# Advanced Care Paramedic Diploma program


Candidate guide

## Copyright



The Advanced Care Paramedic 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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|---|---|---|---|---|
| **Developed by program** | October 2003 | | | |
| **Revised** | October 2005 | May 2007 | January 2008 | March 2011 |
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| **Web ready – PLAR office** | October 2005 | July 2006 | January 2008 | March 2011 |
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## Why consider a PLAR assessment?

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

The Advanced Care Paramedic (ACP) program recognizes prior learning in a number of ways.

- You can receive academic credit and/or professional recognition for your relevant lifelong learning.
- You can use your PLAR credit as a prerequisite for courses or programs that would otherwise have had admission barriers. That is, if you can provide proof of the skills and/or knowledge of the required material, you do not necessarily have to take the prerequisite course or program.
- You will be required to take the courses that will fill your knowledge gaps; you don't need to dedicate time and endure the frustration of having to relearn what you already know.
- You will have the opportunity to fill any small gaps in your learning. If your assessor recognizes that you are missing one key skill in a complex skill-set for, example "intubation", you would be able to learn that one skill separately and have your learning re-assessed when you are completed.
- You will receive recognized and portable credit that is required in our current mobile labour market.

## What are the PLAR options?

To be eligible for PLAR, an applicant must first register or already be registered as a SIAST student.

### Option A: Individual course challenge

If you have successful experience in the emergency health care field, and have learned the skills and knowledge for **one or more** of the ACP 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 Advanced Care Paramedic (ACP) program at: 1-866-467-4278 or 1-866-goSIAST.

### Option B: Block assessment

- Completed one or more years of recent (exact time frames will be reviewed with applicant but should not exceed more than 10 years) successful work experience in emergency health care field.

- Meet the following requirements:
    - Primary Care Paramedic certification (or equivalent)
    - Minimum one year work related experience as an EMT/PCP or equivalent practitioner level (you must provide verification of your work experience)
    - Current CPR Level 'C' certificate
    - Current Basic Trauma Life Support (BTLS) Provider certificate
    - Current AED Provider certificate

**Fees:**

- There will be an individualized fee for each block 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 ACP program at: 1-866-467-4278 or 1-866-goSIAST.

## How many courses can be challenged through PLAR in the Advanced Care Paramedic program?

Currently we have 25 out of 25 diploma courses with PLAR challenges available. 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?

| Advanced Care Paramedic - diploma program profile | | |
|---|---|---|
| **COURSE CODE** | **COURSE NAME** | **PLAR Challenge(s) *available* through program** |
| ANAT 167 | Anatomy and Physiology | ✓ |
| EMER 158 | Advanced Care Preparation | ✓ |
| EMER 159 | Patient Management and Integration | ✓ |
| EMER 175 | Medical Emergencies | ✓ |
| EMER 176 | Advanced Respiratory Care | ✓ |
| EMER 177 | Physical Assessment | ✓ |
| EMER 178 | Advanced Cardiac Care | ✓ |
| LEAD 160 | Professionalism, Leadership and Communication | ✓ |
| MICR 160 | Microbiology | ✓ |
| PHAR 161 | Prehospital Medications | ✓ |
| PHAR 162 | Fluid Therapy | ✓ |
| PHAR 168 | Medication Administration | ✓ |
| ANAT 267 | Anatomy and Physiology | ✓ |
| EMER 262 | Medical Emergencies | ✓ |
| EMER 270 | Advanced Trauma Management | ✓ |
| PALS | Pediatric Advanced Life Support (PALS) 3 | ✓ |
| NRP | Neonatal Resuscitation Program (NRP) | ✓ |
| EMER 280 | Field Practicum | ✓ |
| EMER 281 | Clinical Practicum | ✓ |
| PHAR 267 | Prehospital Medications | ✓ |
| **Block assessments** | | |
| Field practicum block<br>EMER 180 & EMER 274 | | ✓ |
| Clinical practicum block<br>EMER 181 & EMER 275 | | ✓ |
| Fitness and lifestyle block<br>FTNS 162 & FTNS 163 | | ✓ |

*Note*: Some courses common to multiple programs at SIAST (i.e. computers, communications, math, and sciences) are managed by Associated Studies Faculty. To see if these shared courses in your program are PLAR-ready, visit the "Courses Common to Multiple Programs" link on the PLAR homepage for further details.

For assistance call SIAST and ask to speak to the PLAR advisor/counsellor assigned to the Advanced Care Paramedic program at: 1-866-467-4278 or 1-866-goSIAST.

## Is PLAR available at any time of the year?

Please contact Emergency Health Care for availability of PLAR challenges t: 1 866-467 4278 or 1-866-goSIAST.

## 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.siast.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.siast.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.

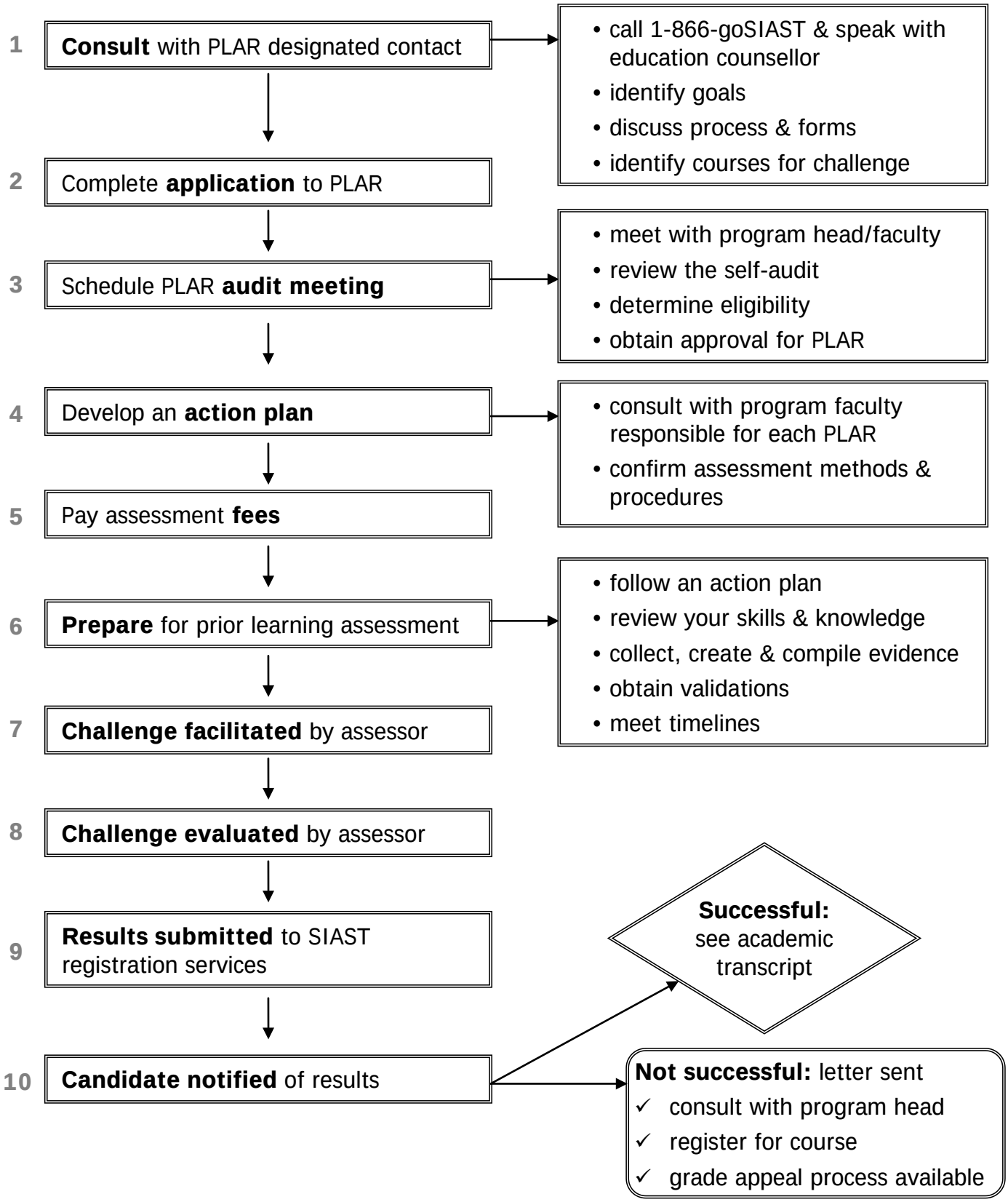
**Kelsey Campus, Saskatoon, SK**
1-866-goSIAST or 1-866-467-4278

**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



## 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 within the last 10 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 ACP 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):

- Resume
- Training records
- A research paper that highlights all or some of the learning outcomes from a particular course
- A report highlighting skills and accomplishments that demonstrates how you have accomplished the stated learning outcomes
- Letters of validation from employer or medical director
- Certifications
- Course outlines and content descriptions from non-accredited training institutes
- Copies of transcripts recording your academic education
- Performance appraisals
- Published materials
- Special awards
- Testimonials
- Case examples of best practices you have applied at your job site

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.

6. ***NOTE:***

Please refer to Appendix A at the end of the candidate guide for the corresponding National Occupational Competency Profile (NOCP) to cross reference the ACP candidate guide learning outcomes and learning steps. For a detailed description of the specific NOCP curriculum requirements, please refer to the Paramedic Association of Canada web site: http://www.paramedic.ca/

Link to the 'Initiatives' tab and click on to National Occupational Competency Profile.

From here you can download or print the document if you choose.

The NOCP is designed to allow consistent methods of curriculum delivery and evaluation methods with minimum requirements being met to adhere to the Canadian Medical Association Academic Accreditation standards. It is essential for the PLAR candidate to assess the NOCP closely for alignment with their evidentiary documentation prior to submission to the Emergency Health Care program PLAR faculty representative.

## Self-audit guide(s)

### ANAT 167 – Anatomy and Physiology

You will study the human body and how it functions to maintain homeostasis. Your studies will focus on the physiological aspects of the cell, nervous, endocrine, cardiovascular and respiratory systems.

**Credit unit(s):** 5.0
**Course hours:** 70.0

| **ANAT 167 – Anatomy and Physiology**<br>**Mastery:** I am able to demonstrate it well enough to teach it to someone else.<br>**Competent:** I can work independently to apply the outcome.<br>**Functional:** I need some assistance in using the outcome.<br>**Learning:** I am developing skills and knowledge for this area.<br>**None:** I have no experience with the outcome. | **Mastery** | **Competent** | **Functional** | **Learning** | **None** |
|---|---|---|---|---|---|
| 1. Define the functional organization of the human body and the control of the internal environment. | | | | | |
| ▪ Understand the language of anatomy, including superficial and sectional anatomy | | | | | |
| ▪ Describe the body cavities, including the organs and membranes within each cavity | | | | | |
| ▪ Describe the maintenance of life, including life functions, survival needs and levels of body organization | | | | | |
| ▪ Describe the homeostatic regulatory processes that control the internal environment | | | | | |
| 2. Describe the chemical level of organization as it relates to the physiology of the body. | | | | | |
| ▪ Describe atomic structure and the various types of chemical bonds | | | | | |
| ▪ Describe the different types of chemical reactions | | | | | |
| ▪ Describe inorganic compounds in the body and their functions | | | | | |
| ▪ Describe organic compounds in the body and their functions | | | | | |
| ▪ Describe carbohydrate metabolism, including glycolysis, the TCA cycle and the electron transport system | | | | | |
| ▪ Describe the processes of glycogenesis, glycogenolysis and gluconeogenesis | | | | | |
| 3. Describe cellular physiology. | | | | | |
| ▪ Describe the composition of the organelles of the cell | | | | | |
| ▪ Describe the structural components of the plasma membrane in relation to the functioning of the membrane | | | | | |

| **ANAT 167 – Anatomy and Physiology**<br>**Mastery:** I am able to demonstrate it well enough to teach it to someone else.<br>**Competent:** I can work independently to apply the outcome.<br>**Functional:** I need some assistance in using the outcome.<br>**Learning:** I am developing skills and knowledge for this area.<br>**None:** I have no experience with the outcome. | Mastery | Competent | Functional | Learning | None |
|---|---|---|---|---|---|
| ▪ Describe the various transport mechanisms that cells use to transport specific substances, including the factors that facilitate or restrict such movements | | | | | |
| ▪ Describe the cytoplasm of the cell, including the specific functions of the cellular organelles | | | | | |
| ▪ Describe the role of the nucleus in cellular functioning, including the importance of the genetic code, and the role of DNA & RNA | | | | | |
| ▪ Describe the various transport mechanisms that cells use to transport specific substances, including the factors that facilitate or restrict such movements | | | | | |
| ▪ Describe the life cycle of the cell and the process of differentiation | | | | | |
| 4. Describe the functions of the tissues of the body. | | | | | |
| ▪ Describe the characteristics, locations and functions of various types of epithelial tissues | | | | | |
| ▪ Describe the characteristics, locations and functions of the various types of connective tissues | | | | | |
| ▪ Describe the characteristics, locations and functions of the various types of muscle tissue | | | | | |
| 5. Describe the functions of the integumentary system in relation to the maintenance of homeostasis. | | | | | |
| ▪ Describe the skin, including the epidermis, dermis and hypodermis in relation to the maintenance of homeostasis | | | | | |
| ▪ Describe the structure and functions of the accessory organs of the skin | | | | | |
| 6. Describe neural tissue and neurophysiology. | | | | | |
| ▪ Describe the two anatomical and physiological divisions of the nervous system and review the basic structure of a neuron | | | | | |
| ▪ Describe neurons, including the functions of the various components and the functional classifications of neurons | | | | | |
| ▪ Describe the functions of the neuroglia cells located in the central nervous system and the peripheral nervous system | | | | | |
| ▪ Describe neurophysiology, including the transmembrane potential, resting potential, graded potential, action potential and the propagation of the action potential | | | | | |
| ▪ Describe the structure of a synapse, including mechanism of synaptic activity, the major neurotransmitters and neuromodulators and their effects on the postsynaptic membrane | | | | | |

