A: Nursing Knowledge

Please note: Competencies within this section of the Profile are to be taken in consideration with competencies outlined throughout this document and are not intended to be standalone.

Important: LPNs are responsible to ensure they have any required education or training and the individual competence prior to performing these competencies.

Competency **A-1: Critical Thinking**

- A-1-1 Demonstrate knowledge and application of critical thinking supported with evidence-informed inquiry in nursing practice within all settings of healthcare delivery across the continuum of care.
- A-1-2 Demonstrate knowledge of how critical thinking and evidence-informed inquiry influence clinical judgment and decision making.
- A-1-3 Demonstrate application of evidence-informed inquiry to expand critical thinking and decision making:
 - actions
 - assumptions
 - beliefs

- conclusions
- ideas
- principles
- A-1-4 Demonstrate knowledge and ability to apply critical thinking and evidence-informed inquiry throughout the decision-making process:
 - identify facts
 - assess risk
 - analyze best available evidence
- clarify and challenge assumptions
- identify and analyze the context
- identify anticipated outcome

Competency

A-2: Clinical Judgment and Decision Making

- A-2-1 Demonstrate knowledge of the importance of clinical judgment and decision making in nursing practice and interpersonal relationships within all settings of healthcare delivery across the continuum of care.
- A-2-2 Demonstrate knowledge and ability to integrate evidence-informed practice in clinical judgment and decision making:
 - identify concern
 - reflect on prior knowledge, experience, and intuition
 - assess potential for inaccuracies
 - establish and implement a plan to achieve desired outcomes
- evaluate process and outcomes
- incorporate changes if required
- contribute to policy and procedure development
- assess impact of knowledge gained on professional practice
- A-2-3 Demonstrate knowledge and ability to provide evidence-informed, person-centered care in all settings of healthcare delivery across the continuum of care:
 - patient engagement
 - holistic assessment
 - informed consent
 - patient needs, values, and preferences
- collaborative partnerships
- empowering communications
- health advocacy, support, and empowerment
- access and autonomy
- A-2-4 Demonstrate knowledge and understanding of the *Calls to Action of the Truth and Reconciliation Commission of Canada*, encompassing advocacy and collaboration of Indigenous health knowledge and healing practices.
- A-2-5 Demonstrate knowledge and ability to identify the relationship between person-centered care and health outcomes:
 - anxiety reduction
 - satisfaction with health outcomes
 - engagement and empowerment
- rights, needs, goals, and preferences
- satisfaction with healthcare system
- self-management and self-efficacy
- A-2-6 Demonstrate knowledge and ability to communicate and collaborate with inter-professional team as necessary throughout the decision-making process.

Competency

A-3: Time Management

Competency Statement - A Licensed Practical Nurse will:

A-3-1 Demonstrate knowledge and ability to manage time effectively.

A-3-2 Demonstrate knowledge and ability to prioritize and manage patient care according to:

- emergent immediate threat to survival or safety
- urgent care needs requiring immediate intervention
- less urgent care needs requiring non-immediate interventions
- non-urgent anticipated future care need

A-3-3 Demonstrate knowledge and ability to seek guidance and assistance from inter-professional team as necessary.

A-3-4 Demonstrate ability to respect inter-professional team in decisions of time management:

- arrive for work on time
- collaborate in care delivery
- maintain professionalism in practice
- limit personal activities to personal time
- manage breaks effectively
- remain until transfer of care is complete to avoid abandonment of care
- adapt to unexpected change

A-3-5 Demonstrate knowledge and ability to perform admission and discharge procedures in a timely and efficient manner:

- complete patient assessment and history
- medication reconciliation
- advance care planning, Goals of Care
- processing orders
- managing transfers and referrals
- health teaching and coaching
- documenting and reporting
- emotional support
- advocating for patient care needs
- coordinating care supports

Competency A-4: Health Teaching and Coaching

Competency Statement - A Licensed Practical Nurse will:

- A-4-1 Demonstrate knowledge of factors that influence teaching and learning:
 - access to resources and technology
 - technology capability
 - determinants of health
 - individual health literacy
 - learning styles and preferences
- A-4-2 Demonstrate knowledge and ability to apply health teaching and coaching principles to achieve effective learning:
 - goal setting

positive psychology

motivational practices

- health promotion
- A-4-3 Demonstrate ability to apply nursing knowledge, evidence informed practice, and clinical expertise in health teaching and coaching.
- A-4-4 Demonstrate knowledge and ability to develop and deliver an individualized teaching and coaching plan to foster patient decision making and navigation of the healthcare system.
- A-4-5 Demonstrate knowledge and ability to evaluate teaching, coaching, and learning outcomes.

