



Ordre des infirmières
et infirmiers auxiliaires
du Québec

Professional competency profile for Licensed Practical Nurses

Professional competency profile

Definitions

- The **competency profile** lists all of the professional competencies that LPNs must demonstrate.
- A **field of competency** includes various different competencies associated with a given field or area.
- A **professional competency** is defined as a practical skill (based on knowledge, expertise and know-how, depending on the care context) that is applied in accordance with the laws and regulations governing LPNs' professional practice. A given competency may be associated with several different competency elements and evaluation criteria.
- The **competency elements** describe the competency's various components and constitute LPNs' principal activities.
- The **evaluation criteria** provide indications about activity-related requirements and pertain to the expected level of competency.
- The **examples** of expected conduct are observable signs that demonstrate that an LPN meets the evaluation criteria.

Fields of Competency and Professional Competencies

Fields of competency	Professional competencies
A Communication	1. Communicate with the person and his/her loved ones 2. Communicate with the care team and the interdisciplinary team 3. Record information
B Contribution to the evaluation of a person's state of health*	4. Gather and analyze information 5. Take part in drawing up the care approach
C Caregiving	6. Take measures to prevent and control infections 7. Takes action in the area of pharmacotherapy 8. Provide care
D Professional development	9. Be committed to professional development

* The term "person" includes all clients/patients with whom LPNs may be required to work.



Field of competency: A

Communication

Communication, whether verbal, non-verbal or written, is an essential aspect of the LPN profession. The trust-based relationship between LPNs, the person and his/her loved ones is a condition that favours information exchanges and effective caregiving. The information conveyed by LPNs to the members of the care team and the interdisciplinary team is essential to ensuring a care continuum that meets the person's needs. When conveying or acquiring information, LPNs know how to use traditional communication tools and how to adapt to new technologies.

Professional competency



1. Communicates with the person and his/her loved ones

Competency elements

1.1 Establishes a trust-based professional relationship

Evaluation criteria

Listens and shows empathy

- EX • Pays attention to what the person expresses, not only verbally but also non-verbally
- Encourages the person and his/her loved ones to express their needs and concerns

Respects the person and his/her values*

- EX • Demonstrates politeness and courtesy
- Avoids overly familiar or condescending language
- EX • Shows concern for the person's ethnic, cultural and religious particularities
- Responds within a reasonable period of time to requests made by the person and his/her loved ones
- Honours personal commitments

Collaborates in decisions concerning the person

- EX • Encourages the person to make his or her own decisions
- Ensures that the person's free and informed consent is obtained at all times

Maintains professional secrecy*

- EX • Does not discuss confidential information with unauthorized persons
- Discusses the person's state of health with colleagues in private
- Does not disclose information provided by the person regarding his/her private life

Competency elements

1.2 Conveys information regarding care, health and social services relating to his/her professional activities

Evaluation criteria

Provides accurate, relevant, clear and complete information*

- EX • Encourages the person to play an active role in his/her health and to adopt healthy lifestyle habits
- Conveys information based on high-quality reference sources
- EX • Explains to the person and to his/her loved ones: how to use a device that will be used at home, why steps to prevent and control infections should be taken, the indications and side effects of medications, the care process and related precautions.
- Advises the person of any change in his/her state of health
- Advises the person and/or a loved one following an incident or accident
- Ensures that the person is provided with all necessary information to make a free and informed choice
- Directs the person towards resources likely to meet his/her needs

Adapts information to the person and his/her loved ones

- Determines the person's capacity to take care of him/herself
- Determines the loved one's capacity to provide care
- Verifies the knowledge of the person or the loved one before conveying information
- Adapts the message and level of language to the person or his/her loved one
- Verifies the understanding of the person or the loved one after conveying information

EX

Maintains professional secrecy*

- Takes care to convey to loved ones only information that the person is willing to share

EX

Adheres to his/her field of practice*

- Makes sure to convey information that falls within his/her fields of competency

EX



Legal references

Code of Ethics, sections 3, 6, 8, 9, 12, 48 and 49
Professional Code, sections 37.1 (5), 39.4 and 60.4