| **ANAT 167 – Anatomy and Physiology**<br>**Mastery:** I am able to demonstrate it well enough to teach it to someone else.<br>**Competent:** I can work independently to apply the outcome.<br>**Functional:** I need some assistance in using the outcome.<br>**Learning:** I am developing skills and knowledge for this area.<br>**None:** I have no experience with the outcome. | Mastery | Competent | Functional | Learning | None |
|---|---|---|---|---|---|
| ▪ Describe the locations and functions of the various adrenergic and cholinergic receptors of the autonomic nervous system | | | | | |
| 7. Describe the functioning of the central nervous system. | | | | | |
| ▪ Describe the spinal cord, including the spinal meninges, sectional anatomy of the cord and the spinal pathways | | | | | |
| ▪ Describe the brain according to the regional landmarks and location of the ventricles as well as the major part of the brain | | | | | |
| ▪ Describe the structures that protect, support and nourish the brain | | | | | |
| ▪ Describe the functional areas of the cerebral cortex and the locations and functions of the cerebral nuclei | | | | | |
| ▪ Describe the functioning of the diencephalon including the limbic system | | | | | |
| ▪ Describe the functioning of the mesencephalon, pons, medulla oblongata, the cerebellum and the reticular formation | | | | | |
| 8. Describe the functioning of the peripheral nervous system, including the role of the autonomic nervous system in the maintenance of homeostasis. | | | | | |
| ▪ Describe spinal nerves, including their peripheral distribution and the location of the spinal plexuses | | | | | |
| ▪ Describe reflexes, including the reflex arc and the various classifications of reflexes | | | | | |
| ▪ Describe the cranial nerves and relate each nerve to its principal destinations and functions | | | | | |
| ▪ Describe the functioning of the sympathetic division of the ANS | | | | | |
| ▪ Describe the functioning of the parasympathetic division of the ANS, including its relationship with the sympathetic division in the integration and control of autonomic functions | | | | | |
| 9. Describe how the endocrine system and its hormones regulate body activities. | | | | | |
| ▪ Describe hormone structure, distribution, transport, and the mechanisms of action and control | | | | | |
| ▪ Describe the functions, actions, and control mechanisms for the hormones produced by the anterior and posterior pituitary gland | | | | | |

| **ANAT 167 – Anatomy and Physiology**<br>**Mastery:** I am able to demonstrate it well enough to teach it to someone else.<br>**Competent:** I can work independently to apply the outcome.<br>**Functional:** I need some assistance in using the outcome.<br>**Learning:** I am developing skills and knowledge for this area.<br>**None:** I have no experience with the outcome. | Mastery | Competent | Functional | Learning | None |
|---|---|---|---|---|---|
| ▪ Describe the functions, actions, and control mechanisms for the hormones produced by the thyroid and parathyroid glands | | | | | |
| ▪ Describe the functions, actions, and control mechanisms for the hormones produced by the adrenal medulla and the adrenal cortex | | | | | |
| ▪ Describe the functions, actions, and control mechanisms for the hormones produced by the pancreas | | | | | |
| ▪ Describe the functions, actions, and control mechanisms for the hormones produced by the gonads | | | | | |
| ▪ Describe the functions of the hormones produced by the pineal gland, the intestines, the kidneys, the thymus gland, the heart, as well as the effects of prostaglandins | | | | | |
| 10. Describe the functioning of the blood and its role in maintenance of homeostasis. | | | | | |
| ▪ Describe blood, including its composition and functions | | | | | |
| ▪ Describe the formed elements of blood, including their formation, characteristics and functioning | | | | | |
| ▪ Describe the three phases of hemostasis as well as clot retraction and fibrinolysis | | | | | |
| ▪ Describe the ABO and Rh blood groups | | | | | |
| 11. Describe the functioning of the cardiovascular system, including the heart and blood vessels. | | | | | |
| ▪ Describe the heart, including its superficial and internal anatomy as well as blood supply | | | | | |
| - Describe cardiac physiology, including the control of the cardiac cycle and factors that affect the functioning of the heart | | | | | |
| - Distinguish between the types of blood vessels on the basis of structure and function | | | | | |
| - Describe cardiovascular physiology and cardiovascular regulation, including local and central control mechanisms and their effect on blood flow | | | | | |
| - Describe the blood vessels according to pulmonary, systemic and fetal circulation | | | | | |
| 12. Describe the functioning of the lymphatic system, including immunity and the immune response. | | | | | |
| ▪ Describe the lymphatic system, including lymphatic pathways, lymph nodes and the various other lymphatic tissues | | | | | |

| **ANAT 167 – Anatomy and Physiology**<br>**Mastery:** I am able to demonstrate it well enough to teach it to someone else.<br>**Competent:** I can work independently to apply the outcome.<br>**Functional:** I need some assistance in using the outcome.<br>**Learning:** I am developing skills and knowledge for this area.<br>**None:** I have no experience with the outcome. | Mastery | Competent | Functional | Learning | None |
|---|---|---|---|---|---|
| ▪ Describe the body's nonspecific defenses, including immunological surveillance, interferons and the complement system | | | | | |
| ▪ Describe lymphocytes, including the origin and functions of B and T cells | | | | | |
| ▪ Describe the immune response and compare the different types of immunity | | | | | |
| 13. Describe the functioning of the respiratory system. | | | | | |
| ▪ Describe the respiratory system, including functions, respiratory mucosa, and organs of the upper and lower respiratory tracts | | | | | |
| ▪ Describe respiratory physiology, including gas laws, respiratory cycle, and respiratory volumes and capacities | | | | | |
| ▪ Describe respiratory gas transport and the exchange of these gases at the alveolar and cellular levels | | | | | |
| ▪ Describe the control of breathing and the various factors that influence the breathing rate | | | | | |

## 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. **Case study**
   Write a case study oriented exam with application of Saskatchewan Treatment Protocols

## EMER 158 – Advanced Care Preparation

Your studies will focus on professionalism, leadership and Saskatchewan scope of practice protocols. The course content includes basic life support therapies, medication administration and written documentation practices.

**Credit unit(s):** 2.0
**Course hours:** 30.0

| **EMER 158 – Advanced Care Preparation**<br>**Mastery:** I am able to demonstrate it well enough to teach it to someone else.<br>**Competent:** I can work independently to apply the outcome.<br>**Functional:** I need some assistance in using the outcome.<br>**Learning:** I am developing skills and knowledge for this area.<br>**None:** I have no experience with the outcome. | **Mastery** | **Competent** | **Functional** | **Learning** | **None** |
|---|---|---|---|---|---|
| 1. Demonstrate professionalism and leadership in EMS. | | | | | |
| ▪ Describe EMS associations in Saskatchewan | | | | | |
| ▪ Demonstrate knowledge of Provincial acts and regulations relevant to Saskatchewan EMS | | | | | |
| ▪ Demonstrate written communication methodologies | | | | | |
| 2. Perform medication administration techniques. | | | | | |
| ▪ Perform drug calculations | | | | | |
| ▪ Perform medication preparations | | | | | |
| ▪ Perform medication administration | | | | | |
| 3. Interpret 3-Lead electrocardiograms. | | | | | |
| ▪ Perform 3-Lead cardiac monitoring | | | | | |
| ▪ Interpret 3-Lead cardiac rhythms | | | | | |
| ▪ Perform basic life support therapies | | | | | |
| 4. Perform basic life support therapies. | | | | | |
| ▪ Perform spinal immobilization | | | | | |
| ▪ Perform fracture care | | | | | |
| ▪ Provide basic respiratory support | | | | | |
| 5. Integrate patient assessment and management strategies compliant with Saskatchewan Emergency Treatment Protocols. | | | | | |
| ▪ Manage common medical emergencies | | | | | |
| ▪ Manage common trauma emergencies | | | | | |
| ▪ Manage interfacility patient transfers | | | | | |

## 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. **Interview**
   Demonstrate interpersonal communication strategies in an interview setting

2. **Challenge exam**
   Write an exam: short answer and multiple choice

## EMER 159 – Patient Management and Integration

You will integrate and apply theory and skills sets in managing simulated patients within the prehospital and health facility environments. The course content includes management strategies congruent with scope of practice.

**Credit unit(s):** 2.0
**Course hours:** 30.0
**Prerequisite(s):** ANAT 167 minimum grade of 60 (concurrent) and EMER 158 minimum grade of 60 (concurrent) and EMER 175 minimum grade of 60 (concurrent) and EMER 176 minimum grade of 60 (concurrent) and EMER 177 minimum grade of 60 (concurrent) and EMER 178 minimum grade of 60 (concurrent) and FTNS 162 minimum grade of 60 (concurrent) and LEAD 160 minimum grade of 60 (concurrent) and MICR 160 minimum grade of 60 (concurrent) and PHAR 161 minimum grade of 60 (concurrent) and PHAR 162 minimum grade of 60 (concurrent) and PHAR 168 minimum grade of 60 (concurrent)

| **EMER 159 – Patient Management and Integration**<br>**Mastery:** I am able to demonstrate it well enough to teach it to someone else.<br>**Competent:** I can work independently to apply the outcome.<br>**Functional:** I need some assistance in using the outcome.<br>**Learning:** I am developing skills and knowledge for this area.<br>**None:** I have no experience with the outcome. | **Mastery** | **Competent** | **Functional** | **Learning** | **None** |
|---|---|---|---|---|---|
| 1. Explain Saskatchewan emergency treatment protocols. | | | | | |
| ▪ Review Saskatchewan Emergency Treatment Protocols | | | | | |
| ▪ Explain Saskatchewan Emergency Treatment Protocols | | | | | |
| 2. Explain Saskatchewan Legislation – Acts and Regulations relevant to EMS practice. | | | | | |
| ▪ Review Saskatchewan Legislative Acts and Regulation relevant to EMS practice | | | | | |
| ▪ Explain Saskatchewan Legislative Acts and Regulation relevant to EMS practice | | | | | |
| 3. Manage patients in the prehospital setting. | | | | | |
| ▪ Describe prehospital patient-care scenarios | | | | | |
| ▪ Manage patients compliant with scope of practice | | | | | |
| ▪ Describe clinical-based patient-care scenarios | | | | | |
| 4. Manage patients in a health facility setting. | | | | | |
| ▪ Integrate patient assessment and management skills in simulated health facility scenarios | | | | | |
| ▪ Integrate patient assessment and management skills in simulated prehospital scenarios | | | | | |
| ▪ Manage patients compliant with health facility policies and procedures | | | | | |
| 5. Manage interfacility patient transports. | | | | | |

| **EMER 159 – Patient Management and Integration**<br>**Mastery:** I am able to demonstrate it well enough to teach it to someone else.<br>**Competent:** I can work independently to apply the outcome.<br>**Functional:** I need some assistance in using the outcome.<br>**Learning:** I am developing skills and knowledge for this area.<br>**None:** I have no experience with the outcome. | Mastery | Competent | Functional | Learning | None |
|---|---|---|---|---|---|
| ▪ Describe interfacility patient transport scenarios | | | | | |
| ▪ Integrate patient assessment and management skills in simulated interfacility patient transport scenarios | | | | | |
| ▪ Manage patients compliant with scope of practice | | | | | |

## 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**
   Write an exam: short answer and multiple choice

## EMER 175 – Medical Emergencies

You will study the recognition and advanced management of common adult medical emergencies. Your studies will emphasize seizures, diabetes and environmental conditions.

**Credit unit(s):** 2.0
**Course hours:** 24.0
**Prerequisite(s):** ANAT 167 minimum grade of 60 (concurrent)

| **EMER 175 – Medical Emergencies**<br>**Mastery:** I am able to demonstrate it well enough to teach it to someone else.<br>**Competent:** I can work independently to apply the outcome.<br>**Functional:** I need some assistance in using the outcome.<br>**Learning:** I am developing skills and knowledge for this area.<br>**None:** I have no experience with the outcome. | **Mastery** | **Competent** | **Functional** | **Learning** | **None** |
|---|---|---|---|---|---|
| 1. Manage patients with neurological disorders. | | | | | |
| ▪ Explain neurological disorders | | | | | |
| ▪ Manage neurological disorders | | | | | |
| 2. Manage patients with endocrine disorders. | | | | | |
| ▪ Explain endocrine disorders | | | | | |
| ▪ Manage endocrine disorders | | | | | |
| 3. Manage patients with immune disorders. | | | | | |
| ▪ Explain immune disorders | | | | | |
| ▪ Manage immune disorders | | | | | |
| 4. Manage patients with environmental conditions. | | | | | |
| ▪ Explain environmental conditions | | | | | |
| ▪ Manage environmental conditions | | | | | |

## 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**
   Write an exam: short answer and multiple choice

## EMER 176 – Advanced Respiratory Care

You will study advanced diagnostics and therapies for managing respiratory illness and disease. Your studies will focus on endotracheal intubation, use of mechanical ventilators, surgical airway procedures and respiratory medications.

**Credit unit(s):** 2.0
**Course hours:** 30.0
**Prerequisite(s):** ANAT 167 minimum grade of 60 (concurrent) and EMER 177 minimum grade of 60 (concurrent) and PHAR 161 minimum grade of 60 (concurrent)

| **EMER 176 – Advanced Respiratory Care**<br>**Mastery:** I am able to demonstrate it well enough to teach it to someone else.<br>**Competent:** I can work independently to apply the outcome.<br>**Functional:** I need some assistance in using the outcome.<br>**Learning:** I am developing skills and knowledge for this area.<br>**None:** I have no experience with the outcome. | **Mastery** | **Competent** | **Functional** | **Learning** | **None** |
|---|---|---|---|---|---|
| 1. Demonstrate the use of advanced airway devices. | | | | | |
| ▪ Explain endotracheal intubation | | | | | |
| ▪ Explain nasotracheal intubation | | | | | |
| ▪ Explain the combitube airway | | | | | |
| ▪ Explain the laryngeal mask airway (LMA) | | | | | |
| ▪ Demonstrate the use of advanced airway devices | | | | | |
| 2. Demonstrate advanced airway support procedures. | | | | | |
| ▪ Explain advanced airway support procedures | | | | | |
| ▪ Demonstrate advanced airway support procedures | | | | | |
| 3. Demonstrate surgical and invasive airway management procedures. | | | | | |
| ▪ Explain surgical cricothyrotomy | | | | | |
| ▪ Explain translaryngeal ventilation airway (TLJV) | | | | | |
| ▪ Demonstrate surgical and invasive airway management procedures | | | | | |
| 4. Explain the indication and use of mechanical ventilation and monitoring devices. | | | | | |
| ▪ Describe blood gas physiology | | | | | |
| ▪ Explain the indication and use of a mechanical ventilator | | | | | |
| ▪ Explain the indications and use of ventilation monitoring devices | | | | | |
| ▪ Explain the indication and maintenance of a stoma airway | | | | | |
| 5. Manage respiratory disorders and disease. | | | | | |
| ▪ Explain common respiratory disorders | | | | | |

| EMER 176 – Advanced Respiratory Care<br>**Mastery:** I am able to demonstrate it well enough to teach it to someone else.<br>**Competent:** I can work independently to apply the outcome.<br>**Functional:** I need some assistance in using the outcome.<br>**Learning:** I am developing skills and knowledge for this area.<br>**None:** I have no experience with the outcome. | Mastery | Competent | Functional | Learning | None |
|---|---|---|---|---|---|
| ▪ Manage common respiratory disorders | | | | | |

## 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**
   Write an exam: short answer and multiple choice

## EMER 177 – Physical Assessment

You will perform physical assessments of body systems (including cardiac, respiratory and neurological systems). Your studies will also include the fundamentals of history taking and the interview process.

