



COLLEGE OF
LICENSED PRACTICAL NURSES
OF ALBERTA

CLPNA Establishment of a New Practical Nurse Diploma Program

Department: ESAC

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1. ESTABLISHMENT OF A NEW PRACTICAL NURSE DIPLOMA PROGRAM

1.1 INTRODUCTION

The Council of the College of Licensed Practical Nurses is mandated by the Health Professions Act (HPA) to review and approve any proposal to establish a new practical nurse program in Alberta. The Education Standards Advisory Committee (ESAC), a subcommittee of the Council, is authorized to review each proposed program and report to the Council with its recommendations.

1.2 OVERVIEW OF PROGRAM APPROVAL PROCESS

Any new Practical Nurse Diploma Programs, including but not limited to; a program offered by an institution that has previously brokered an ESAC approved practical nurse program, a new program offered by an institution not previously offering a Practical Nurse Program in Alberta, a new brokering arrangement or a new partnership arrangement must be approved by the Council prior to program implementation.

A College wishing to develop a new practical nurse program is expected to prepare documentation addressing the Standards for Approval of Diploma Practical Nurse Programs in Alberta (2019). The application procedure consists of a letter of intent and a two-step review process.



2. LETTER OF INTENT

A **LETTER OF INTENT** to establish a new practical nursing program must be sent to the Chief Executive Officer of the College of Licensed Practical Nurses of Alberta **not less than fifteen months prior to the anticipated commencement of the program.**

This letter of intent should include your enrolment plan, student demand analysis, labor market analysis, evidence of a clinical placement plan for use by your program, documented learner support and evidence of consultation with government, employers and industry.

Once the CLPNA receives the letter of intent, the CEO in consultation with the Chair of the Education Standards Advisory Committee (ESAC) will determine if the submission is ready to proceed to the next step. When that decision is made, the CEO will request that the Chair of ESAC establish a Sub-Committee Review Team. All further communication concerning the preparation of the documentation for the “Establishment of a New Program” will go to the Chair of ESAC and the CEO.

2.1 ESTABLISHMENT OF A REVIEW TEAM

The Chair of ESAC will establish a Sub-Committee Review Team. The review team will work with the applicant program to ensure that all required documentation is submitted as the new program approval process proceeds. They will determine if the submission is ready to proceed.

ESAC does not meet during the summer months (July and August). Please ensure that you allow for this in the timing of your submission.

The submission must be received **at least twelve months prior to the anticipated commencement of the program.**

2.2 NEXT STEP

The next step is a program review which includes two phases:

Phase 1: Submission of all documents listed in section 3

Phase 2: Review of documents, site visit, recommendations to CLPNA Council.



3. PHASE ONE

REQUIREMENTS OF PHASE ONE SUBMISSION

This phase will include the following:

1. Document their compliance with the Diploma Program Approval Standards/Indicators and Operational Guidelines using the self-study data collection guidelines and templates.
2. A series of Appendices are provided to aid the institution in formatting the program materials. These are found in the Appendices of this document:
 - Appendix A – Terminology and References
 - Appendix B – Conceptual Framework/Program Philosophy
 - Appendix C – Master Content Map
 - Appendix D – Course Descriptions and Their Relationship to the **current** CLPNA Competency Profile
 - Appendix E – Format of Courses
 - Appendix F – Curriculum Diagram
3. It should be noted that for Standard 6: Program and Curriculum Review, Evaluation and Improvement ESAC will accept planned methodology in the initial application.
4. It should be noted that Standard 10: Ongoing Student and Graduate Assessment, and Client Safety, which speaks to program outcomes, will not apply in the initial application but will apply after the new program has completed the first cohort of students.



4. PHASE TWO

REQUIREMENTS OF PHASE TWO

1. An ESAC sub-committee (review team) will complete a comprehensive review of all the submitted documentation.
2. The review team will advise the applicant of any additional information required prior to the onsite visit.
3. An initial site visit will be conducted by the review team to evaluate the capacity of the PSI to deliver the program according to the ESAC PN Diploma Education Standards (2019).
4. The review team will prepare a report, which will be reviewed by the Education Standards Advisory Committee (ESAC) at the next scheduled meeting.
5. ESAC will finalize the report and make a recommendation to the CLPNA Council.
6. The Council of the CLPNA will advise the applying institution of the outcome of the review.
7. The maximum approval for a new program is “Approved to Implement Program” This rating authorizes the implementation of a new program. The program has complied with those Program Approval Indicators, which ESAC considers are critical for successful implementation of a Practical Nurse program.