Clinical references

PATENAUDE, Odette (2014). Au cœur des soins infirmiers :
guide d'apprentissage de la relation d'aide (3e édition).
FIDES. 218 p. ISBN : 9782923989969

PHANEUF, M. (2016). La relation soignant-soigné –
L'accompagnement thérapeutique (2e édition).
Montréal : Chenelière Éducation

LAPOINTE, B. et I. GAUTHIER (2010). Examens et épreuves
diagnostiques (2e édition). Mont-Royal : Decarie Éditeur

Professional competency



2. Communicates with the care team and the interdisciplinary team

Competency elements

2.1 Conveys and receives information on the person during: shift or inter-departmental reports, formal meetings and informal exchanges

Evaluation criteria

Provides accurate, relevant, clear and complete information*

EX

- Faithfully describes the problems observed with the person and the aspects to be monitored with his/her colleagues who will be working the following shift
- Reports any problematic situations to another professional in order to obtain information on actions to be taken

Uses professional language

EX

- Uses recognized terminology and abbreviations

Listens

EX

- Pays attention to information conveyed during team meetings
- Asks questions to gain a better understanding

Takes action within a reasonable period of time

EX

- Promptly advises the professional concerned about any urgent information or abnormal situations
- Promptly reports to the registered nurse or doctor if there are any changes in the person's state of health

Maintains professional secrecy*

EX

- Discusses confidential information in private
- Discloses only necessary information concerning the person

Competency elements

2.2 Locates the necessary information in documents

Evaluation criteria

Consults relevant documents

EX

- Knows and understands documents containing information on the person
- Effectively uses technological tools to gather information

Maintains confidentiality*

EX

- Consults only the required information

Competency elements

2.3 Conveys information regarding care, health and social services relating to his/her professional activities

Evaluation criteria

Provides accurate, relevant, clear and complete information*

EX

- Conveys information based on high-quality reference sources
- Acts as a tutor with an LPN
- Explains a care method to a beneficiary attendant

Uses professional language

EX

- Uses recognized terminology and abbreviations

Adapts information to learners (colleagues, attendants, students)

EX

- Verifies the learner's level of knowledge before conveying information
- Adapts the message to the learner
- Verifies the learner's understanding after conveying information

Adheres to his/her field of practice*

EX

- Ensures that information conveyed falls within his/her areas of competency



Legal references

Code of Ethics, sections 3, 6, 48, 49, 73 and 74
Professional Code, sections 37.1 (5) and 60.4



Clinical references

MSSS (2008). Programme national de soutien clinique – Volet préceptorat. [Online] www.msss.gouv.qc.ca/extranet/defimo

CHEVALLIER, Jacques (2015). Précis de terminologie médicale (9e édition). Éditeur : Maloine. ISBN : 9782224034405

DELAMARE (2012). Dictionnaire abrégé des termes de médecine (6e édition).

SOUCY, Sylvie (2017). Cahier de terminologie médicale (2e édition). Montréal : ERPI. ISBN : 9782761321938

Professional competency



3. Records information

Competency elements

3.1 Writes notes and reports, including: progress notes in the person's medical chart, shift / interdepartmental reports and incident / accident reports

Evaluation criteria

Provides accurate, relevant, clear and complete information*

- Records necessary information on the person in the correct documents
- Accurately records the health parameters measured
- Systematically describes the person's condition before, during and after administering an as-needed medication (PRN) in the progress note
- Effectively uses technological tools to keep his/her colleagues informed
- Reports all errors and omissions (personal and others')
- Accurately transcribes prescriptions given verbally by the doctor

EX

Takes action within a reasonable period of time

- Records medications on the medication administration sheet (MAS) immediately after they are administered
- Promptly records prescriptions given by the doctor

EX

Complies with the standards in effect*

- Uses recognized terminology and abbreviations
- Ensures that there are no spelling or grammatical errors
- When signing documents, also records his/her initials and professional designation