**Credit unit(s):** 1.0
**Course hours:** 20.0

| **EMER 177 – Physical Assessment**<br>**Mastery:** I am able to demonstrate it well enough to teach it to someone else.<br>**Competent:** I can work independently to apply the outcome.<br>**Functional:** I need some assistance in using the outcome.<br>**Learning:** I am developing skills and knowledge for this area.<br>**None:** I have no experience with the outcome. | **Mastery** | **Competent** | **Functional** | **Learning** | **None** |
|---|---|---|---|---|---|
| 1. Describe the history and interview process. | | | | | |
| ▪ Describe the history and interview process | | | | | |
| ▪ Describe the history and interview process for patients of different age groups | | | | | |
| ▪ Describe transcultural considerations in assessment | | | | | |
| 2. Describe assessment techniques. | | | | | |
| ▪ Describe assessment techniques | | | | | |
| ▪ Describe the mental status assessment | | | | | |
| 3. Describe body system assessments. | | | | | |
| ▪ Describe assessment of the integumentary system | | | | | |
| ▪ Describe assessment of the eyes, ears, nose and throat | | | | | |
| ▪ Describe assessment of the head and neck | | | | | |
| ▪ Describe assessment of the thorax and lungs | | | | | |
| ▪ Describe assessment of the cardiovascular system | | | | | |
| ▪ Describe assessment of the abdomen | | | | | |
| ▪ Describe assessment of the musculoskeletal system | | | | | |
| ▪ Describe assessment of the neurologic system | | | | | |
| ▪ Describe assessment of the male and female genitalia | | | | | |
| 4. Perform body system assessments. | | | | | |
| ▪ Perform assessment of the integumentary system | | | | | |
| ▪ Perform assessment of the eyes, ears, nose and throat | | | | | |
| ▪ Perform assessment of the head and neck | | | | | |
| ▪ Perform assessment of the thorax and lungs | | | | | |

| **EMER 177 – Physical Assessment**<br>**Mastery:** I am able to demonstrate it well enough to teach it to someone else.<br>**Competent:** I can work independently to apply the outcome.<br>**Functional:** I need some assistance in using the outcome.<br>**Learning:** I am developing skills and knowledge for this area.<br>**None:** I have no experience with the outcome. | Mastery | Competent | Functional | Learning | None |
|---|---|---|---|---|---|
| ▪ Perform assessment of the cardiovascular system | | | | | |
| ▪ Perform assessment of the abdomen | | | | | |
| ▪ Perform assessment of the musculoskeletal system | | | | | |
| ▪ Perform assessment of the neurologic system | | | | | |
| ▪ Perform assessment of the male and female genitalia | | | | | |
| ▪ Perform body system assessments | | | | | |

## 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. **Evidence file**
   Write an exam: short answer and multiple choice

## EMER 178 – Advanced Cardiac Care

You will study advanced diagnostics and therapies for managing cardiac illness and disease. Your studies will focus on 12 lead cardiac monitoring, electrical therapy, and cardiac medications. The course content includes Advanced Cardiac Life Support (ACLS) certification.

**Credit unit(s):** 2.0 (3.0)
**Course hours:** 30.0 (46.0)
**Prerequisite(s):** ANAT 167 minimum grade of 60 (concurrent) and EMER 158 minimum grade of 60 (concurrent) and EMER 177 minimum grade of 60 (concurrent) and PHAR 161 minimum grade of 60 (concurrent)

| **EMER 178 – Advanced Cardiac Care**<br>**Mastery:** I am able to demonstrate it well enough to teach it to someone else.<br>**Competent:** I can work independently to apply the outcome.<br>**Functional:** I need some assistance in using the outcome.<br>**Learning:** I am developing skills and knowledge for this area.<br>**None:** I have no experience with the outcome. | **Mastery** | **Competent** | **Functional** | **Learning** | **None** |
|---|---|---|---|---|---|
| 1. Perform 12-Lead ECG monitoring. | | | | | |
| ▪ Explain the purpose of 12-Lead ECG monitoring | | | | | |
| ▪ Explain the equipment required for 12-Lead ECG monitoring | | | | | |
| ▪ Perform 12-Lead ECG monitoring | | | | | |
| 2. Interpret 12-Lead electrocardiograms. | | | | | |
| ▪ Explain the 12-Lead electrocardiogram | | | | | |
| ▪ Analyze 12-Lead electrocardiograms | | | | | |
| 3. Perform electrical and mechanical arrhythmia management therapies. | | | | | |
| ▪ Interpret 12-Lead electrocardiograms | | | | | |
| ▪ Explain manual defibrillation | | | | | |
| ▪ Explain synchronized cardioversion | | | | | |
| ▪ Explain external cardiac pacing | | | | | |
| ▪ Explain carotid sinus message | | | | | |
| ▪ Perform electrical and mechanical arrhythmia management therapies | | | | | |
| 4. Describe advanced cardiovascular procedures and monitoring devices. | | | | | |
| ▪ Describe the angiogram | | | | | |
| ▪ Describe angioplasty | | | | | |
| ▪ Describe the arterial line | | | | | |
| ▪ Describe the intra-aortic balloon pump | | | | | |

| **EMER 178 – Advanced Cardiac Care**<br>**Mastery:** I am able to demonstrate it well enough to teach it to someone else.<br>**Competent:** I can work independently to apply the outcome.<br>**Functional:** I need some assistance in using the outcome.<br>**Learning:** I am developing skills and knowledge for this area.<br>**None:** I have no experience with the outcome. | **Mastery** | **Competent** | **Functional** | **Learning** | **None** |
|---|---|---|---|---|---|
| ▪ Describe pericardiocentesis | | | | | |
| 5. Manage patients with cardiac disorders and disease. | | | | | |
| ▪ Explain cardiac disorders and disease | | | | | |
| ▪ Manage cardiac disorders and disease | | | | | |
| 6. Perform advanced cardiac life support. | | | | | |
| ▪ Describe advanced cardiac life support | | | | | |
| ▪ Perform advanced cardiac life support | | | | | |

## 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**
   Write an exam: short answer and multiple choice

## LEAD 160 – Professionalism, Leadership & Communication

You will study professional and leadership strategies that will enhance your practice as an EMS professional. Your studies will focus on computer technology, research strategies and principles, and strategic human resource management.

**Credit unit(s):** 2.0
**Course hours:** 24.0

| **LEAD 160 – Professionalism, Leadership & Communication**<br>**Mastery:** I am able to demonstrate it well enough to teach it to someone else.<br>**Competent:** I can work independently to apply the outcome.<br>**Functional:** I need some assistance in using the outcome.<br>**Learning:** I am developing skills and knowledge for this area.<br>**None:** I have no experience with the outcome. | **Mastery** | **Competent** | **Functional** | **Learning** | **None** |
|---|---|---|---|---|---|
| 1. Demonstrate basic computer skills. | | | | | |
| ▪ Identify basic computer skills | | | | | |
| ▪ Describe Internet navigational tools | | | | | |
| ▪ Demonstrate basic computer skills | | | | | |
| 2. Perform research relevant to EMS. | | | | | |
| ▪ Explain research methodologies | | | | | |
| ▪ Perform research relevant to EMS | | | | | |
| 3. Integrate quality assurance systems in simulated EMS practice. | | | | | |
| ▪ Explain quality assurance systems in EMS | | | | | |
| ▪ Apply the principles of quality assurance systems in simulated EMS practice | | | | | |
| 4. Describe the principles and practice of strategic human resource management. | | | | | |
| ▪ Describe the basic principles of organizational behavior | | | | | |
| ▪ Describe the basic principles of performance evaluation | | | | | |
| ▪ Describe the principles of compensation systems | | | | | |
| ▪ Describe the basic principles of staffing, recruitment, and training | | | | | |
| ▪ Define life-long learning and career path | | | | | |
| ▪ Evaluate personal life-long learning and career path | | | | | |
| ▪ Prepare a resume and an employment portfolio | | | | | |

## 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**
   Write an exam: short answer and multiple choice

## MICR 160 – Microbiology

You will study the various types of microorganisms, their characteristics and their role in the spread of infection. You will develop an understanding of health care epidemiology and the various agents used to control microbial growth. You will acquire knowledge of the major viral, bacterial and fungal diseases.

**Credit unit(s):** 1.0
**Course hours:** 15.0
**Prerequisite(s):** ANAT 167 minimum grade of 60 (concurrent) or APHY 162 minimum grade of 60 (concurrent)

| **MICR 160 – Microbiology**<br>**Mastery:** I am able to demonstrate it well enough to teach it to someone else.<br>**Competent:** I can work independently to apply the outcome.<br>**Functional:** I need some assistance in using the outcome.<br>**Learning:** I am developing skills and knowledge for this area.<br>**None:** I have no experience with the outcome. | Mastery | Competent | Functional | Learning | None |
|---|---|---|---|---|---|
| 1. Describe the foundations of microbiology. | | | | | |
| ▪ Describe the scope of microbiology | | | | | |
| ▪ Describe procaryotic cells such as bacteria | | | | | |
| ▪ Describe eucaryotic cells such as algae, fungi and protozoa | | | | | |
| ▪ Describe viruses, viroids and prions | | | | | |
| 2. Describe disease principles, epidemiology and microbial pathogenicity. | | | | | |
| ▪ Describe the disease process, including the types of infectious diseases | | | | | |
| ▪ Describe the principles of epidemiology | | | | | |
| - Describe microbial and nonmicrobial pathogenicity | | | | | |
| 3. Describe the methods of controlling microbial growth and the spread of communicable diseases. | | | | | |
| ▪ Describe microbial growth and the factors influencing microbial growth | | | | | |
| ▪ Describe common physical and chemical agents that control microbial growth | | | | | |
| ▪ Describe antimicrobial and chemotherapeutic agents and their effects on microorganisms | | | | | |
| ▪ Describe general and specific infection control procedures that are necessary to prevent the spread of communicable diseases | | | | | |
| 4. Describe the major classifications of pathogenic microorganisms, their characteristics and the diseases that they produce. | | | | | |
| ▪ Describe the microbial diseases of the skin, eyes and ears | | | | | |

| **MICR 160 – Microbiology**<br>**Mastery:** I am able to demonstrate it well enough to teach it to someone else.<br>**Competent:** I can work independently to apply the outcome.<br>**Functional:** I need some assistance in using the outcome.<br>**Learning:** I am developing skills and knowledge for this area.<br>**None:** I have no experience with the outcome. | Mastery | Competent | Functional | Learning | None |
|---|---|---|---|---|---|
| ▪ Describe the microbial diseases of the nervous system | | | | | |
| ▪ Describe the microbial diseases of the respiratory system | | | | | |
| ▪ Describe the microbial diseases of the cardiovascular and lymphatic systems | | | | | |
| ▪ Describe the microbial diseases of the digestive, urinary and reproductive systems | | | | | |

## 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. **Demonstration**
   Demonstrate skills in a lab setting

2. **Case study**
   Write a case study oriented exam with application of Saskatchewan Treatment Protocols

## PHAR 161 – Prehospital Medications

You will study essential medications that meet Saskatchewan scope of practice and NOCP requirements. Your studies will focus on medication classifications, dosages, contraindications and side effects.

**Credit unit(s):** 2.0
**Course hours:** 30.0

| **PHAR 161 – Prehospital Medications**<br>**Mastery:** I am able to demonstrate it well enough to teach it to someone else.<br>**Competent:** I can work independently to apply the outcome.<br>**Functional:** I need some assistance in using the outcome.<br>**Learning:** I am developing skills and knowledge for this area.<br>**None:** I have no experience with the outcome. | **Mastery** | **Competent** | **Functional** | **Learning** | **None** |
|---|---|---|---|---|---|
| 1. Explain common medication classifications. | | | | | |
| ▪ Explain medications used to manage nervous system disorders | | | | | |
| ▪ Explain medications used to manage cardiovascular system disorders | | | | | |
| ▪ Explain medications affecting blood-clotting mechanisms | | | | | |
| ▪ Explain medications used to manage respiratory system disorders | | | | | |
| ▪ Explain medications used to manage endocrine system disorders | | | | | |
| 2. Explain Saskatchewan Health Emergency Treatment Protocol medications. | | | | | |
| ▪ Describe Saskatchewan Emergency Treatment Protocol medications | | | | | |
| ▪ Explain the application of Saskatchewan Emergency Treatment Protocol medications | | | | | |
| 3. Explain advanced cardiac life support (ACLS) medications. | | | | | |
| ▪ Describe ACLS medications | | | | | |
| ▪ Explain the application of ACLS medications | | | | | |

## 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**
   Write an exam: short answer and multiple choice

## PHAR 162 – Fluid Therapy

You will study the principles and practice of administering fluids and medications. Your studies will focus on intravenous and intraosseous therapy

**Credit unit(s):** 1.0
**Course hours:** 18.0

| **PHAR 162 – Fluid Therapy**<br>**Mastery:** I am able to demonstrate it well enough to teach it to someone else.<br>**Competent:** I can work independently to apply the outcome.<br>**Functional:** I need some assistance in using the outcome.<br>**Learning:** I am developing skills and knowledge for this area.<br>**None:** I have no experience with the outcome. | **Mastery** | **Competent** | **Functional** | **Learning** | **None** |
|---|---|---|---|---|---|
| 1. Explain the principles of fluid therapy. | | | | | |
| ▪ Explain body fluid and electrolyte physiology. | | | | | |
| ▪ Explain the purposes of fluid replacement therapy. | | | | | |
| ▪ Explain fluid replacement products. | | | | | |
| 2. Perform intravenous therapy. | | | | | |
| ▪ Identify intravenous access sites. | | | | | |
| ▪ Prepare intravenous therapy equipment. | | | | | |
| ▪ Perform intravenous therapy | | | | | |
| 3. Perform intraosseous therapy. | | | | | |
| ▪ Explain the structure and function of the bone | | | | | |
| ▪ Explain the indications for intraosseous therapy | | | | | |
| ▪ Prepare intraosseous equipment | | | | | |
| ▪ Perform intraosseous therapy | | | | | |
| 4. Explain advanced and indwelling vascular devices. | | | | | |
| ▪ Explain the purpose and function of a central line | | | | | |
| ▪ Explain the purpose and function of an arterial line | | | | | |
| ▪ Explain the purpose and function of a port-a-cat | | | | | |
| ▪ Explain the purpose and function of a saline lock | | | | | |
| ▪ Explain the purpose and function of an arterio-venous shunt | | | | | |

## 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**
   Write an exam: short answer and multiple choice

## PHAR 168 – Medication Administration

You will study theory and skills that are essential for administering medications. Your studies will focus on endotracheal, intravenous, intraosseous and intramuscular medication administration.

