laboratory Practice

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

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

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

General Laboratory Practice	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. Demonstrate proper use of standard laboratory equipment.					
▪ Demonstrate the use and care of standard laboratory glassware/plastic ware					
▪ Demonstrate the use, selection and measurement for glass and semi-automated pipettes					
▪ Demonstrate the use of common thermal equipment					
▪ Demonstrate the use of a centrifuge					
▪ Demonstrate the use of a balance					
▪ Demonstrate the use of a pH meter					

General Laboratory Practice	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.					
2. Perform calculations necessary for reagent preparation and dilution.					
▪ Perform unit of measurement conversion					
▪ Perform calculations involving dilutions					
▪ Perform calculations for percent solutions					
▪ Perform calculations for molar solutions					
▪ Perform calculation for hygroscopic chemicals					
▪ Perform calculations for concentrated liquids using specific gravity					
▪ Perform calculations using parts per million					
3. Perform laboratory practices in a safe manner.					
▪ Demonstrate safe work practices by:					
- Identifying legislation, practices and assessment for laboratory safety					
- Describing the biological, chemical and physical hazards of a laboratory					
- Describing the ergonomics, psychological hazards and reproductive risks of a laboratory					
- Describing air quality, first aid and equipment safety in a laboratory					
3. Prepare reagents and standards for use in the clinical laboratory					
4. Demonstrate application of bright field microscopy					
▪ Demonstrate application and correct use of a brightfield microscope.					

Comments:

Signature: _____

Date: _____

Employer validation checklist: PROC 181 – Specimen Collection and Handling

Student name: _____

Student ID: _____

Medical Laboratory Technology

Date: _____

Completion date: _____

PROC 181 – Specimen Collection and Handling

Note to validator: PLAR can be used to formally recognize learning that has already taken place. In the Medical Laboratory Programs at SIAST Kelsey Campus it is felt that recent employment experience in a laboratory may constitute sufficient application of critical laboratory skills to meet the learning outcomes for Specimen Collection and Handling.

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

Please validate each of the learning outcomes for PROC 181 then sign below and include with the employment validation form.

Specimen Collection & Handling	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. Collect blood samples by venipuncture.					
2. Collect blood samples by capillary puncture.					
3. Demonstrate knowledge of the procedures for collecting and handling laboratory specimens other than blood to include:					
<ul style="list-style-type: none"> ▪ The collection and handling of urine for common laboratory analyses 					
<ul style="list-style-type: none"> ▪ The collection and handling of feces for common laboratory analyses 					

Specimen Collection & Handling	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"> The collection and handling of sputum for common laboratory analyses 					
<ul style="list-style-type: none"> The collection and handling of seminal fluid specimens for common laboratory analyses 					
<ul style="list-style-type: none"> The handling of laboratory specimens typically collected by medical/nursing staff 					
4. Manage the receipt, distribution and storage of laboratory specimens.					
5. Describe the transportation of laboratory specimens.					
<ul style="list-style-type: none"> Demonstrate knowledge of current legislation concerning transportation of biological specimens 					
<ul style="list-style-type: none"> Package laboratory specimens for transportation. (If candidate is able to provide copies of TDG certification and WHIMS training they have met the criteria for learning outcome 5) 					

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
Medical Laboratory Technology 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: _____