5. POST IMPLEMENTATION REVIEW

1. Programs will have a second site visit conducted following the delivery of the first year
2. A review by ESAC will be carried out during the implementation of the first year of the program. This review is intended to allow for interaction with the first learner group and to provide additional evaluative data to support the ongoing approval of the program



6. INTERIM APPROVAL:

1. This rating recognizes that new programs evolve and require time to stabilize. The ESAC team will return to review the program after the first cohorts of students have completed the program.
2. Approval will be for a maximum of two years.
3. At the end of the Interim Approval term ESAC will conduct a full program review, including a third site visit and at this time, the program rating may change to Conditional Approval or Approval in accordance with program performance requirements for established practical nurse programs.



7. APPENDIX A: PARTNERSHIPS

7.1 Partnerships or Agreements Requiring Program Approval

Any new practical nurse diploma program, including a new brokering arrangement or a new partnership arrangement must be approved by the Council prior to program implementation.

7.2 Definition of a Brokerage Agreement

A Post-Secondary Institution that enters into an agreement to deliver another institution's approved program. The program is delivered solely by the brokered program, using the approved program's curriculum. The approved program institution provides the credential.

7.3 Definition of a Partnership

Two approved diploma programs formally commit to jointly delivering a previously approved diploma program. One program owns the curriculum and agrees to share the delivery with the second program. The institution which owns the curriculum confers the credential and may reference the partner on the credential. Regardless of what aspect of the program delivery each organization is accountable for, it is clearly articulated for all the stakeholders in the agreement.

This agreement is formalized by contract and documents the roles and responsibilities of both partners and including conflict resolution requirements in place to protect the registered students in event that the partnership dissolves. The program owning the curriculum has control of the intellectual property and applies for the approval by CLPNA under the "Establishment of a new Practical Nurse program" Nov. 2019 policy. The curriculum for this partnership is formally approved by both institutions and documented in accordance with their academic policies and procedures by their Academic Council and communicated to their students through the Calendar and Student Handbook. Documentation of course numbering, descriptions, names, hours/credits as required by Alberta Advanced Education are provided by the Program which owns the curriculum on behalf of the partners and in compliance with Advanced Education policies.

7.4 Partnerships Involving Sharing of Space and Resources

When two institutions establish a contract for the use of instructional space (e.g. Classroom or laboratory), but the relationship does not involve any instruction or instructional support, it is not considered a partnership as per the CLPNA policy "Establishment of a New Program". However, the approved PN Program must ensure that the rented space complies with the expectations of the relevant Practical Nurse Diploma Standards which pertain to physical space and safety of students and faculty. This Partnership will be reported on under Practical Nurse Diploma Program Standard *1.3 Partnership Agreements*.



8. APPENDIX B: TERMINOLOGY

Terminology	Definition
Program Outcomes	Behavioral statements that describe the knowledge, skills, behaviors, attitudes and judgments that the practical nurse student will possess at the time of program completion. These statements serve as an organizer for the themes and concepts identified in the curriculum design.
Semester Outcomes	Behavioral statements that describe the knowledge, skills, behaviors, attitudes and judgments that the practical nurse student will possess at the completion of a particular portion of a program.
Leveling	The process of identifying key attributes that the learner will possess at strategic points in the program. This process provides the foundation for ensuring that program expectations build as the learner progresses through a program. It is based on the assumption that each level of the curriculum builds on previously taught content. Leveling guides the introduction of new content and learning opportunities.
Program Design	The design and structure of the curriculum is based on general program principles, program outcomes, the framework and the curriculum diagram. It involves identification of the courses to be taught, the sequencing of these courses, and the time-frame for program delivery.
Vertical Threads	The themes and concepts that arise from the framework and program outcomes. These serve as a focus for each semester of the program and guide the introduction of new content. <i>Examples</i> of vertical threads include: <ol style="list-style-type: none"> 1. Application of the nursing model 2. The nursing process 3. Nursing interventions 4. Professionalism 5. Nursing practice
Horizontal Threads	The themes and concepts that are consistently addressed in each course of the program. In some instances, the same concept may appear as both a vertical and a horizontal thread. <i>Examples</i> of horizontal threads include: <ol style="list-style-type: none"> 1. Professionalism 2. Critical thinking 3. Communication 4. Critical Inquiry 5. Safety



9. APPENDIX C: FRAMEWORK/PROGRAM PHILOSOPHY

The philosophy of the practical nurse program summarizes institutional values and faculty beliefs that determine program content and the manner in which the program is delivered.

The philosophy of a nursing education program should describe beliefs about:

- The individual, family and community,
- Health,
- Nursing,
- Practical nursing education,
- Teaching and learning.

A narrative description of the framework may be augmented with a diagram that depicts the interaction between and among the beliefs articulated in the philosophy.