**Credit unit(s):** 1.0
**Course hours:** 18.0
**Prerequisite(s):** PHAR 162 minimum grade of 60 (concurrent)

| **PHAR 168 – Medication Administration**<br>**Mastery:** I am able to demonstrate it well enough to teach it to someone else.<br>**Competent:** I can work independently to apply the outcome.<br>**Functional:** I need some assistance in using the outcome.<br>**Learning:** I am developing skills and knowledge for this area.<br>**None:** I have no experience with the outcome. | **Mastery** | **Competent** | **Functional** | **Learning** | **None** |
|---|---|---|---|---|---|
| 1. Describe routes of medication administration. | | | | | |
| ▪ Describe the principles of pharmacology | | | | | |
| ▪ Describe enteral and parenteral routes of medication administration | | | | | |
| 2. Describe medication preparations. | | | | | |
| ▪ Describe medication forms | | | | | |
| ▪ Describe a medication ampule | | | | | |
| ▪ Describe a medication vial | | | | | |
| ▪ Describe a medication preload | | | | | |
| 3. Administer medications | | | | | |
| ▪ Administer medications via enteral routes | | | | | |
| ▪ Administer medications via parenteral routes | | | | | |

## 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**
   Write an exam: short answer and multiple choice

## ANAT 267 – Anatomy and Physiology

Building on ANAT 167 (Anatomy and Physiology), you will continue the study of the human body. Your studies will focus on the physiological aspects of the skeletal, muscular, urinary, digestive and reproductive systems.

**Credit unit(s):** 4.0
**Course hours:** 60.0
**Prerequisite(s):** ANAT 167 minimum grade of 60

| **ANAT 267 – Anatomy and Physiology**<br>**Mastery:** I am able to demonstrate it well enough to teach it to someone else.<br>**Competent:** I can work independently to apply the outcome.<br>**Functional:** I need some assistance in using the outcome.<br>**Learning:** I am developing skills and knowledge for this area.<br>**None:** I have no experience with the outcome. | **Mastery** | **Competent** | **Functional** | **Learning** | **None** |
|---|---|---|---|---|---|
| 1. Describe the functioning of the urinary system in the maintenance of homeostasis | | | | | |
| ▪ Describe the urinary system, including the anatomy of its components and the functions of these organs | | | | | |
| ▪ Describe the nephron, including the structure and function of its parts | | | | | |
| ▪ Describe renal physiology | | | | | |
| ▪ Describe urine transport, storage and elimination | | | | | |
| 2. Describe fluid, electrolyte and acid base balance. | | | | | |
| ▪ Describe the basic concepts in the regulation of fluid and electrolyte balance | | | | | |
| ▪ Describe acid-base balance, including the buffering systems and the compensatory mechanisms involved in acid-base balance | | | | | |
| 3. Describe the special and somatic senses. | | | | | |
| ▪ Describe olfaction and gestation | | | | | |
| ▪ Describe vision, including the accessory structures, the eye and visual physiology | | | | | |
| ▪ Describe the processes of equilibrium and hearing, including anatomy of the ear | | | | | |
| 4. Describe the functioning of the digestive system. | | | | | |
| ▪ Describe the structure and function of the digestive tract, including the anatomy of the organs | | | | | |
| ▪ Describe the physiology of the stomach | | | | | |
| ▪ Describe the physiology of the small intestine and the glandular organs associated with it | | | | | |
| ▪ Describe the physiology of the large intestine | | | | | |

| **ANAT 267 – Anatomy and Physiology**<br>**Mastery:** I am able to demonstrate it well enough to teach it to someone else.<br>**Competent:** I can work independently to apply the outcome.<br>**Functional:** I need some assistance in using the outcome.<br>**Learning:** I am developing skills and knowledge for this area.<br>**None:** I have no experience with the outcome. | Mastery | Competent | Functional | Learning | None |
|---|---|---|---|---|---|
| ▪ Describe the processing and absorption of the various nutrients | | | | | |
| 5. Describe the functioning of the skeletal system. | | | | | |
| ▪ Describe osseous tissue and skeletal structure, including bone histology, developmental and growth | | | | | |
| ▪ Describe the major features of the bones of the axial skeleton | | | | | |
| ▪ Describe the major features of the bones of the appendicular skeleton | | | | | |
| ▪ Describe articulations, including the structural classification system and the various articulations of the axial skeleton the appendicular skeleton | | | | | |
| 6. Describe the physiology of the muscular system. | | | | | |
| ▪ Describe the physiology of muscle contraction, including the microanatomy of the skeletal muscle and the energetics of muscle activity | | | | | |
| ▪ Describe the location and action of the axial muscles | | | | | |
| ▪ Describe the location and action of the appendicular muscles | | | | | |
| 7. Describe the functioning of the reproductive system. | | | | | |
| ▪ Describe the male reproductive system, including physiology and endocrinology | | | | | |
| ▪ Describe the female reproductive system, including physiology and endocrinology | | | | | |

## 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. **Case study**

   Write a case study oriented exam with application of Saskatchewan Treatment Protocols

## EMER 262 – Medical Emergencies

You will study the recognition and advanced management of common adult medical emergencies. Your studies will focus on toxicology, gastrointestinal disorders and pregnancy. The course content includes Neonatal Resuscitation (NRP) certification.

**Credit unit(s):** 2.0 (3.0)
**Course hours:** 24.0 (45.0)
**Prerequisite(s):** ANAT 267 minimum grade of 60 (concurrent) and EMER 175 minimum grade of 60

| **EMER 262 – Medical Emergencies**<br>**Mastery:** I am able to demonstrate it well enough to teach it to someone else.<br>**Competent:** I can work independently to apply the outcome.<br>**Functional:** I need some assistance in using the outcome.<br>**Learning:** I am developing skills and knowledge for this area.<br>**None:** I have no experience with the outcome. | **Mastery** | **Competent** | **Functional** | **Learning** | **None** |
|---|---|---|---|---|---|
| 1. Manage patients with gastrointestinal disorders. | | | | | |
| ▪ Describe gastrointestinal disorders | | | | | |
| ▪ Manage gastrointestinal disorders | | | | | |
| 2. Manage patients with genitourinary disorders. | | | | | |
| ▪ Describe genitourinary disorders | | | | | |
| ▪ Manage genitourinary disorders | | | | | |
| 3. Manage patients with toxicological disorders. | | | | | |
| ▪ Describe toxicological disorders | | | | | |
| ▪ Manage toxicological disorders | | | | | |
| 4. Manage patients with illness and injury to the eyes, ears, nose and throat (EENT). | | | | | |
| ▪ Describe disorders of the eyes, ears, nose and throat | | | | | |
| ▪ Manage disorders of the eyes, ears, nose and throat | | | | | |
| 5. Manage patients with pregnancy and labour complications. | | | | | |
| ▪ Explain pregnancy and labour complications | | | | | |
| ▪ Manage pregnancy and labour complications | | | | | |
| 6. Perform neonatal resuscitation. | | | | | |
| ▪ Describe neonatal resuscitation | | | | | |
| ▪ Perform neonatal resuscitation | | | | | |

## 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**
   Write an exam: short answer and multiple choice

## EMER 270 – Advanced Trauma Management

You will study the recognition and advanced management of trauma emergencies. Your studies will focus on the integration of fluid therapy, advanced airway and pain management. You will receive BTLS Advanced certification.

**Credit unit(s):** 2.0
**Course hours:** 30.0
**Prerequisite(s):** ANAT 167 minimum grade of 60 and EMER 176 minimum grade of 60 and PHAR 162 minimum grade of 60 and PHAR 267 minimum grade of 60 (concurrent)

| **EMER 270 – Advanced Trauma Management**<br>**Mastery:** I am able to demonstrate it well enough to teach it to someone else.<br>**Competent:** I can work independently to apply the outcome.<br>**Functional:** I need some assistance in using the outcome.<br>**Learning:** I am developing skills and knowledge for this area.<br>**None:** I have no experience with the outcome. | **Mastery** | **Competent** | **Functional** | **Learning** | **None** |
|---|---|---|---|---|---|
| 1. Perform BTLS Advanced trauma assessments. | | | | | |
| ▪ Explain BTLS advanced trauma assessments | | | | | |
| ▪ Perform BTLS advanced trauma assessments | | | | | |
| 2. Provide advanced life support interventions for the shock patient. | | | | | |
| ▪ Describe the shock patient | | | | | |
| ▪ Manage the patient in hemorrhagic shock | | | | | |
| ▪ Manage the patient in neurogenic shock | | | | | |
| ▪ Manage the patient in cardiogenic shock | | | | | |
| ▪ Manage the patient in spinal shock | | | | | |
| ▪ Manage the patient in respiratory shock | | | | | |
| 3. Provide advanced life support interventions for patients with chest injuries | | | | | |
| ▪ Describe chest injuries | | | | | |
| ▪ Manage the patient with a sucking chest wound | | | | | |
| ▪ Manage the patient with a pneumothorax | | | | | |
| ▪ Manage the patient with a tension pneumothorax | | | | | |
| ▪ Manage the patient with a cardiac tamponade | | | | | |
| 4. Provide advanced life support interventions for patients with musculoskeletal injuries. | | | | | |
| ▪ Describe musculoskeletal injuries | | | | | |
| ▪ Manage the patient with joint dislocations | | | | | |

| **EMER 270 – Advanced Trauma Management**<br>**Mastery:** I am able to demonstrate it well enough to teach it to someone else.<br>**Competent:** I can work independently to apply the outcome.<br>**Functional:** I need some assistance in using the outcome.<br>**Learning:** I am developing skills and knowledge for this area.<br>**None:** I have no experience with the outcome. | Mastery | Competent | Functional | Learning | None |
|---|---|---|---|---|---|
| ▪ Manage the patient with closed extremity fractures | | | | | |
| ▪ Manage the patient with open extremity fractures | | | | | |
| 5. Provide advanced life support interventions for patients with burn injuries. | | | | | |
| ▪ Describe burn injuries. | | | | | |
| ▪ Manage the patient with high-risk burns. | | | | | |
| ▪ Manage the patient with inhalation burns. | | | | | |
| 6. Provide advanced life support interventions for patients with head injuries. | | | | | |
| ▪ Describe head injuries | | | | | |
| ▪ Manage the patient with head injuries | | | | | |
| 7. Describe advanced life support interventions for unique trauma patients. | | | | | |
| ▪ Describe the geriatric trauma patient | | | | | |
| ▪ Describe the obstetrical trauma patient | | | | | |
| ▪ Describe the pediatric trauma patient | | | | | |
| 8. Perform basic trauma life support – advanced. | | | | | |
| ▪ Manage the geriatric trauma patient | | | | | |
| ▪ Manage the obstetrical trauma patient | | | | | |
| ▪ Manage the pediatric trauma patient | | | | | |

## 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. **Case study**
   Write a case study oriented exam with application of Saskatchewan Treatment Protocols

2. **Demonstration**
   Demonstrate knowledge and skills in a scenario-based evaluation

## EMER 279 – Special Population Groups

Your studies will prepare you to recognize and manage the needs of unique patient groups. Your studies will focus on the geriatric, psychiatric, pediatric and the terminally ill patient. The course content includes Pediatric Advanced Life Support (PALS) certification.

**Credit unit(s):** 2.0 (3.0)
**Course hours:** 30.0 (40.0)
**Prerequisite(s):** EMER 175 minimum grade of 60 and EMER 176 minimum grade of 60 and EMER 177 minimum grade of 60 and EMER 178 minimum grade of 60 and PHAR 161 minimum grade of 60 and PHAR 162 minimum grade of 60 and PHAR 168 minimum grade of 60

| **EMER 279 – Special Population Groups**<br>**Mastery:** I am able to demonstrate it well enough to teach it to someone else.<br>**Competent:** I can work independently to apply the outcome.<br>**Functional:** I need some assistance in using the outcome.<br>**Learning:** I am developing skills and knowledge for this area.<br>**None:** I have no experience with the outcome. | **Mastery** | **Competent** | **Functional** | **Learning** | **None** |
|---|---|---|---|---|---|
| 1. Manage patients with multisystem disorders and disease. | | | | | |
| ▪ Explain haematological disorders | | | | | |
| ▪ Explain ontological disorders | | | | | |
| ▪ Explain infectious diseases | | | | | |
| ▪ Manage multisystem disorders and diseases | | | | | |
| 2. Manage disorders and illness of the geriatric patient. | | | | | |
| ▪ Explain disorders and illness of the geriatric patient | | | | | |
| ▪ Manage disorders and illness of the geriatric patient | | | | | |
| 3. Manage patients with psychiatric and behavioural disorders. | | | | | |
| ▪ Explain psychiatric and behavioural disorders | | | | | |
| ▪ Manage psychiatric and behavioural disorders | | | | | |
| 4. Manage patients with physical and mental challenges. | | | | | |
| ▪ Explain physical and mental challenges | | | | | |
| ▪ Manage physically and mentally challenged patients | | | | | |
| 5. Manage disorders and illness of the pediatric patient. | | | | | |
| ▪ Explain disorders and illness of the paediatric patient | | | | | |
| ▪ Manage disorders and illness of the pediatric patient | | | | | |
| 6. Perform pediatric advanced life support. | | | | | |

| **EMER 279 – Special Population Groups**<br>**Mastery:** I am able to demonstrate it well enough to teach it to someone else.<br>**Competent:** I can work independently to apply the outcome.<br>**Functional:** I need some assistance in using the outcome.<br>**Learning:** I am developing skills and knowledge for this area.<br>**None:** I have no experience with the outcome. | Mastery | Competent | Functional | Learning | None |
|---|---|---|---|---|---|
| ▪ Describe Pediatric Advanced Life Support | | | | | |
| ▪ Perform Pediatric Advanced Life Support | | | | | |

## 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. **Case study**
   Write a case study oriented exam with application of Saskatchewan Treatment Protocols

2. **Demonstration**
   Demonstrate knowledge and skills in a scenario-based evaluation

## PALS 3 - Pediatric Advanced Life Support

**Credit unit(s):** 1.0
**Course hours:** 16.0

| **PALS 3 - Pediatric Advanced Life Support**<br>**Mastery:** I am able to demonstrate it well enough to teach it to someone else.<br>**Competent:** I can work independently to apply the outcome.<br>**Functional:** I need some assistance in using the outcome.<br>**Learning:** I am developing skills and knowledge for this area.<br>**None:** I have no experience with the outcome. | **Mastery** | **Competent** | **Functional** | **Learning** | **None** |
|---|---|---|---|---|---|
| 1. Describe pediatric cardiac rhythm disturbances. | | | | | |
| 2. Recognize pediatric cardiac rhythm disturbances. | | | | | |
| 3. Manage simulated pediatric cardiac rhythm disturbances. | | | | | |
| 4. Describe respiratory failure and shock. | | | | | |
| 5. Recognize respiratory failure and shock. | | | | | |
| 6. Manage the pediatric patient with respiratory failure and shock. | | | | | |
| 7. Describe pediatric cardiac arrest. | | | | | |
| 8. Recognize pediatric cardiac arrest. | | | | | |
| 9. Manage the simulated pediatric cardiac arrest patient. | | | | | |

### 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**
   Write an exam: short answer and multiple choice

2. **Demonstration**
   Demonstrate knowledge and skills in a scenario based evaluation or case study exam.