Competency

A-5: Anatomy and Physiology

- A-5-1 Identify the structures and functions of the body.
- A-5-2 Describe the anatomical organization of the body.
- A-5-3 Describe the cellular chemistry and organization of the body.
- A-5-4 Describe cellular functions.
- A-5-5 Explain how cells are organized into tissue, organs, and systems of the body.
- A-5-6 Identify and explain the structure and function of the body systems:
 - cardiovascular
 - circulatory
 - digestive
 - endocrine
 - genitourinary
 - immune

- integumentary
- lymphatic
- musculoskeletal
- nervous and sensory
- reproductive
- respiratory
- A-5-7 Identify and explain the components of blood and blood products.
- A-5-8 Describe the life processes of:
 - homeostasis
 - metabolism
 - reproduction

Competency **A-6: Microbiology**

- A-6-1 Explain characteristics of micro-organisms and their role in the transmission of disease.
- A-6-2 Describe and differentiate pathogens and non-pathogens.
- A-6-3 Describe and differentiate bacteria, viruses, and fungi.
- A-6-4 Describe the normal micro-organisms within the human body.
- A-6-5 Describe conditions for growth and transferability of micro-organisms.
- A-6-6 Explain the concept of asepsis.
- A-6-7 Explain the principles of disease prevention and health promotion.
- A-6-8 Describe the concept and practice of infection prevention and control.

Competency A-7: Pathophysiology

Competency Statement - A Licensed Practical Nurse will:

- A-7-1 Define pathophysiology as the science of physiological and psychological disease processes within the human body.
- A-7-2 Identify and describe pathophysiology processes:
 - acute conditions/disorders
- etiology
- chronic conditions/disorders
- manifestations

- complications
- A-7-3 Identify the etiology, pathophysiology, and complications of common health problems for all body systems.
- A-7-4 Describe body responses to disease:
 - carcinogenesis

- inflammation
- cellular/tissue/organ/system level
- psychological

genetic

stress

- immunity
- A-7-5 Describe the processes of inflammation, infection, and healing.
- A-7-6 Explain types of trauma and their pathophysiological affect:
 - addictions
 - burns
 - fractures
 - hemorrhage

- mental health
- multisystem failure
- neurological
- surgical
- A-7-7 Explain common medical management in relation to pharmacology, surgery, anesthesia, and treatments.
- A-7-8 Describe diagnostic tests commonly used in healthcare.

Competency A-8: Medical Language and Terminology

- A-8-1 Identify meanings of common prefixes, suffixes, and root words used in reporting and documenting.
- A-8-2 Identify common abbreviations used in healthcare.
- A-8-3 Use appropriate medical language and terminology in reporting and documentation to support patient safety and continuity of care.
- A-8-4 Follow employer requirements regarding use of abbreviations and medical terminology.

Competency A-9: Human Growth and Development

- A-9-1 Explain theories of human growth and development across the life span.
- A-9-2 Describe the stages of human growth and development across the life span.
- A-9-3 Describe significant physical, psychological, social, cognitive, moral, spiritual, and cultural developments across the life span.
- A-9-4 Describe how factors of environment, genetics, culture, lifestyle, religion, spirituality, and maturation influence growth and development across the life span.
- A-9-5 Describe the process of learning associated to the stages of human growth and development across the lifespan.
- A-9-6 Describe the stages of dying, death and the grieving process across the lifespan.

Competency A-10: Nutrition and Health

- A-10-1 Describe the importance of nutrition to growth and development, health and recovery.
- A-10-2 Identify the functions, major sources, and daily requirements for common nutrients:
 - carbohydrate
 - fat
 - fiber

- minerals
- protein
- vitamins
- A-10-3 Identify the Canada Food Guide and/or special dietary requirements for healthy and chronic conditions across the life span.
- A-10-4 Identify factors that affect nutrition and hydration.
- A-10-5 Identify the indicators of adequate and inadequate nutrition and hydration.
- A-10-6 Describe methods to assess nutrition and hydration status:
 - body mass index
 - diet history
 - food allergies
 - general appearance
 - height and weight
 - intake/output

- lab values
- perception of body image
- skin turgor
- swallowing
- waist circumference
- A-10-7 Describe the purpose and elements of therapeutic diets and diet restrictions.
- A-10-8 Identify when to consult with a dietician or nutritionist.