An approach to the role of nursing theories during accreditation

One of the pivotal underpinnings of any nursing program is the nursing theory or framework around which the nursing curriculum is designed and delivered and applied.

There are many nursing theories that have evolved as the profession of nursing has developed and been recognized as profession. It is not so important which theory a nursing program chooses but how it is evidenced and applied within the curriculum.

Why does a nursing program need a nursing theory?

- Provides a Framework of reference.
- Validates organization of nursing program by use of an accepted theory.
- Consistent approach, applicable to nursing theory, nursing lab and clinical.
- Provides faculty and students a practical, understandable formula, methodology to discuss. Understand and make critical decisions for patient care and decision making.

Accreditation standard 4.1 states:

The practical nursing education program includes a comprehensive curriculum that:

4.1.3 – has a clearly stated framework

What is our job during accreditation survey?

- Establish that a nursing theory is used as framework.
- Establish that this nursing theory is threaded through all courses.
- Can be articulated by faculty, students as it would apply to them at level in program that they either. Teach or practice not just memorized.
- Logical and meaningful for faculty and students.
- Demonstrated application by faculty and students across all nursing theory, nursing lab and in clinical setting.
- Find examples that the nursing theory is utilized, applied , and assessed appropriate for the current scope of practice and student level within program.



How does the accreditation team determine that nursing program uses and demonstrates appropriate use of nursing theory?

Nursing program curriculum

- Evidenced by Theory blueprint threaded horizontally and vertically throughout the nursing program.
- Evidenced by being included in objectives for theory, nursing labs and clinical.
- Evidenced by being included in assessments and exams.
- Evidenced by expected inclusion in clinical setting.

Administration and nursing leadership

- Can identify nursing theory and articulate importance in program development and implementation.

Faculty

- Can articulate the theory in their own words and how it frames the course they teach.
- Can articulate how they incorporate the theory in their course of study, clinical lab and clinical setting.
- Can demonstrate that they assess the level of understanding and proficiency of students.
- Can demonstrate an example of how they assess or test that level of understanding and proficiency in students - in class discussions, assignments and nursing lab assessment.
- How they mentor students to utilize the theory.
- Can discuss how they can advocate for program enhancements based on application of nursing theory.

Students

- Can articulate the nursing theory or theories that guides nursing practice in their program of study.
- Can describe in their own words and at the appropriate level in their program how they use the theory.
- For example in semester one nursing fundamentals would introduce the theory that will be a consistent. Framework or term of reference for students as they learn to see their clients in their fullest context.
- In semester two in assessments students would understand the role that the framework plays in understanding and planning care for their patient in not just the current health care setting but in their larger community; i.e. family, community.
- In semester three, four how they use the theory in their critical thinking – clinical assessments, care planning, evaluation and advocacy.

Employer's feedback

- At appropriate level of scope of practice can describe students articulate and demonstrate a broader Nursing perspective that includes assessment, planning, documentation and critical thinking.



10. APPENDIX D: MASTER CONTENT MAP

MASTER CONTENT MAP		Anatomy and Physiology Prerequisites: Co-requisite: Credits
Course Description As per your submission.		
General Learning Outcomes	Learning	Upon completion of the course, the student will: <ul style="list-style-type: none"> • Use appropriate medical terminology • Identify common anatomical structures and physiological processes • Describe relationships between structure and function, systems and homeostatis • Apply the concepts in anatomy and physiology • Apply principles of microbiology to physiological processes
Specific Learning Outcomes	Learning	Upon completion of the course, the student will: <ul style="list-style-type: none"> • Apply concepts of A & P to self • Identify terminology, principles and processes of microbiology and their relationship to the control and transmission of infection and disease • Describe various microorganisms according to characteristics, including virulence and pathogenicity
Course Concepts and Major Content		<ul style="list-style-type: none"> • The language of Medicine • Cell theory • Homeostasis • Evolution • Hierarchy of structure • Atoms, ions and molecules • Ph and Electrolytes, buffers, salts • Organic compounds • Cellular Structure and Function • Membrane Transport • Cell Cycle • DNA Replication and Cell Cycle • Chromosomes and Heredity • Tissues, Glands and Membranes • Body Systems – structure, function and processes – Integumentary, Skeletal, Joints, Muscular, Nervous, Senses, Endocrine, Exocrine, Circulatory, Respiratory, Lymphatic, Immunity, Urinary, Water, Water Distribution, Electrolyte and Acid base Balance, Digestion, Metabolism, Reproduction • Structure and Function: Life Cycle Variations • Microbiology • Pathogens • Epidemiology