***Note:*** PALS 3 is a required Heart and Stroke Association course. It is taught as part of EMER 279. If you have taken PALS 3, please contact the program head of Emergency Health Care for transfer credit.

## NRP – Neonatal Resuscitation Program

**Credit unit(s):** 1.0
**Course hours:** 15.0

| **NRP – Neonatal Resuscitation Program**<br>**Mastery:** I am able to demonstrate it well enough to teach it to someone else.<br>**Competent:** I can work independently to apply the outcome.<br>**Functional:** I need some assistance in using the outcome.<br>**Learning:** I am developing skills and knowledge for this area.<br>**None:** I have no experience with the outcome. | **Mastery** | **Competent** | **Functional** | **Learning** | **None** |
|---|---|---|---|---|---|
| 1. Describe neonatal resuscitation equipment. | | | | | |
| 2. Demonstrate the use of neonatal resuscitation equipment. | | | | | |
| 3. Describe neonatal mediations. | | | | | |
| 4. Describe the indication for neonatal medications. | | | | | |
| 5. Describe the use of neonatal medications. | | | | | |
| 6. Describe the principles of resuscitation. | | | | | |
| 7. Apply the principles of resuscitation in neonatal patient-care scenarios. | | | | | |
| 8. Manage the neonatal patient. | | | | | |
| 9. Describe neonatal special situations. | | | | | |
| 10. Recognize neonatal special situations. | | | | | |
| 11. Manage neonatal special situations. | | | | | |

### 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**
   Write an exam: short answer and multiple choice

2. **Demonstration**
   Demonstrate knowledge and skills in a scenario based evaluation or case study exam

***Note:*** NRP 3 is a required Heart and Stroke Association course. It is taught as part of EMER 279. If you have taken NRP 3, please contact the program head of Emergency Health Care for transfer credit.

## EMER 280 – Specialized Therapeutics

You will study enhanced therapies and skills that are essential for the changing role of the advanced care paramedic. Your studies will focus on suturing, sterile fields and managing common drainage systems (including urinary catheterisation and nasogastric intubation).

**Credit unit(s):** 2.0
**Course hours:** 30.0
**Prerequisite(s):** ANAT 167 minimum grade of 60 (concurrent) and MICR 160 minimum grade of 60 (concurrent)

| **EMER 280 – Specialized Therapeutics**<br>**Mastery:** I am able to demonstrate it well enough to teach it to someone else.<br>**Competent:** I can work independently to apply the outcome.<br>**Functional:** I need some assistance in using the outcome.<br>**Learning:** I am developing skills and knowledge for this area.<br>**None:** I have no experience with the outcome. | **Mastery** | **Competent** | **Functional** | **Learning** | **None** |
|---|---|---|---|---|---|
| 1. Demonstrate the application of sutures. | | | | | |
| ▪ Describe the indication for sutures | | | | | |
| ▪ Describe the process of applying sutures | | | | | |
| ▪ Demonstrate the application of sutures | | | | | |
| 2. Demonstrate working in a sterile field. | | | | | |
| ▪ Describe a sterile field | | | | | |
| ▪ Demonstrate working in a sterile field | | | | | |
| 3. Demonstrate the application of sterile dressings. | | | | | |
| ▪ Describe sterile dressings | | | | | |
| ▪ Demonstrate the application of sterile dressings | | | | | |
| 4. Manage patients with drainage systems. | | | | | |
| ▪ Perform urinary catheterization | | | | | |
| ▪ Perform nasogastric intubation | | | | | |
| ▪ Explain orogastric lavage | | | | | |
| ▪ Describe ostomy drainage systems | | | | | |
| ▪ Manage ostomy drainage systems | | | | | |

## 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. **Demonstration**
   Demonstrate skills in a lab setting

2. **Case study**
   Write a case study oriented exam with application of Saskatchewan Treatment Protocols

3. **Demonstration**
   Demonstrate knowledge and skills in a scenario-based evaluation

## EMER 281 – Patient Management and Integration

You will integrate and apply theory and skills sets in the management of simulated patients within the prehospital and health facility environments. The course content includes management strategies congruent with scope of practice.

**Credit unit(s):** 2.0
**Course hours:** 30.0
**Prerequisite(s):** ANAT 267 minimum grade of 60 (concurrent) and EMER 262 minimum grade of 60 (concurrent) and EMER 270 minimum grade of 60 (concurrent) and EMER 279 minimum grade of 60 (concurrent) and EMER 280 minimum grade of 60 (concurrent) and FTNS 163 minimum grade of 60 (concurrent) and PHAR 267 minimum grade of 60 (concurrent)

| **EMER 281 – Patient Management and Integration**<br>**Mastery:** I am able to demonstrate it well enough to teach it to someone else.<br>**Competent:** I can work independently to apply the outcome.<br>**Functional:** I need some assistance in using the outcome.<br>**Learning:** I am developing skills and knowledge for this area.<br>**None:** I have no experience with the outcome. | **Mastery** | **Competent** | **Functional** | **Learning** | **None** |
|---|---|---|---|---|---|
| 1. Manage patients in the prehospital setting. | | | | | |
| ▪ Integrate leadership, assessment and management skills in simulated prehospital scenarios | | | | | |
| ▪ Manage patients compliant with scope of practice | | | | | |
| 2. Manage patients in a health facility setting. | | | | | |
| ▪ Integrate leadership, assessment and management skills in simulated health facility scenarios | | | | | |
| ▪ Manage patients compliant with health facility policies and procedures | | | | | |
| 3. Manage inter-facility patient transports. | | | | | |
| 4. Integrate leadership, assessment and management skills in simulated inter-facility patient transport scenarios. | | | | | |
| 5. Manage patients compliant with scope of practice. | | | | | |

## 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. **Evidence file**
   Provide direct evidence to support certification or attend an ACLS course

## PHAR 267 – Prehospital Medications

You will study essential medications that meet Saskatchewan scope of practice and National Occupational Competency Profile requirements. Your studies will focus on medication classifications, dosages, contraindications and side effects.

**Credit unit(s):** 2.0
**Course hours:** 30.0
**Prerequisite(s):** PHAR 161 minimum grade of 60

| **PHAR 267 – Prehospital Medications**<br>**Mastery:** I am able to demonstrate it well enough to teach it to someone else.<br>**Competent:** I can work independently to apply the outcome.<br>**Functional:** I need some assistance in using the outcome.<br>**Learning:** I am developing skills and knowledge for this area.<br>**None:** I have no experience with the outcome. | **Mastery** | **Competent** | **Functional** | **Learning** | **None** |
|---|---|---|---|---|---|
| 1. Explain common medication classifications. | | | | | |
| ▪ Explain Rapid Sequence Intubation (RSI) medications | | | | | |
| ▪ Explain medications used to manage pregnancy and labour | | | | | |
| ▪ Explain the role of vitamins, minerals and herbal agents | | | | | |
| ▪ Explain medications used to manage inflammatory response and infection | | | | | |
| ▪ Explain medications used to manage gastrointestinal disorders | | | | | |
| 2. Explain Saskatchewan Health Emergency Treatment Protocol medications. | | | | | |
| ▪ Describe Saskatchewan Emergency Treatment Protocol medications | | | | | |
| ▪ Explain the application of Saskatchewan Emergency Treatment medications | | | | | |
| 3. Explain pediatric medications. | | | | | |
| ▪ Describe pediatric medications | | | | | |
| ▪ Explain the application of pediatric medications | | | | | |
| 4. Explain neonatal medications. | | | | | |
| ▪ Describe neonatal medications | | | | | |
| ▪ Explain the application of neonatal medications | | | | | |

## 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

Write an exam: short answer and multiple choice

## EMER 178 – Advanced Cardiac Life Support (ACLS) 1

**Credit unit(s):** 1.0
**Course hours:** 16.0

| **EMER 178 – Advanced Cardiac Life Support (ACLS) 1**<br>**Mastery:** I am able to demonstrate it well enough to teach it to someone else.<br>**Competent:** I can work independently to apply the outcome.<br>**Functional:** I need some assistance in using the outcome.<br>**Learning:** I am developing skills and knowledge for this area.<br>**None:** I have no experience with the outcome. | **Mastery** | **Competent** | **Functional** | **Learning** | **None** |
|---|---|---|---|---|---|
| 1. Describe cardiac arrhythmias. | | | | | |
| 2. Recognize cardiac arrhythmias. | | | | | |
| 3. Manage simulated cardiac arrhythmias. | | | | | |
| 4. Describe acute coronary syndromes. | | | | | |
| 5. Recognize acute coronary syndromes. | | | | | |
| 6. Manage simulated acute coronary syndromes. | | | | | |
| 7. Describe acute ischemic stroke. | | | | | |
| 8. Recognize acute ischemic stroke. | | | | | |
| 9. Manage the simulated acute ischemic stroke. | | | | | |
| 10. Describe cardiac arrest rhythms. | | | | | |
| 11. Recognize cardiac arrest rhythms. | | | | | |
| 12. Manage simulated cardiac arrest patients. | | | | | |

### 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**
   Write an exam: short answer and multiple choice

**FIELD practicum block assessment**

**EMER 180 – Field practicum**
**EMER 274 – Field practicum**

**Credit unit(s):** 19.0
**Course hours:** 288.0

| **Field practicum block assessment: EMER 180 & EMER 274** | **Shift** | | | | |
|---|---|---|---|---|---|
| **Evaluation statements** (check the appropriate shift(s) where you had a learning experience) | **1** | **2** | **3** | **4** | **5** |
| 1. Reflect professionalism through use of appropriate language. | | | | | |
| 2. Dress appropriately and maintain personal hygiene. | | | | | |
| 3. Maintain appropriate personal interaction with patients. | | | | | |
| 4. Maintain patient confidentiality. | | | | | |
| 5. Behave ethically. | | | | | |
| 6. Function as patient advocate. | | | | | |
| 7. Comply with scope of practice. | | | | | |
| 8. Recognize “patient rights” and the implications on the role of the provider. | | | | | |
| 9. Include all pertinent and required information on ambulance call report forms. | | | | | |
| 10. Function within relevant legislation, policies, and procedures. | | | | | |
| 11. Work collaboratively with a partner. | | | | | |
| 12. Accept and deliver constructive feedback. | | | | | |
| 13. Work collaboratively with other emergency response agencies. | | | | | |
| 14. Work collaboratively with other members of the health care team. | | | | | |
| 15. Exhibit reasonable and prudent judgment. | | | | | |
| 16. Practice effective problem-solving. | | | | | |
| 17. Delegate tasks appropriately. | | | | | |
| 18. Deliver an organized, accurate, and relevant report utilizing telecommunication devices. | | | | | |

| Field practicum block assessment: EMER 180 & EMER 274 | Shift | | | | |
|---|---|---|---|---|---|
| **Evaluation statements** (check the appropriate shift(s) where you had a learning experience) | **1** | **2** | **3** | **4** | **5** |
| 19. Deliver an organized, accurate, and relevant verbal report. | | | | | |
| 20. Deliver an organized, accurate, and relevant patient history. | | | | | |
| 21. Provide information to patient about their situation and how they will be treated. | | | | | |
| 22. Interact effectively with the patient, relatives, and bystanders who are in stressful situations. | | | | | |
| 23. Speak in language appropriate to the listener. | | | | | |
| 24. Use appropriate terminology. | | | | | |
| 25. Record organized, accurate, and relevant patient information. | | | | | |
| 26. Practice active listening techniques. | | | | | |
| 27. Establish trust and rapport with patients and colleagues. | | | | | |
| 28. Recognize and react appropriately to non-verbal behaviours. | | | | | |
| 29. Exhibit effective non-verbal behaviour. | | | | | |
| 30. Treat others with respect. | | | | | |
| 31. Exhibit empathy and compassion while providing care. | | | | | |
| 32. Recognize and react appropriately to individuals and groups manifesting coping mechanisms. | | | | | |
| 33. Act in a confident manner. | | | | | |
| 34. Act assertively as required. | | | | | |
| 35. Manage and provide support to patients, bystanders, and relatives manifesting emotional reactions. | | | | | |
| 36. Exhibit defusing and self-protection behaviors appropriate for use with patients and bystanders. | | | | | |
| 37. Maintain patient dignity. | | | | | |
| 38. Promote awareness of EMS system and profession. | | | | | |
| 39. Exhibit diplomacy, tact and discretion. | | | | | |

| Field practicum block assessment: EMER 180 & EMER 274 | Shift | | | | |
|---|---|---|---|---|---|
| **Evaluation statements** (check the appropriate shift(s) where you had a learning experience) | **1** | **2** | **3** | **4** | **5** |
| 40. Utilize community support agencies as appropriate. | | | | | |
| 41. Deliver an organized, accurate, and relevant patient history. | | | | | |
| 42. Obtain a list of patient's allergies. | | | | | |
| 43. Obtain list of patient's medications. | | | | | |
| 44. Obtain chief complaint and/or incident history from patient, family members, and/or bystanders. | | | | | |
| 45. Obtain information regarding patient's past medical history. | | | | | |
| 46. Obtain information about patient's last oral intake. | | | | | |
| 47. Obtain information regarding incident through accurate and complete scene assessment. | | | | | |
| 48. Conduct primary patient assessment and interpret findings. | | | | | |
| 49. Conduct secondary patient assessment and interpret findings. | | | | | |
| 50. Conduct multisystem assessment and interpret findings. | | | | | |
| 51. Conduct ongoing assessments based on patient presentation and interpret findings. | | | | | |
| 52. Re-direct priorities based on assessment findings. | | | | | |
| 53. Measure blood pressure by auscultation. | | | | | |
| 54. Assess pupils. | | | | | |
| 55. Measure blood pressure by palpation. | | | | | |
| 56. Assess skin condition. | | | | | |
| 57. Assess level of mentation. | | | | | |
| 58. Conduct oximetry testing and interpret findings. | | | | | |
| 59. Conduct glucometer testing and interpret findings. | | | | | |
| 60. Provide care to patient experiencing non-urgent medical problem. | | | | | |

| Field practicum block assessment: EMER 180 & EMER 274 | Shift | | | | |
|---|---|---|---|---|---|
| **Evaluation statements** (check the appropriate shift(s) where you had a learning experience) | **1** | **2** | **3** | **4** | **5** |
| 61. Conduct ongoing assessments based on patient presentation and interpret findings. | | | | | |
| 62. Re-direct priorities based on assessment findings. | | | | | |
| 63. Integrate task delegation. | | | | | |
| 64. Assess pulse. | | | | | |
| 65. Assess respiration. | | | | | |
| 66. Conduct non-invasive temperature monitoring. | | | | | |
| 67. Maintain peripheral intravenous (IV) access devices and infusions of crystalloid solutions without additives. | | | | | |
| 68. Conduct peripheral intravenous cannulation. | | | | | |
| 69. Conduct urinary catheterization. | | | | | |
| 70. Follow safe process for responsible medication administration. | | | | | |
| 71. Administer medication via sublingual route. | | | | | |
| 72. Administer medication via oral route. | | | | | |
| 73. Administer medication via inhalation. | | | | | |
| 74. Conduct respiratory system assessment and interpret findings. | | | | | |
| 75. Conduct assessment of the immune system and interpret findings. | | | | | |
| 76. Administer oxygen using high concentration mask. | | | | | |
| 77. Provide care to patient experiencing illness or injury primarily involving respiratory system. | | | | | |
| 78. Utilize portable oxygen delivery systems. | | | | | |
| 79. Provide oxygenation and ventilation using bag-valve-mask. | | | | | |
| 80. Utilize airway devices requiring visualization of vocal cords and introduced endotracheally. | | | | | |
| 81. Use manual maneuvers and positioning to maintain airway patency. | | | | | |