Competency **A-11: Pharmacology**

- A-11-1 Define pharmacology and the related terminology.
- A-11-2 Describe the process of pharmacokinetics and pharmacodynamics across the life span.
- A-11-3 Identify classifications, generic, and trade names of drugs and medications and appropriate pharmacological resources.
- A-11-4 Describe the principles of pharmacology:
 - assessment
 - controlled substances
 - documentation

- policy and procedures
- safe handling (storage, transport, disposal)
- A-11-5 Identify the common routes of medication administration.
- A-11-6 Recognize and interpret low, high, and, expected lab values related to pharmacology.
- A-11-7 Describe the effects of drugs and medications:
 - adverse, idiosyncratic, and paradoxical reaction
 - allergic reaction
 - body system impact
 - drug interactions

- side effects
- synergistic effects (additive and antagonist)
- therapeutic effects
- desired effect
- A-11-8 Describe the signs, symptoms and treatment of anaphylaxis.
- A-11-9 Identify common systems of measurement in medication administration.
- A-11-10 Identify appropriate formulas to calculate medication dosages.
- A-11-11 Identify the difference between intentional and unintentional drug use and dependence.
- A-11-12 Identify the difference between physiological and psychological dependence.
- A-11-13 Identify common drug and medication legislation and standards.
- A-11-14 Identify roles and responsibilities of inter-professional team related to pharmacology.

Major Competency

A: Nursing Knowledge

Competency

A-12: Social Sciences and Humanities

Competency Statement - A Licensed Practical Nurse will:

A-12-1 Describe fundamentals of nursing knowledge that encompass human caring related to arts, sciences, and humanitarianism:

- experiences
- phenomena
- processes

A-12-2 Demonstrate foundations of English language and literacy:

- comprehension
- content
- grammar
- mechanics

- organization
- rhetorical analysis
- writing skill and style
- verbal communication

A-12-3 Identify effective communication strategies to engage with individuals, groups, and communities:

- interpersonal
- professional
- therapeutic
- A-12-4 Identify concepts of personal health and wellness related to individuals, groups and communities:
 - communicable disease control
 - immunization
 - mental health, addictions, and stress management
 - neglect, abuse, and violence
 - nutrition

- physical activity
- gender identity and sexuality
- family planning
- population health
- prevention and wellness
- A-12-5 Describe foundations of health and wellness of self and others across the lifespan:
 - environmental
 - psychological
 - physical

- social
- spiritual

A-12-6 Describe the social determinants of health and impact on individual health and wellness.

A: Nursing knowled

Competency

A-12: Social Sciences and Humanities

Competency Statement - A Licensed Practical Nurse will:

A-12-7 Explain foundations of psychology in relation to human behaviour and development across the life span:

- behavior
- cognition and intelligence
- conditioning and learning
- emotion and motivation
- memory

- perception
- sensation
- states of consciousness
- stress and health
- psychological health and illness

A-12-8 Explain and demonstrate advocacy through promotion of wellness behavior and practices for:

- individuals
- groups
- communities
- A-12-9 Demonstrate knowledge and ability to apply foundations of sociology to ethical nursing practice.
- A-12-10 Demonstrate knowledge of foundations of sociology related to social behavior and relationships across the lifespan:
 - social
 - biological
 - emotional
 - political

- cultural
- cognitive
- spiritual

Competency **A-13: Research and Best Practices**

- A-13-1 Demonstrate knowledge and ability to apply critical thinking and evidence-informed inquiry in validation and application of research:
 - reliability
 - ethics
 - bias

- methodology
- relevance
- credibility
- A-13-2 Demonstrate knowledge and ability to implement research and best practices into evidence informed practice.
- A-13-3 Demonstrate knowledge and ability to involve patients, families, and inter-professional team in formalized research.
- A-13-4 Demonstrate the ability to participate with research team to plan, conduct, and evaluate nursing research.