EX

Maintains professional secrecy*

- Only records necessary information on the person
- Ensures that confidential documents are not left within sight or reach of unauthorized persons

EX

Competency elements

3.2 Fills out system record forms, including: sheets for vital/neurological signs, blood sugar levels, etc.

Evaluation criteria

Provides accurate, relevant, clear and complete information*

EX

- Records necessary information on the person in the correct documents
- Accurately records the health parameters measured
- Systematically describes the person's condition before, during and after administering an as-needed medication (PRN) in the progress note
- Effectively uses technological tools to keep his/her colleagues informed
- Reports all errors and omissions (personal and others')
- Accurately transcribes prescriptions given verbally by the doctor

Takes action within a reasonable period of time

EX

- Records medications on the medication administration sheet (MAS) immediately after they are administered
- Promptly records prescriptions given by the doctor

Complies with the standards in effect*

EX

- Uses recognized terminology and abbreviations
- Ensures that there are no spelling or grammatical errors
- When signing documents, also records his/her initials and professional designation

Maintains professional secrecy*

EX

- Only records necessary information on the person
- Ensures that confidential documents are not left within sight or reach of unauthorized persons

Competency elements

3.3 Records any medications administered on the medication administration sheet (MAS)

Evaluation criteria

Provides accurate, relevant, clear and complete information*

EX

- Records necessary information on the person in the correct documents
- Accurately records the health parameters measured
- Systematically describes the person's condition before, during and after administering an as-needed medication (PRN) in the progress note
- Effectively uses technological tools to keep his/her colleagues informed
- Reports all errors and omissions (personal and others')
- Accurately transcribes prescriptions given verbally by the doctor

Takes action within a reasonable period of time

EX

- Records medications on the medication administration sheet (MAS) immediately after they are administered
- Promptly records prescriptions given by the doctor

Complies with the standards in effect*

EX

- Uses recognized terminology and abbreviations
- Ensures that there are no spelling or grammatical errors
- When signing documents, also records his/her initials and professional designation

Maintains professional secrecy*

EX

- Only records necessary information on the person
- Ensures that confidential documents are not left within sight or reach of unauthorized persons

Competency elements

3.4 Records prescriptions in the person's chart and on the medication administration sheet (MAS)

Evaluation criteria

Provides accurate, relevant, clear and complete information*

EX

- Records necessary information on the person in the correct documents
- Accurately records the health parameters measured
- Systematically describes the person's condition before, during and after administering an as-needed medication (PRN) in the progress note
- Effectively uses technological tools to keep his/her colleagues informed
- Reports all errors and omissions (personal and others')
- Accurately transcribes prescriptions given verbally by the doctor

Takes action within a reasonable period of time

EX

- Records medications on the medication administration sheet (MAS) immediately after they are administered
- Promptly records prescriptions given by the doctor

Complies with the standards in effect*

EX

- Uses recognized terminology and abbreviations
- Ensures that there are no spelling or grammatical errors
- When signing documents, also records his/her initials and professional designation

Maintains professional secrecy*

EX

- Only records necessary information on the person
- Ensures that confidential documents are not left within sight or reach of unauthorized persons



Legal references

Code of Ethics, sections 3, 6, 11, 17, 48 and 49
Professional Code, section 60.4
Controlled Drugs and Substances Act

Règlement sur les normes relatives aux ordonnances faites par un médecin, section 7 (available in French only)



Clinical references

CHEVALLIER, Jacques (2015). Précis de terminologie médicale (9e édition). Éditeur : Maloine. ISBN : 9782224034405

Institut pour l'utilisation sécuritaire des médicaments du Canada (2006). Éliminer l'utilisation dangereuse d'abréviations. [Online] www.ismp-canada.org/fr/

SOUCY, Sylvie (2017). Cahier de terminologie médicale (2e édition). Montréal : ERPI. ISBN : 9782761321938

BRASSARD, Yvon (2013). Apprendre à rédiger des notes d'évolution au dossier (5e édition) volume 1 et 2. Longueuil : Loze-Dion

Méthodes de soins informatisés (MSI). CESS [Online]



Field of competency: B



Contributes to the evaluation of the person's state of health

At all times, LPNs use their clinical judgment to gather data and observe clinical signs (objective as well as subjective). They also relate their observations to the person's state of health and his/her pathologies. They analyze this information to contribute, along with other members of the interdisciplinary team, to the evaluation of the person's state of health and put together the care plan. Throughout the care process, LPNs determine which activities fall within their areas of responsibility.