| Field practicum block assessment: EMER 180 & EMER 274 | Shift | | | | |
|---|---|---|---|---|---|
| **Evaluation statements** (check the appropriate shift(s) where you had a learning experience) | **1** | **2** | **3** | **4** | **5** |
| 82. Conduct primary patient assessment and interpret findings. | | | | | |
| 83. Conduct secondary patient assessment and interpret findings. | | | | | |
| 84. Conduct musculoskeletal assessment and interpret findings. | | | | | |
| 85. Conduct gastrointestinal system assessment and interpret findings. | | | | | |
| 86. Conduct genitourinary system assessment and interpret findings. | | | | | |
| 87. Conduct integumentary system assessment and interpret findings. | | | | | |
| 88. Treat soft tissue injuries. | | | | | |
| 89. Immobilize suspected fractures involving axial skeleton. | | | | | |
| 90. Provide care to patient experiencing illness or injury primarily involving integumentary system. | | | | | |
| 91. Provide care to patient experiencing illness or injury primarily involving musculoskeletal system. | | | | | |
| 92. Provide care to patient based on understanding of common physiological, anatomical, incident, and patient-specific clinical trauma criteria that determine appropriate decisions for triage, transport, and destination. | | | | | |
| 93. Conduct neurological system assessment and interpret findings. | | | | | |
| 94. Conduct assessment of the endocrine system and interpret findings. | | | | | |
| 95. Provide care to patient experiencing illness or injury primarily involving neurological system. | | | | | |
| 96. Provide care to patient experiencing illness or injury primarily involving endocrine system. | | | | | |
| 97. Provide care to patient experiencing illness or injury primarily involving gastrointestinal system. | | | | | |
| 98. Provide care to patient experiencing illness or injury due to poisoning or overdose. | | | | | |
| 99. Provide care for patient experiencing psychiatric crisis. | | | | | |

| Field practicum block assessment: EMER 180 & EMER 274 | Shift | | | | |
|---|---|---|---|---|---|
| **Evaluation statements** (check the appropriate shift(s) where you had a learning experience) | **1** | **2** | **3** | **4** | **5** |
| 100. Provide care for geriatric patient. | | | | | |
| 101. Conduct cardiovascular system assessment and interpret findings. | | | | | |
| 102. Provide care to patient experiencing illness or injury primarily involving cardiovascular system. | | | | | |
| 103. Conduct 3-lead electrocardiogram (ECG) and interpret findings. | | | | | |
| 104. Practice safe biomechanics. | | | | | |
| 105. Transfer patient from various positions using applicable equipment and/or techniques. | | | | | |
| 106. Secure patient to applicable equipment. | | | | | |
| 107. Assess scene for safety. | | | | | |
| 108. Address potential occupational hazards. | | | | | |
| 109. Practice infection control techniques. | | | | | |
| 110. Clean and disinfect equipment. | | | | | |

**CLINICAL practicum block assessment**

**EMER 181 – Clinical practicum**
**EMER 275 – Clinical practicum**

**Credit unit(s):** 13.0
**Course hours:** 196.0

| **Clinical practicum block assessment: EMER 181 & EMER 275** | **Shift** | | | | |
|---|---|---|---|---|---|
| **Evaluation statements** (check the appropriate shift(s) where you had a learning experience) | **1** | **2** | **3** | **4** | **5** |
| 1. Maintain patient dignity. | | | | | |
| 2. Reflect professionalism through use of appropriate language. | | | | | |
| 3. Dress appropriately and maintain personal hygiene. | | | | | |
| 4. Maintain appropriate personal interaction with patients. | | | | | |
| 5. Maintain patient confidentiality. | | | | | |
| 6. Promote awareness of emergency medical system and profession. | | | | | |
| 7. Behave ethically. | | | | | |
| 8. Function as patient advocate. | | | | | |
| 9. Comply with scope of practice. | | | | | |
| 10. Recognize “patient rights” and the implications on the role of the provider. | | | | | |
| 11. Work collaboratively with a partner. | | | | | |
| 12. Accept and deliver constructive feedback. | | | | | |
| 13. Work collaboratively with other members of the health care team. | | | | | |
| 14. Exhibit reasonable and prudent judgment. | | | | | |
| 15. Practice effective problem-solving. | | | | | |
| 16. Delegate tasks appropriately. | | | | | |
| 17. Integrate task delegation. | | | | | |
| 18. Interact effectively with the patient, relatives, and bystanders who are in stressful situations. | | | | | |
| 19. Speak in language appropriate to the listener. | | | | | |

| Clinical practicum block assessment: EMER 181 & EMER 275 | Shift | | | | |
|---|---|---|---|---|---|
| **Evaluation statements** (check the appropriate shift(s) where you had a learning experience) | **1** | **2** | **3** | **4** | **5** |
| 20. Use appropriate terminology. | | | | | |
| 21. Record organized, accurate, and relevant patient information. | | | | | |
| 22. Practice active listening techniques. | | | | | |
| 23. Establish trust and rapport with patients and colleagues. | | | | | |
| 24. Provide information to patient about their situation and how they will be treated. | | | | | |
| 25. Recognize and react appropriately to non-verbal behaviours. | | | | | |
| 26. Treat others with respect. | | | | | |
| 27. Exhibit empathy and compassion while providing care. | | | | | |
| 28. Recognize and react appropriately to individuals and groups manifesting coping mechanisms. | | | | | |
| 29. Act in a confident manner. | | | | | |
| 30. Act assertively as required. | | | | | |
| 31. Manage and provide support to patients, bystanders, and relatives manifesting emotional reactions. | | | | | |
| 32. Exhibit diplomacy, tact, and discretion. | | | | | |
| 33. Deliver an organized, accurate, and relevant patient history. | | | | | |
| 34. Obtain list of patient's medications. | | | | | |
| 35. Obtain chief complaint and/or incident history from patient, family members, and/or bystanders. | | | | | |
| 36. Obtain information regarding patient's past medical history. | | | | | |
| 37. Obtain information about patient's last oral intake. | | | | | |
| 38. Obtain list of patient's allergies. | | | | | |
| 39. Conduct primary patient assessment and interpret findings. | | | | | |
| 40. Conduct secondary patient assessment and interpret findings. | | | | | |
| 41. Conduct multisystem assessment and interpret findings. | | | | | |

| Clinical practicum block assessment: EMER 181 & EMER 275 | Shift | | | | |
|---|---|---|---|---|---|
| **Evaluation statements** (check the appropriate shift(s) where you had a learning experience) | **1** | **2** | **3** | **4** | **5** |
| 42. Conduct ongoing assessments based on patient presentation and interpret findings. | | | | | |
| 43. Re-direct priorities based on assessment findings. | | | | | |
| 44. Assess pulse. | | | | | |
| 45. Measure blood pressure by auscultation. | | | | | |
| 46. Assess pupils. | | | | | |
| 47. Measure blood pressure with non invasive pressure monitor. | | | | | |
| 48. Assess skin condition. | | | | | |
| 49. Assess level of mentation. | | | | | |
| 50. Conduct oximetry testing and interpret findings. | | | | | |
| 51. Conduct glucometer testing and interpret findings. | | | | | |
| 52. Use manual maneuvers and positioning to maintain airway patency. | | | | | |
| 53. Conduct ongoing assessments based on patient presentation and interpret findings. | | | | | |
| 54. Re-direct priorities based on assessment findings. | | | | | |
| 55. Conduct non invasive temperature monitoring. | | | | | |
| 56. Assess respiration. | | | | | |
| 57. Maintain peripheral IV access devices infusions of crystalloid solution without additives. | | | | | |
| 58. Conduct peripheral intravenous cannulation. | | | | | |
| 59. Follow safe process for responsible medication administration. | | | | | |
| 60. Administer medication via subcutaneous route. | | | | | |
| 61. Administer medication via intramuscular route. | | | | | |
| 62. Administer medication via intravenous route. | | | | | |
| 63. Administer medication via sublingual route. | | | | | |

| Clinical practicum block assessment: EMER 181 & EMER 275 | Shift | | | | |
|---|---|---|---|---|---|
| **Evaluation statements** (check the appropriate shift(s) where you had a learning experience) | **1** | **2** | **3** | **4** | **5** |
| 64. Administer medication via oral route. | | | | | |
| 65. Administer medication via inhalation. | | | | | |
| 66. Provide care for the pediatric patient. | | | | | |
| 67. Provide care for the geriatric patient. | | | | | |
| 68. Provide routine care for patient with urinary catheter. | | | | | |
| 69. Conduct oral and nasal gastric tube insertion. | | | | | |
| 70. Conduct urinary catheterization. | | | | | |
| 71. Conduct respiratory system assessment and interpret findings. | | | | | |
| 72. Conduct assessment of the immune system and interpret findings. | | | | | |
| 73. Administer oxygen using nasal cannula. | | | | | |
| 74. Administer oxygen using high concentration mask. | | | | | |
| 75. Provide care to patient experiencing illness or injury primarily involving respiratory system. | | | | | |
| 76. Provide oxygenation and ventilation using bag-valve-mask. | | | | | |
| 77. Explain calculation and significance of Mean Arterial Pressure (MAP) and pulse pressure. | | | | | |
| 78. Conduct end-tidal carbon dioxide monitoring and interpret findings. | | | | | |
| 79. Suction oropharynx. | | | | | |
| 80. Suction beyond oropharynx. | | | | | |
| 81. Utilize oropharyngeal airway. | | | | | |
| 82. Utilize airway devices not requiring visualization of vocal cords and not introduced endotracheally. | | | | | |
| 83. Utilize airway devices not requiring visualization of vocal cords and introduced endotracheally. | | | | | |
| 84. Utilize airway devices requiring visualization of vocal cords and introduced endotracheally. | | | | | |

| Clinical practicum block assessment: EMER 181 & EMER 275 | Shift | | | | |
|---|---|---|---|---|---|
| **Evaluation statements** (check the appropriate shift(s) where you had a learning experience) | 1 | 2 | 3 | 4 | 5 |
| 85. Provide mechanical ventilation. | | | | | |
| 86. Administer oxygen with a low concentration mask. | | | | | |
| 87. Conduct primary patient assessment and interpret findings. | | | | | |
| 88. Conduct secondary patient assessment and interpret findings. | | | | | |
| 89. Conduct musculoskeletal assessment and interpret findings. | | | | | |
| 90. Conduct gastrointestinal system assessment and interpret findings. | | | | | |
| 91. Conduct genitourinary system assessment and interpret findings. | | | | | |
| 92. Conduct integumentary system assessment and interpret findings. | | | | | |
| 93. Provide care to patient experiencing illness or injury primarily involving integumentary system. | | | | | |
| 94. Provide care to patient experiencing illness or injury primarily involving musculoskeletal system. | | | | | |
| 95. Conduct cardiovascular system assessment and interpret findings. | | | | | |
| 96. Provide care to patient experiencing illness or injury primarily involving cardiovascular system. | | | | | |
| 97. Conduct 3-lead electrocardiogram (ECG) and interpret findings. | | | | | |
| 98. Obtain 12-lead electrocardiogram and interpret findings. | | | | | |
| 99. Conduct neurological system assessment and interpret findings. | | | | | |
| 100. Conduct assessment of the endocrine system and interpret findings. | | | | | |
| 101. Provide care to patient experiencing illness or injury primarily involving neurological system. | | | | | |
| 102. Provide care to patient experiencing illness or injury primarily involving gastrointestinal system. | | | | | |
| 103. Provide care to patient experiencing illness or injury primarily involving musculoskeletal system. | | | | | |
| 104. Provide care to patient experiencing illness primarily involving endocrine system. | | | | | |

| Clinical practicum block assessment: EMER 181 & EMER 275 | Shift | | | | |
|---|---|---|---|---|---|
| **Evaluation statements** (check the appropriate shift(s) where you had a learning experience) | **1** | **2** | **3** | **4** | **5** |
| 105. Provide care to patient experiencing illness or injury due to poisoning or overdose. | | | | | |
| 106. Provide care to patient experiencing non-urgent medical problem. | | | | | |
| 107. Provide care for patient experiencing psychiatric crisis. | | | | | |
| 108. Provide care for patient in labour. | | | | | |
| 109. Apply assessment techniques specific to the obstetrical patient. | | | | | |
| 110. Evaluate findings related to the etiology, path physiology and manifestations of the illnesses and injuries of the female reproductive system. | | | | | |
| 111. Perform assessment techniques for obstetrical-related illnesses and injuries. | | | | | |
| 112. Conduct neonatal assessment and interpret findings. | | | | | |
| 113. Provide care for neonatal patient. | | | | | |
| 114. Provide care for pediatric patient. | | | | | |
| 115. Exhibit physical strength and fitness consistent with the requirements of professional practice. | | | | | |
| 116. Practice safe biomechanics. | | | | | |
| 117. Adapt proper lifting techniques. | | | | | |
| 118. Transfer patient from various positions using applicable equipment and / or techniques. | | | | | |
| 119. Assess workplace for safety. | | | | | |
| 120. Address potential occupational hazards. | | | | | |
| 121. Practice infection control techniques. | | | | | |

## PLAR assessment methods

Complete all mandatory learning outcomes in a scheduled SIAST practicum OR provide evidence to support meeting of all mandatory learning outcomes.