Suggested Teaching and Learning Strategies	<ul style="list-style-type: none"> • Interactive activities, quizzes, study outlines • Instructor led presentations and review of major concepts • CD-ROM review of systems
Suggested Evaluation Strategies	<ul style="list-style-type: none"> • Written critical thinking exercises • Mid-term examination • Final comprehensive examination (multiple choice, analysis of scenarios)
LPN Competencies Addressed	<p>A-5 Anatomy and Physiology A-6 Microbiology A-7 Pathophysiology A-8 Medical Language and Terminology F-2 Infection Prevention and Control Universal Precautions</p>
LPN Regulatory Requirements and Standards of Practice	<p>2: Knowledge Based Practice 2.2 Apply knowledge from nursing theory and science, other disciplines, evidence to inform decision making and LPN Practice.</p>



11. APPENDIX E: COURSE DESCRIPTIONS AND RELATIONSHIP TO CLPNA COMPETENCY PROFILE

Courses	Credits	Competencies
NFDN XXX: Course Title Course Description from Syllabus		List key competencies addressed in the course.



12. APPENDIX F: FORMAT OF COURSES

Material to be submitted for each course must include:

- Course Number and Course Name
- Calendar Course Description
- Total Course Hours and Credits
- Prerequisites/Co-requisites
- Instructor Information (if available)
- Course Outcomes
- Textbook(s)
- Additional Resources
- CLPNA Competencies (use broad categories such as W–Professionalism)
- CLPNA Standards of Practice
- Instructional Methods
- Assessment Methods

For example:

Assessment Method	Description	Value
Assignment 1	Demonstrate use of the nursing model to develop a nursing care plan based on the attached case study.	20%
Assignment 2	Group presentation – roles and responsibilities of the following health care personnel: Physician, RN, RPN, LPN, Physiotherapist, Social Worker, etc.	20%
Final Exam (multiple choice and short answer questions)	Demonstrate knowledge of course content.	40%

- Grading Policies – passing grade, provision for supplemental examination, progression to next semester, etc.
- Course Policies including attendance, preparation for class, extensions for assignments, etc.
- Course Schedule

For example:

Date	Topics	Text References	Additional References
Week 1	Unit 1 - Immune Disorders	Chapter XX,	CD ROM
Week 2	Unit 2 - Surgical Asepsis	Chapter XX	Surgical Asepsis video
Week 8	Mid-term Examination		
Week 10	Assignment # 2 due		



- Overview of each unit in the course. This should include:
 - An introductory statement regarding purpose of the unit and relevance of content for the practical nurse
 - A listing of topics (optional; appropriate when topics are not totally reflected in course schedule)
 - Learning outcomes for each unit

There are numerous ways to define a unit in a course. In courses like A & P, Pathophysiology, programs often define units based on a systems approach. In courses like Nursing Theory 101, major concepts are frequently used. You have identified 17 topic areas, each of which might be considered a unit.

If the content within a unit has a particular focus (i.e., legal aspects of nursing) it will greatly facilitate development of unit objectives.

- Written Assignments including learning objectives, assignment directions, and marking criteria.
- Copies of scenarios and case studies used as teaching strategies.
- Examples of examination questions.



13. APPENDIX G: CURRICULUM DIAGRAM

A curriculum diagram is a means of visually explaining how the content in the curriculum is organized and presented.

The diagram should include information regarding organizing principles underlying the curriculum. Horizontal and vertical threads should also be included.

The information included in the document below is intended to provide a format and examples of information that might appear in a curriculum diagram. It is not comprehensive and does not represent an entire curriculum.

Vertical Threads	Nursing Model and Application	Professionalism	Nursing Practice	Knowledge
Semester 1 Focus on self as an individual Focus on wellness	Basic understanding of the model(s) as applied to self	LPN Role History of practical nursing	Lab practice of health assessment Lab application of model	A & P Health Assessment Nursing
Semester 2 Focus on patient Focus on chronic illness	Application of the model(s) to clients	Scope of Practice Policies and Procedures	Lab skill practice Skills of Daily Living Continuing care	Pathophysiology Pharmacology
Semester 3 Focus on patient within context of family Focus on acute illness	Application of the model(s) to individual families	Legal and ethical considerations	Acute care Medical Surgical Skills	Nursing
Semester 4 Focus on patient within the context of the community Focus on role of graduate practical nurse	Model(s) applied to specific families in the community	Professional ethics Scope of Practice Collaborative interdisciplinary practice	Advanced Practice Leadership	All content to date



Horizontal Threads addressed in each course and semester includes:

- ***Safety, Critical Thinking, Therapeutic Communication, Scope of Practice***
- ***There could be many more horizontal threads addressed in the curriculum; the above is just an example***

Organizing Principles are:

- ***Simple to complex***
- ***Individual to Family to Community***
- ***Wellness to Illness***