4. Gather and analyze information

Competency elements

4.1 Collects data

Evaluation criteria

Consults relevant information sources

EX

- As needed, consults information on file, loved ones or other stakeholders
- Asks the right people the right questions at the right time

Gathers accurate and necessary information

EX

- Adapts questions to obtain the desired information
- Carefully fills out questionnaires

Complies with the standards in effect*

EX

- Uses the institutions' documents properly

Competency elements

4.2 Observes and measures signs and symptoms

Evaluation criteria

Observes the person vigilantly

EX

- Pays attention to what the person expresses, not only verbally but also non-verbally

Takes accurate measurements

EX

- Asks specific questions to properly identify the symptoms
- Uses measurement devices properly
- Uses measurement scales properly

Competency elements

4.3 Relates clinical signs to the persons' pathologies and situation

Evaluation criteria

Makes accurate connections



- Recognizes the person's needs in relation to his/her pathology
- Looks into causes if the person is exhibiting unusual signs

Competency elements

4.4 Ensures that the data gathered are monitored and tracked

Evaluation criteria

Is alert to signs of an abnormal situation*



- Is familiar with follow-up activities required for the persons' state of health
- Anticipates potential problems
- Makes frequent visits



Legal references

Code of Ethics, sections 3, 13 and 25
Professional Code, sections 37 (p) and 37.1 (5d)



Clinical references

BERMAN, A. et autres (2012). Soins infirmiers – Théorie et pratique – Tomes 1 à 3 (2e édition). Montréal : ERPI

BRASSARD, Yvon (2013). Apprendre à rédiger des notes d'évolution au dossier (5e édition) volume 2. Longueuil : Loze-Dion

BRUNNER et autres (2011). Soins infirmiers – Médecine et chirurgie – Tomes 1 à 6 (5e édition). Montréal : ERPI
Méthodes de soins informatisés (MSI). CESS [En ligne]

BINDLER, R. et J. BALL (2010). Soins infirmiers en pédiatrie (2e édition). Montréal : ERPI

BRASSARD, Y., MILETTE, I. et autres (2012). Soins infirmiers en périnatalité. Montréal : Chenelière Éducation

FORTINASH, K. M. et autres (2016). Soins infirmiers – Santé mentale et psychiatrie (2e édition). Montréal : Chenelière Éducation

LADEWIG, P. et autres (2010). Soins infirmiers en périnatalité (4e édition). Montréal : ERPI

LEWIS, S. L. et autres (2016). Soins Infirmiers – Médecine et Chirurgie – Tomes 1, 2 et 3. (2e édition). Montréal : Chenelière Éducation



Clinical references

MARIEB et HOEHN (2017). Anatomie et physiologie humaines (5e édition). Montréal : ERPI

MASSÉ, L. et autres (2012). Soins infirmiers en pédiatrie. Montréal : Chenelière Éducation

VOYER, P. (2013). Soins infirmiers aux aînés en perte d'autonomie (2e édition). Montréal : ERPI

HÉBERT, Réjean et autres. Démarche SMAF. Sherbrooke : Centre d'expertise en santé de Sherbrooke. [En ligne]
www.demarchesmaf.com/fr/outils/grille/

Lignes directrices de pratiques cliniques pour la prévention et le traitement du diabète au Canada (2013). Association canadienne du diabète [En ligne]

professional competency



5. Take part in drawing up the care approach

Competency elements

5.1 Collaborates with various stakeholders to determine the person's needs and to plan the care given, the actions taken and the services provided.