**FITNESS & LIFESTYLE block assessment**

**FTNS 162 – Fitness and Lifestyle**
**FTNS 163 – Fitness and Lifestyle**

**Credit unit(s):** 5.0
**Course hours:** 30.0

| **FTNS 162 – Fitness and Lifestyle block assessment**<br>**FTNS 163 – Fitness and Lifestyle block assessment**<br>**Mastery:** I am able to demonstrate it well enough to teach it to someone else.<br>**Competent:** I can work independently to apply the outcome.<br>**Functional:** I need some assistance in using the outcome.<br>**Learning:** I am developing skills and knowledge for this area.<br>**None:** I have no experience with the outcome. | **Mastery** | **Competent** | **Functional** | **Learning** | **None** |
|---|---|---|---|---|---|
| 1. List the components of a balanced, healthy lifestyle. | | | | | |
| 2. Describe personal activities/habits that promote a balanced, healthy lifestyle. | | | | | |
| 3. Choose personal activities/habits that promote a balanced, healthy lifestyle. | | | | | |
| 4. Demonstrate adequate fitness. | | | | | |
| 5. Apply principles of fitness training to achieve adequate fitness. | | | | | |
| 6. Demonstrate a positive team attitude. | | | | | |
| 7. Demonstrate a positive, healthy team attitude in dealing with personal and professional challenges. | | | | | |
| 8. Develop principles of fitness training in a personal training plan. | | | | | |
| 9. Apply personal training to achieve adequate fitness. | | | | | |
| 10. Develop a personal nutrition plan. | | | | | |
| 11. Demonstrate adequate fitness. | | | | | |

# Advanced Care Paramedic Diploma program

Appendices

## Appendix A: PLAR evidence with the National Occupational Competency Profile

The PLAR candidate will find the following documents helpful in aligning their PLAR evidence with the National Occupational Competency Profile to ensure their learning meets the established CMA Accreditation standards for SIAST Emergency Health Care Programs**. Please refer to the Paramedic Association of Canada web site** **http://www.paramedic.ca/** to get a detailed description of National Occupational Competency Profile (NOCP) requirements.

## EMER 158 – Advanced Care Preparation

Your studies will focus on professionalism, leadership and Saskatchewan scope of practice protocols. The course content includes basic life support therapies, medication administration and written documentation practices. Saskatchewan Emergency Treatment Protocols may be accessed from the Saskatchewan College of Paramedics web-site at: www.collegeofparamedics.sk.ca

| Learning outcomes | Learning steps | NOCP Competency |
|---|---|---|
| 1. Demonstrate professionalism and leadership in EMS. | 1. Describe EMS associations in Saskatchewan<br>2. Demonstrate knowledge of Provincial acts and regulations relevant to Saskatchewan EMS<br>3. Demonstrate written communication methodologies | 1.1.i<br>1.1.e,g; 1.3.a; 1.4.a<br>1.3.c; 2.2.a, b |
| 2. Perform medication administration techniques. | 1. Perform drug calculations<br>2. Perform medication preparations<br>3. Perform medication administration | 5.8.a, b, c, d, h, j, l<br>5.8.a, b, c, d, h, j, l<br>5.8.a, b, c, d, h, j, l |
| 3. Interpret 3-Lead electrocardiograms. | 1. Perform 3-Lead cardiac monitoring<br>2. Interpret 3-Lead cardiac rhythms | 4.5.l<br>4.5.l |
| 4. Perform basic life support therapies. | 1. Perform spinal immobilization<br>2. Perform fracture care<br>3. Provide basic respiratory support | 4.3.d, j; 5.7.b<br>4.3.d, I, j; 5.6.a, 5.7.a<br>4.3.e; 5.1.a-f; 5.2.a-e; 5.3.a-e; 5.4.a |
| 5. Integrate patient assessment and management strategies compliant with Saskatchewan Emergency Treatment Protocols. | 1. Manage common medical emergencies<br>2. Manage common trauma emergencies<br>3. Manage inter-facility patient transfers | 1.5.a-d; 1.6.a-c; 6.1.a-f, h-n; 6.3.a, b<br>1.5.a-d; 1.6.a-c; 6.1.g, o; 6.3.a, b<br>1.5.a-d; 1.6.a-c; 6.1.l; 6.3.a, b |

## EMER 177 – Physical Assessment

You will perform physical assessments of body systems (including cardiac, respiratory and neurological systems). Your studies will also include the fundamentals of history taking and the interview process.

| Learning outcomes | Learning steps | NOCP Competency |
|---|---|---|
| 1. Describe the history and interview process. | 1. Describe the history and interview process | 2.1.c, d, e; 4.2.b, d |
| | 2. Describe the history and interview process for patients of different age groups | 2.1.c, d, e; 4.2.b, d |
| | 3. Describe trans-cultural considerations in assessment | 2.1.c, d, e; 4.2.b, d |
| 2. Describe assessment techniques. | 1. Describe assessment techniques | 4.3.k, l, n, o, p; 6.1.p; 6.3.a |
| | 2. Describe the mental status assessment | 4.3.p, l; 6.1.p |
| 3. Describe body system assessments. | 1. Describe assessment of the integumentary system | 4.3.b, l; 4.4.g; 6.1.f |
| | 2. Describe assessment of the eyes, ears, nose and throat | 4.3.b, m; 4.4.h; 6.1.j |
| | 3. Describe assessment of the head and neck | 4.3.b |
| | 4. Describe assessment of the thorax and lungs | 4.3.b, e; 6.1.c, h |
| | 5. Describe assessment of the cardiovascular system | 4.3.b, c; 4.4.d; 6.1.a |
| | 6. Describe assessment of the abdomen | 4.3.b, g; 6.1.e |
| | 7. Describe assessment of the musculoskeletal system | 4.3.b, j; 6.1.g |
| | 8. Describe assessment of the neurological system | 4.3.b, d; 4.4.h, l; 6.1.b |
| | 9. Describe assessment of the male and female genitalia | 4.3.b, f, h; 6.1.d |
| 4. Perform body system assessments. | 1. Perform assessment of the integumentary system | 4.3.i; g; 6.1.f |
| | 2. Perform assessment of the eyes, ears, nose and throat | 4.3.m; 4.4.h; 6.1.j |
| | 3. Perform assessment of the head and neck | 4.3.d, j |
| | 4. Perform assessment of the thorax and lungs | 4.3.e; 6.1.c, h |
| | 5. Perform assessment of the cardiovascular system | 4.3.c; 6.1.a |
| | 6. Perform assessment of the abdomen | 4.3.g; 6.1.e |
| | 7. Perform assessment of the musculoskeletal system | 4.3.j; 6.1.g |
| | 8. Perform assessment of the neurological system | 4.3.d; 4.4.h, l; 6.1.b |
| | 9. Perform assessment of the male and female genitalia | 4.3.f, h; 6.1.d |

## LEAD 160 – Professionalism, Leadership & Communication

You will study professional and leadership strategies that will enhance your practice as an EMS professional. Your studies will focus on computer technology, research strategies and principles, and strategic human resource management.

| Learning outcomes | Learning steps | NOCP Competency |
|---|---|---|
| 1. Demonstrate basic computer skills. | 1. Identify basic computer skills<br>2. Describe Internet navigational tools<br>3. Demonstrate basic computer skills | 1.2.c; 2.2.b<br>1.2.c<br>1.2.c; 2.2.b |
| 2. Perform research relevant to EMS. | 1. Explain research methodologies<br>2. Perform research relevant to EMS | 1.2.c<br>1.2.c |
| 3. Integrate quality assurance systems in simulated EMS practice. | 1. Explain quality assurance systems in EMS<br>2. Apply the principles of quality assurance systems in simulated EMS practice | 1.1.f, h<br>1.1.f, h |
| 4. Describe the principles and practice of strategic human resource management. | 1. Describe the basic principles of organizational behavior<br>2. Describe the basic principles of performance evaluation<br>3. Describe the principles of compensation systems<br>4. Describe the basic principles of staffing, recruitment, and training | 1.2.a<br>1.2.a<br>1.2.a<br>1.2.a |
| 5. Develop a personal life-long learning plan. | 1. Define life-long learning and career path<br>2. Evaluate personal life-long learning and career path<br>3. Prepare a resume and an employment portfolio | 1.2.b<br>1.2.b<br>1.2.b |

## EMER 176 – Advanced Respiratory Care

You will study advanced diagnostics and therapies for managing respiratory illness and disease. Your studies will focus on endotracheal intubation, use of mechanical ventilators, surgical airway procedures and respiratory medications.

| Learning outcomes | Learning steps | NOCP Competency |
|---|---|---|
| 1. Demonstrate the use of advanced airway devices. | 1. Explain endotracheal intubation | 5.1.g, h; 6.1.c |
| | 2. Explain nasotracheal intubation | |
| | 3. Explain the combitube airway | 5.1.f, g; 6.1.c |
| | 4. Explain the laryngeal mask airway (LMA) | 5.1.f; 6.1.c |
| | 5. Demonstrate the use of advanced airway devices | 5.1.f, g, h, j; 6.1.c |
| 2. Demonstrate advanced airway support procedures. | 1. Explain advanced airway support procedures | 5.1.a, c, i, j; 5.4.a; 6.1.c |
| | 2. Demonstrate advanced airway support procedures | 5.1.a, c, I, j; 6.1.c |
| 3. Demonstrate surgical and invasive airway management procedures. | 1. Explain surgical cricothyrotomy | 5.1.k, l; 6.1.c |
| | 2. Explain translaryngeal ventilation airway (TLJV) | 5.1.k, l; 6.1.c |
| | 3. Demonstrate surgical and invasive airway management procedures | 5.1.l |
| 4. Explain the indication and use of mechanical ventilation and monitoring devices. | 1. Describe blood gas physiology | 4.5.a; 5.4.b, c, d; 6.1.c |
| | 2. Explain the indication and use of a mechanical ventilator | 5.4.b, c, d; 6.1.c |
| | 3. Explain the indications and use of ventilation monitoring devices | 4.5.a, b; 5.4.b, c, d; 6.1.c |
| | 4. Explain the indication and maintenance of a stoma airway | 6.1.c |
| 5. Manage respiratory disorders and disease. | 1. Explain common respiratory disorders | 5.2.a; 6.1.c |
| | 2. Manage common respiratory disorders | 5.2.a; 6.1.c |

## EMER 178 – Advanced Cardiac Care

You will study advanced diagnostics and therapies for managing cardiac illness and disease. Your studies will focus on 12 lead cardiac monitoring, electrical therapy, and cardiac medications. The course content includes Advanced Cardiac Life Support (ACLS) certification.

| Learning outcomes | Learning steps | NOCP Competency |
|---|---|---|
| 1. Perform 12-Lead ECG Monitoring | 1. Explain the purpose of 12-Lead ECG monitoring<br>2. Explain the equipment required for 12-Lead ECG monitoring<br>3. Perform 12-Lead ECG monitoring | 4.5.m; 6.1.a<br>4.5.m; 6.1.a<br>4.5.m; 6.1.a |
| 2. Interpret 12-Lead Electrocardiograms. | 1. Explain the 12-Lead electrocardiogram<br>2. Analyze 12-Lead electrocardiograms<br>3. Interpret 12-Lead electrocardiograms | 4.5.m; 6.1.a<br>4.5.m; 6.1.a<br>4.5.m; 6.1.a |
| 3. Perform electrical and mechanical arrhythmia management therapies. | 1. Explain manual defibrillation<br>2. Explain synchronized cardioversion<br>3. Explain external cardiac pacing<br>4. Explain carotid sinus message<br>5. Perform electrical and mechanical arrhythmia management therapies | 5.5.j; 6.1.a<br>5.5.k; 6.1.a<br>5.5.m, l; 6.1.a<br>6.1.a<br>6.1.a |
| 4. Describe advanced cardiovascular procedures and monitoring devices. | 1. Describe the angiogram<br>2. Describe angioplasty<br>3. Describe the arterial line<br>4. Describe the intra-aortic balloon pump<br>5. Describe pericardiocentesis | 6.1.a<br>6.1.a<br>6.1.a; 4.4.f<br>5.5.n; 6.1.a<br>6.1.a |
| 5. Manage patients with cardiac disorders and disease. | 1. Explain cardiac disorders and disease<br>2. Manage cardiac disorders and disease | 4.5.l; 5.5.a; 6.1.a<br>5.5.a; 6.1.a |
| 6. Perform Advanced Cardiac Life Support | 1. Describe Advanced Cardiac Life Support<br>2. Perform Advanced Cardiac Life Support | 4.5.k; 5.5.a, j, k, l, m; 6.1.a<br>4.5.k; 5.5.a, j, k, l, m; 6.1.a |

## EMER 175 – Medical Emergencies

You will study the recognition and advanced management of common adult medical emergencies. Your studies will emphasize seizures, diabetes and environmental conditions.

| Learning outcomes | Learning steps | NOCP Competency |
|---|---|---|
| 1. Manage patients with neurological disorders. | 1. Explain neurological disorders<br>2. Manage neurological disorders | 4.3.d<br>4.3.d |
| 2. Manage patients with endocrine disorders. | 1. Explain endocrine disorders<br>2. Manage endocrine disorders | 4.3.l; 4.5.c; 6.1.b<br>4.3.l; 4.5.c; 6.1.b, i |
| 3. Manage patients with immune disorders. | 1. Explain immune disorders<br>2. Manage immune disorders | 4.3.k; 6.1.h<br>4.3.k; 6.1.h |
| 4. Manage patients with environmental conditions. | 1. Explain environmental conditions<br>2. Manage environmental conditions | 5.6.e; 6.1.n<br>5.6.e; 6.1.n |

## PHAR 161 – Prehospital Medications

You will study essential medications that meet Saskatchewan scope of practice and NOCP requirements. Your studies will focus on medication classifications, dosages, contraindications and side effects.

| Learning outcomes | Learning steps | NOCP Competency |
|---|---|---|
| 1. Explain common medication classifications. | 1. Explain medications used to manage nervous system disorders | 5.8.a-l |
| | 2. Explain medications used to manage cardiovascular system disorders | 5.8.a-l |
| | 3. Explain medications affecting blood-clotting mechanisms | 5.8.a-l |
| | 4. Explain medications used to manage respiratory system disorders | 5.8.a-l |
| | 5. Explain medications used to manage endocrine system disorders | 5.8.a-l |
| 2. Explain Saskatchewan Health Emergency Treatment Protocol medications. | 1. Describe Saskatchewan Emergency Treatment Protocol medications | 2.3.d; 5.8.a-l |
| | 2. Explain the application of Saskatchewan Emergency Treatment Protocol medications | 2.3.d; 5.8.a-l |
| 3. Explain Advanced Cardiac Life Support (ACLS) medications. | 1. Describe ACLS medications | 5.8.a, b, e-l |
| | 2. Explain the application of ACLS medications | 5.8.a, b, e-l |

## PHAR 162 – Fluid Therapy

You will study the principles and practice of administering fluids and medications. Your studies will focus on intravenous and intraosseous therapy.

| Learning outcomes | Learning steps | NOCP Competency |
|---|---|---|
| 1. Explain the principles of fluid therapy. | 1. Explain body fluid and electrolyte physiology<br>2. Explain the purposes of fluid replacement therapy<br>3. Explain fluid replacement products | 4.5.k; 5.5.d, g<br>5.5.d, g<br>5.5.d, f, g |
| 2. Perform intravenous therapy. | 1. Identify intravenous access sites<br>2. Prepare intravenous therapy equipment<br>3. Perform intravenous therapy | 4.5.d, e; 5.5.d<br>5.5.d<br>4.5.d, e; 5.5.d |
| 3. Perform intraosseous therapy. | 1. Explain the structure and function of the bone<br>2. Explain the indications for intraosseous therapy<br>3. Prepare intraosseous equipment<br>4. Perform intraosseous therapy | 5.5.e<br>5.5.e<br>5.5.e<br>5.5.e |
| 4. Explain advanced and indwelling vascular devices. | 1. Explain the purpose and function of a central line<br>2. Explain the purpose and function of an arterial line<br>3. Explain the purpose and function of a port-a-cath<br>4. Explain the purpose and function of a saline lock<br>5. Explain the purpose and function of an arterio-venous shunt | 4.5.g-j<br>4.5.f-j<br>Saskatchewan competency<br>Saskatchewan competency<br>Saskatchewan competency |