Evaluation criteria

Takes the person's state of health and wishes into account*

- EX • Takes action to ensure that the team's decisions are in line with the person's wishes

Gives his/her opinion on the care given, actions taken and services provided

- EX • Suggests action based on what he/she knows about the person

Demonstrates team spirit

- EX • Actively participates in discussions
- Builds trust with the care team
- States his/her ideas respectfully
- Demonstrates openness to others' ideas

Competency elements

5.2 Collaborates with the registered nurse in putting together the following: Therapeutic nursing plan (TNP), care/nursing plan and wound treatment plan

Evaluation criteria

Takes the person's state of health and wishes into account*

- EX • Takes action to ensure that the team's decisions are in line with the person's wishes

Gives his/her opinion on the care given, actions taken and services provided

- EX • Suggests action based on what he/she knows about the person

Demonstrates team spirit

EX

- Actively participates in discussions
- Builds trust with the care team
- States his/her ideas respectfully
- Demonstrates openness to others' ideas

Competency elements

5.3 Plans and prioritizes his/her actions

Evaluation criteria

Takes the person's state of health and wishes into account

EX

- Provides for sufficient care time based on the needs of each person
- Modifies how his/her work is organized to deal with unexpected situations

Demonstrates good organizational skills

EX

- Provides for sufficient time to carry out his/her activities safely
- Effectively uses the resources at his/her disposal

Adheres to his/her field of practice*

EX

- Verifies the prescription and/or the therapeutic nursing plan (TNP) to ensure that the relevant instructions are carried out
- Seeks the necessary assistance in situations exceeding the limits of his/her competence



Legal references

Code of Ethics, sections 6, 9, 13 and 25

Professional Code, section 37.1 (5)



Clinical references

BINDLER, R. et J. BALL (2010). Soins infirmiers en pédiatrie (2e édition). Montréal : ERPI

BRASSARD, Y., MILETTE, I. et autres (2012). Soins infirmiers en périnatalité. Montréal : Chenelière Éducation

FORTINASH, K. M. et autres (2016). Soins infirmiers – Santé mentale et psychiatrie (2e édition). Montréal : Chenelière Éducation

LADEWIG, P. et autres (2010). Soins infirmiers en périnatalité (4e édition). Montréal : ERPI

LEWIS, S. L. et autres (2016). Soins Infirmiers – Médecine et Chirurgie – Tomes 1, 2 et 3. (2e édition). Montréal : Chenelière Éducation

MARIEB et HOEHN (2017). Anatomie et physiologie humaines (5e édition). Montréal : ERPI

MASSÉ, L. et autres (2012). Soins infirmiers en pédiatrie. Montréal : Chenelière Éducation

VOYER, P. (2013). Soins infirmiers aux aînés en perte d'autonomie (2e édition). Montréal : ERPI

HÉBERT, Réjean et autres. Démarche SMAF. Sherbrooke : Centre d'expertise en santé de Sherbrooke. [Online] www.demarchesmaf.com/fr/outils/grille/

Lignes directrices de pratiques cliniques pour la prévention et le traitement du diabète au Canada (2013). Association canadienne du diabète [Online]

Traitement de l'hypoglycémie : personne consciente (2014). Diabète Québec [Online]

Méthodes de soins informatisés (MSI). CESS [Online]



Field of competency: C



Caregiving

The core purpose of the LPN profession is to provide high-quality care in order to maintain health, recover from or prevent illness or provided palliative care. LPNs have a key role to play in preventing and controlling infections, as well as in pharmacotherapy. In accordance with the care approach, LPNs apply various care methods while exercising judgment and showing autonomy. By always seeking to adapt their actions to the person's state of health, LPNs are better positioned to provide follow-up care. At all times, LPNs comply with strict rules governing hygiene, sterile conditions and safety, not only to protect the persons under their responsibility but also themselves.

Professional competency



6. Takes measures to prevent and control infections

Competency elements

6.1 Relates the persons' state of health to the precautions to be taken

Evaluation criteria

Consults recognized reference sources

- EX • Uses online care methods (OCM) for information on appropriate measures

Makes accurate connections

- EX • Recognizes why a given measure is applied

Competency elements

6.2 Applies asepsis rules when using and disposing of therapeutic materials

Evaluation criteria

Complies with recognized safety practices*

- EX • Disinfects equipment (blood pressure cuffs, oximeters, stethoscopes, etc.) after each use
- Disposes of contaminated materials safely

Competency elements

6.3 Applies basic practices and additional precautions when providing care

Evaluation criteria

Takes the person's state of health into account

EX

- Pays attention to the person's comfort level when applying a measure

Complies with recognized safety practices*

EX

- Applies the "4 moments" of hand hygiene
- Wears and removes personal protective equipment (PPE) properly
- Wears gloves whenever there is a risk of contact with biological fluids and removes them at the appropriate time

Competency elements

6.4 Ensures that measures are applied properly by the person, his/her loved ones and other stakeholders

Evaluation criteria

Is rigorous

EX

- Advises any persons, loved ones or stakeholders who fail to adhere to a measure



Legal references

Code of Ethics, section 3



Clinical references

Pratiques en matière d'hygiène des mains dans les milieux de soins (2012). Agence de la santé publique du Canada [Online]

Guide de prévention des infections dans les résidences privées pour aînés (2014). Gouvernement du Québec [Online]

La prévention des infections des voies urinaires associées aux cathéters (2015). INSPQ, Section 1.1.3, Section 1.2.2 [Online]

Programme de prévention - Expositions au sang chez les travailleurs de la santé (2016). ASSTSAS [Online]

Guide de soins de plaies (2010). OIIAQ. Section « Plaie »

Les infections – Mesures pour les éviter (2015). ASSTSAS

Méthodes de soins informatisés (MSI). CESS [Online]

Professional competency



7. Takes action in the area of pharmacotherapy

Competency elements

7.1 Relates the person's state of health to pharmacotherapy

Evaluation criteria

Consults recognized reference sources

- EX • Uses the Compendium of Pharmaceuticals and Specialties (CPS) to find information on a medication's expected effects and side effects

Makes accurate connections*

- EX • Is familiar with the medications he/she administers
- Recognizes the usefulness of a medication

Competency elements

7.2 Calculates, measures and mixes substances with a view to preparing medications

Evaluation criteria

Is precise

- EX • Uses the "rule of 3" (cross product) when calculating the dose of a medication

Complies with the prescription and the TNP*

- EX • Verifies the prescription and/or the therapeutic nursing plan (TNP) before preparing medications

Complies with recognized safety practices*

- EX • Verifies the shelf life of substances used

Competency elements

7.3 Administers medications or other substances via various routes, other than intravenously

Evaluation criteria

Takes the person's physical and psychological well-being into account

EX

- Pays attention to the person's pain level when administering care/medication
- Respects the person's privacy
- Ensures that the person takes his/her medication correctly

Demonstrates good organizational skills

EX

- Uses his/her time effectively
- Demonstrates autonomy when administering medications

Complies with the prescription and the TNP*

EX

- Verifies the prescription and/or the therapeutic nursing plan (TNP) before administering medications

Complies with recognized safety practices*

EX

- Complies with the correct principles of administration: right product, right time, right dose, right person, right route of administration
- Only administers medications that he/she has prepared
- Does not leave medications unattended
- Supervises the distribution and administration of medications by the attendants under his/her responsibility and in authorized areas

Competency elements

7.4 Ensures proper monitoring and follow-up after medications or other substances are administered

Evaluation criteria

Takes the person's physical and psychological well-being into account

EX

- Respects the person's privacy
- Asks the person questions about the efficacy of the medications administered

Complies with the prescription and the TNP*

EX

- Verifies the prescription and/or the therapeutic nursing plan (TNP) to obtain information on required follow-up activities

Is alert to signs of an abnormal situation*

EX

- Makes frequent visits
- Observes the efficacy of a type of care



Legal references

Code of Ethics, section 3



Clinical references

AUBÉ, Marcel et Chantale McMULLEN (2018). Le petit compendium et le guide synthèse en pharmacologie.

DEGLIN et VALLERAND (2016). Guide des médicaments (4e édition). Montréal : ERPI

FORTIN, M. et C. LAMONTAGNE (2015). Math et méd (2e édition). Montréal : Chenelière Éducation

SKIDMORE-ROTH, Linda (2015). Le guide des médicaments. Montréal : Chenelière Éducation. ISBN : 978-2-7650-4764-3

TREMBLAY, Diane (2015). L'éclaireur petit guide infirmier. Alma

Compendium des produits et spécialités pharmaceutiques (CPS). Association des pharmaciens du Canada

Pratiques en matière d'hygiène des mains dans les milieux de soins (2012). Agence de la santé publique du Canada, p. 67 [Online]

Monographie de FRAGMIN (daltéparine sodique). www.pfizer.ca

Guide de prévention – Manipulation sécuritaire des médicaments dangereux (2008). ASSTSAS, Chapitre 4, Tableau 4

Méthodes de soins informatisés (MSI). CESS [Online]

Professional competency



8. Provides care

Competency elements

8.1 Relates the person's state of health to the type of care to be given

Evaluation criteria

Consults recognized reference sources

- EX
- Uses online care methods (OCM) to determine how to apply a care technique

Makes accurate connections*

- EX
- Recognizes why a person is given a certain type of care

Competency elements

8.2 Provides specific care

Evaluation criteria

Takes the person's physical and psychological well-being into account

EX

- Pays attention to the person when providing care, not just the technical aspects
- Respects the person's privacy
- Respects the person's lifestyle habits and rhythms

Demonstrates good organizational skills

EX

- Uses his/her time effectively
- Demonstrates autonomy when providing care
- Properly prepares all materials, equipment and the work environment

Complies with recognized safety practices*

EX

- Complies with the care method as described in the online care methods (OCM)
- Complies with the Quebec immunization protocol (QIP) when administering vaccinations

Adheres to his/her field of practice*

EX

- Verifies the prescription and/or the therapeutic nursing plan (TNP) before providing care
- Applies only types of care that fall within his/her areas of competency
- Seeks the necessary assistance in situations exceeding the limits of his/her competency

Competency elements

8.3 Supervises or provides assistance care

Evaluation criteria

Takes the person's physical and psychological well-being into account

EX

- Pays attention to the person when providing care, not just the technical aspects
- Respects the person's privacy

Encourages the person's autonomy

EX

- Encourages the person to carry out his/her own activities of daily living (ADL), in accordance with his/her capacities

Demonstrates good organizational skills

EX

- Uses his/her time effectively
- Demonstrates autonomy when providing care
- Properly prepares all materials, equipment and the work environment

Shows leadership

EX

- Assumes a team leader role
- Oversees the quality of care provided by attendants under his/her responsibility

Complies with recognized safety practices *

EX

- Complies with the care method as described in the online care methods (OCM)
- Applies the principles for the safe moving of patients (PSMP)

Adheres to his/her field of practice*

EX

- Verifies the prescription and/or the therapeutic nursing plan (TNP) before providing care

Competency elements

8.4 Provides after-care monitoring and follow-up

Evaluation criteria

Takes the person's physical and psychological well-being into account

EX

- Respects the person's privacy
- Asks the person questions about the efficacy of the care provided

Is alert to signs of an abnormal situation*

EX

- Makes frequent visits
- Observes the efficacy of a given type of care

Adheres to his/her field of practice*

EX

- Verifies the prescription and/or the therapeutic nursing plan (TNP) for information on the required follow-up activities



Legal references

Code of Ethics, sections 3, 13 and 25

Professional Code, sections 37 p) and 37.1 5°

Règlement sur certaines activités professionnelles pouvant être exercées par une infirmière auxiliaire ou un infirmier auxiliaire, sections 2 and 4 (available in French only)



Clinical references

BARE, B. et autres (2011). Soins Infirmiers – Médecine et Chirurgie (5e édition). Montréal : ERPI

BERMAN, A. et autres (2012). Soins infirmiers – Théorie et pratique – Tomes 1 à 3 (2e édition). Montréal : ERPI

BINDLER, R. et J. BALL (2010). Soins infirmiers en pédiatrie (2e édition). Montréal : ERPI

BRASSARD, Y., MILETTE, I. et autres (2012). Soins infirmiers en périnatalité. Montréal : Chenelière Éducation

FORTINASH, K. M. et autres (2016). Soins infirmiers – Santé mentale et psychiatrie (2e édition). Montréal : Chenelière Éducation

LADEWIG, P. et autres (2010). Soins infirmiers en périnatalité (4e édition). Montréal : ERPI

LEWIS, S. L. et autres (2016). Soins Infirmiers – Médecine et Chirurgie – Tomes 1, 2 et 3. (2e édition). Montréal : Chenelière Éducation

MARIEB et HOEHN (2017). Anatomie et physiologie humaines (5e édition). Montréal : ERPI

MASSÉ, L. et autres (2012). Soins infirmiers en pédiatrie. Montréal : Chenelière Éducation

TREMBLAY, Diane (2015). L'éclaireur petit guide infirmier. Alma

VOYER, P. (2013). Soins infirmiers aux aînés en perte d'autonomie (2e édition). Montréal : ERPI

HÉBERT, Réjean et autres. Démarche SMAF. Sherbrooke : Centre d'expertise en santé de Sherbrooke. [Online] www.demarchesmaf.com/fr/outils/grille/

Lignes directrices de pratiques cliniques pour la prévention et le traitement du diabète au Canada (2013). Association canadienne du diabète [Online]

Traitement de l'hypoglycémie : personne consciente (2014). Diabète Québec [Online]

Prélèvement de sang par ponction veineuse pour fins d'analyse (2006). OPTMQ, p. 11, 12 et 26 [Online]

Expositions au sang chez les travailleurs de la santé – Programme de prévention (2016). ASSTSAS [Online]

Guide de soins des plaies (2014). OIIAQ

Méthodes de soins informatisés (MSI). CESS [Online]

Brochure Organisation de la chambre pour les soins à domicile (2014). ASSTSAS [Online]

Fiches PDSB. ASSTSAS [Online]

MSSS (2012). Approche adaptée à la personne âgée en milieu hospitalier. Intégrité de la peau. Plaie de pression. (2e éd.). [Online]



Field of competency: D



Professional Development

In the health field, knowledge and techniques are constantly evolving. LPNs show their commitment to their professional development when they update and improve their competencies with a view to consistently ensuring high-quality work. LPNs go beyond legal requirements and are constantly looking for opportunities to improve their competencies, e.g. as part of training activities, at conventions or by sharing with colleagues.

Professional competencies



9. Is committed to his/her professional development

Competency elements

9.1 Takes part in continuing education activities

Evaluation criteria

Chooses activities focusing on his/her needs and practice

- EX • Determines his/her strengths and weaknesses in order to improve performance
- Chooses a training activity focusing on an aspect of his/her work requiring improvement
- Chooses a course focusing on the clientele that he/she cares for
- Chooses a workshop focusing on new techniques
- Chooses a workshop focusing on technique updates

Complies with mandatory continuing education requirements*

- EX • Completes at least 10 hours of training in each two-year period
- Records completed activities in his/her OIIAQ continuing education file

Competency elements

9.2 Incorporates his/her knowledge and skills within his/her practicetique

Evaluation criteria

Shows initiative

- EX • Following the completion of training activities:
 - Modifies his/her way of carrying out care techniques/methods
 - Applies new safety rules
 - Submits a training summary to his/her peers
 - Shares his/her new knowledge with colleagues

Competency elements

9.3 Stays up to date on his/her area of practice

Evaluation criteria

Shows initiative

- Reads up on conclusive data relating to the pathologies of persons under his/her responsibility
- Attends conferences
- Takes part in a reading club or a blog



Legal references

- Reads up on conclusive data relating to the pathologies of persons under his/her responsibility
- Attends conferences
- Takes part in a reading club or a blog



Clinical references

Mon dossier sur le site de l'OIIAQ [Online]
OIIAQ website [Online]