## PHAR 168 – Medication Administration

You will study the principles and practice of administering fluids and medications. Your studies will focus on intravenous and intraosseous therapy.

| Learning Outcomes | Learning Steps | NOCP Competency |
|---|---|---|
| 1. Describe routes of medication administration. | 1. Describe the principles of pharmacology<br>2. Describe enteral and parenteral routes of medication administration | 5.8.a-g, i, k, l<br>5.8.a-g, i, k, l |
| 2. Describe medication preparations. | 1. Describe medication forms<br>2. Describe a medication ampule<br>3. Describe a medication vial<br>4. Describe a medication preload | 5.8.a-g, i, k, l<br>5.8.a-g, i, k, l<br>5.8.a-g, i, k, l<br>5.8.a-g, i, k, l |
| 3. Administer medications. | 1. Administer medications via enteral routes<br>2. Administer medications via parenteral routes | 5.8.a-g, i, k, l<br>5.8.a-g, i, k, l |

## Advanced Cardiac Life Support (ACLS)

ACLS will provide the student with a set of critical interventions for the urgent treatment of cardiopulmonary arrest plus the knowledge and skills to deploy those interventions.

| Learning outcomes | Learning steps | NOCP Competency |
|---|---|---|
| 1. Manage the patient with cardiac arrhythmias. | 1. Describe cardiac arrhythmias<br>2. Recognize cardiac arrhythmias<br>3. Manage simulated cardiac arrhythmias | 4.5.l, m; 6.1.a<br>4.5.l, m; 6.1.a<br>4.3.c; 6.1.a |
| 2. Manage the patient with acute coronary syndromes. | 1. Describe acute coronary syndromes<br>2. Recognize acute coronary syndromes<br>3. Manage simulated acute coronary syndromes | 4.3.c; 6.1.a<br>4.3.c; 6.1.a<br>4.3.c; 6.1.a |
| 3. Manage the patient with acute ischemic stroke. | 1. Describe acute ischemic stroke<br>2. Recognize acute ischemic stroke<br>3. Manage the simulated acute ischemic stroke | 4.3.c; 6.1.a<br>4.3.c; 6.1.a<br>4.3.c; 6.1.a |
| 4. Manage the cardiac arrest patient. | 1. Describe cardiac arrest rhythms<br>2. Recognize cardiac arrest rhythms<br>3. Manage simulated cardiac arrest patients | 4.3.c; 6.1.a<br>4.3.c; 6.1.a<br>4.3.c; 6.1.a |

**This course has been integrated into Advanced Cardiac Care – Learning outcome 6**

## EMER 159 – Patient Management and Integration

You will integrate and apply theory and skills sets in the management of simulated patients within the prehospital and health facility environments. The course content includes management strategies congruent with scope of practice.

| Learning outcomes | Learning steps | NOCP Competency |
|---|---|---|
| 1. Explain Saskatchewan Emergency Treatment Protocols. | 1. Review Saskatchewan Emergency Treatment Protocols<br>2. Explain Saskatchewan Emergency Treatment Protocols | Provincial Competency Only<br>Provincial Competency Only |
| 2. Explain Saskatchewan Legislation – Acts and Regulations relevant to EMS practice. | 1. Review Saskatchewan Legislative Acts and Regulation relevant to EMS practice<br>2. Explain Saskatchewan Legislative Acts and Regulation relevant to EMS practice | Provincial Competency Only<br>Provincial Competency Only |
| 3. Manage patients in the prehospital setting. | 1. Describe prehospital patient-care scenarios<br>2. Integrate patient assessment and management skills in simulated prehospital scenarios<br>3. Manage patients compliant with scope of practice | 1.1.a-e, g, h, j, k; 1.3.a-c; 1.5.a-c; 1.6.a-c; 2.1a-g; 2.3.a-d; 2.4.a-h; 3.1.e; 3.2.a-e; 3.3.a-d, f-h4.1.a, c; 4.2.a-f; 4.3.a-m, o, p; 4.4.a-i; 4.5.a-c, l, m; 5.1.a-l; 5.2.e; 5.3.a, b, d, e; 5.4.a-d; 5.5.a-l; o, p, q, s, t, u; 5.6.a-e; 5.7.a, b; 5.8.b-l; 6.1.a-q; 6.2.a-e; 6.3.a, b; 7.1.a, c |
| 4. Manage patients in a health facility setting. | 1. Describe clinical-based patient-care scenarios<br>2. Integrate patient assessment and management skills in simulated health facility scenarios<br>3. Manage patients compliant with health facility policies and procedures | 1.1.a-e, g, h, j, k; 1.3.a-c; 1.5.a-c; 1.6.a-c; 2.1a-g; 2.3.a-d; 2.4.a-h; 3.1.e; 3.2.a-e; 3.3.a-d, f-h4.1.a, c; 4.2.a-f; 4.3.a-m, o, p; 4.4.a-i; 4.5.a-c, l, m; 5.1.a-l; 5.2.e; 5.3.a, b, d, e; 5.4.a-d; 5.5.a-l; o, p, q, s, t, u; 5.6.a-e; 5.7.a, b; 5.8.b-l; 6.1.a-q; 6.2.a-e; 6.3.a, b; 7.1.a, c |
| 5. Manage inter-facility patient transports. | 1. Describe inter-facility patient transport scenarios<br>2. Integrate patient assessment and management skills in simulated inter-facility patient transport scenarios<br>3. Manage patients compliant with scope of practice | 1.1.a-e, g, h, j, k; 1.3.a-c; 1.5.a-c; 1.6.a-c; 2.1a-g; 2.3.a-d; 2.4.a-h; 3.1.e; 3.2.a-e; 3.3.a-d, f-h4.1.a, c; 4.2.a-f; 4.3.a-m, o, p; 4.4.a-i; 4.5.a-c, l, m; 5.1.a-l; 5.2.e; 5.3.a, b, d, e; 5.4.a-d; 5.5.a-l; o, p, q, s, t, u; 5.6.a-e; 5.7.a, b; 5.8.b-l; 6.1.a-q; 6.2.a-e; 6.3.a, b; 7.1.a, c |

## PHAR 267 – Prehospital Medications

You will study essential medications that meet Saskatchewan scope of practice and National Occupational Competency Profile requirements. Your studies will focus on medication classifications, dosages, contraindications and side effects.

| Learning outcomes | Learning steps | NOCP Competency |
|---|---|---|
| 1. Explain common medication classifications. | 1. Explain Rapid Sequence Intubation (RSI) medications | 5.8.a-j |
| | 2. Explain medications used to manage pregnancy and labour | 5.8.a-l |
| | 3. Explain the role of vitamins, minerals and herbal agents | 5.8.a-i, k, l |
| | 4. Explain medications used to manage inflammatory response and infection | 5.8.a-f, h, i |
| | 5. Explain medications used to manage gastrointestinal disorders | 5.8.a-l |
| 2. Explain Saskatchewan Health Emergency Treatment Protocol medications. | 1. Describe Saskatchewan Emergency Treatment Protocol medications | 5.5.h; 5.8.a-l |
| | 2. Explain the application of Saskatchewan Emergency Treatment medications | 5.5.h; 5.8.a-l |
| 3. Explain pediatric medications. | 1. Describe pediatric medications | 5.8.a-l |
| | 2. Explain the application of pediatric medications | 5.8.a-l |
| 4. Explain neonatal medications. | 1. Describe neonatal medications | 5.8.a-c, e, g, h, j |
| | 2. Explain the application of neonatal medications | 5.8.a-c, e, g, h, j |

## EMER 262 – Medical Emergencies

You will study the recognition and advanced management of common adult medical emergencies. Your studies will focus on toxicology, gastrointestinal disorders and pregnancy. The course content includes Neonatal Resuscitation (NRP) certification.

| Learning outcomes | Learning steps | NOCP Competency |
|---|---|---|
| 1. Manage patients with gastrointestinal disorders. | 1. Describe gastrointestinal disorders<br>2. Manage gastrointestinal disorders | 6.1.e<br>6.1.e |
| 2. Manage patients with genitourinary disorders. | 1. Describe genitourinary disorders<br>2. Manage genitourinary disorders | 4.3.h; 6.1.d<br>4.3.h; 6.1.d |
| 3. Manage patients with toxicological disorders. | 1. Describe toxicological disorders<br>2. Manage toxicological disorders | 6.1.k<br>6.1.k |
| 3. Manage patients with illness and injury to the Eyes, Ears, Nose and Throat (EENT). | 1. Describe disorders of the eyes, ears, nose and throat<br>2. Manage disorders of the eyes, ears, nose and throat | 4.3.m; 4.4.h; 6.1.j<br>4.3.m; 6.1.j |
| 4. Manage patients with pregnancy and labour complications. | 1. Explain pregnancy and labour complications<br>2. Manage pregnancy and labour complications | 4.3.f; 4.4.h; 6.1.d, g<br>4.3.f; 6.1.d |
| 5. Perform neonatal resuscitation. | 1. Describe neonatal resuscitation<br>2. Perform neonatal resuscitation | 4.3.o; 5.5.a; 6.2.a<br>4.3.o; 5.5.a; 6.2.a |

## EMER 270 – Advanced Trauma Management

You will study the recognition and advanced management of trauma emergencies. Your studies will focus on the integration of fluid therapy, advanced airway and pain management. You will receive BTLS Advanced certification.

| Learning outcomes | Learning steps | NOCP Competency |
|---|---|---|
| 1. Perform BTLS Advanced trauma assessments. | 1. Explain BTLS advanced trauma assessments<br>2. Perform BTLS advanced trauma assessments | 4.3.f, g; 6.1.o<br>4.3.f, g; 6.1.o |
| 2. Provide advanced life support interventions for the shock patient. | 1. Describe the shock patient<br>2. Manage the patient in hemorrhagic shock<br>3. Manage the patient in neurogenic shock<br>4. Manage the patient in cardiogenic shock<br>5. Manage the patient in spinal shock<br>6. Manage the patient in respiratory shock | 4.3.g<br>4.3.g; 5.5.b<br>6.1.b<br>6.1.a<br>6.1.b<br>6.1.c |
| 3. Provide advanced life support interventions for patients with chest injuries. | 1. Describe chest injuries<br>2. Manage the patient with a sucking chest wound<br>3. Manage the patient with a pneumothorax<br>4. Manage the patient with a tension pneumothorax<br>5. Manage the patient with a cardiac tamponade | 4.3.e<br>5.5.r, s<br>5.5.r, s<br>5.5.r, s |
| 4. Provide advanced life support interventions for patients with musculoskeletal injuries. | 1. Describe musculoskeletal injuries<br>2. Manage the patient with joint dislocations<br>3. Manage the patient with closed extremity fractures<br>4. Manage the patient with open extremity fractures | 4.3.a; 5.7.a; 6.1.g<br>4.3.a; 5.7.a; 6.1.g<br>4.3.i; 5.7.a; 6.1.g<br>4.3.i |

| Learning outcomes | Learning steps | NOCP Competency |
|---|---|---|
| 5. Provide advanced life support interventions for patients with burn injuries. | 1. Describe burn injuries<br>2. Manage the patient with high-risk burns<br>3. Manage the patient with inhalation burns | 4.3.i; 5.6.b<br>4.3.i; 5.6.b<br>4.3.i; 5.6.b |
| 6. Provide advanced life support interventions for patients with head injuries. | 1. Describe head injuries<br>2. Manage the patient with head injuries | 4.3.d<br>4.3.d |
| 7. Describe advanced life support interventions for unique trauma patients. | 1. Describe the geriatric trauma patient<br>2. Describe the obstetrical trauma patient<br>3. Describe the pediatric trauma patient | 6.2.c<br>4.3.f; 6.2.b<br>6.2.b |
| 8. Perform Basic Trauma Life Support – Advanced. | 1. Manage the geriatric trauma patient<br>2. Manage the obstetrical trauma patient<br>3. Manage the pediatric trauma patient | 6.1.a, b, c, q; 6.2.c<br>4.3.f<br>6.1.a, b, c, g; 6.2.b |

## EMER 279 – Special Population Groups

Your studies will prepare you to recognize and manage the needs of unique patient groups. Your studies will focus on the geriatric, psychiatric, pediatric and the terminally ill patient. The course content includes Pediatric Advanced Life Support (PALS) certification.

| Learning outcomes | Learning steps | NOCP Competency |
|---|---|---|
| 1. Manage patients with multi-system disorders and disease. | 1. Explain hematological disorders<br>2. Explain oncological disorders<br>3. Explain infectious diseases<br>4. Manage multi-system disorders and disease | 4.3.n<br>4.3.n; 6.1.m<br>4.3.n<br>4.3.n |
| 2. Manage disorders and illness of the geriatric patient. | 1. Explain disorders and illness of the geriatric patient<br>2. Manage disorders and illness of the geriatric patient | 6.2.c<br>6.2.c |
| 3. Manage patients with psychiatric and behavioural disorders. | 1. Explain psychiatric and behavioral disorders<br>2. Manage psychiatric and behavioral disorders | 2.4.f; 6.1.p<br>2.4.f; 6.1.p |
| 4. Manage patients with physical and mental challenges. | 1. Explain physical and mental challenges<br>2. Manage physically and mentally challenged patients | 4.3.p; 6.2.d, e<br>4.3.p; 6.2.d, e |
| 5. Manage disorders and illness of the pediatric patient. | 1. Explain disorders and illness of the pediatric patient<br>2. Manage disorders and illness of the pediatric patient | 6.2.b<br>6.2.b |
| 6. Perform Pediatric Advanced Life Support | 1. Describe Pediatric Advanced Life Support<br>2. Perform Pediatric Advanced Life Support | 5.5.a, j, k, l; 6.2.b<br>5.5.a, j, k, l; 6.2.b |

## Pediatric Advanced Life Support (PALS)

The functional survival of critically ill or injured children is influenced by the provision of timely and appropriate pediatric emergency care. The PALS guidelines delineate a series of skills performed sequentially to assess, support, or restore effective ventilation and circulation to the child with respiratory or cardiorespiratory arrest.

| Learning outcomes | Learning steps | NOCP Competency |
|---|---|---|
| 3. Manage the pediatric patient with cardiac rhythm disturbances. | 1. Describe pediatric cardiac rhythm disturbances<br>2. Recognize pediatric cardiac rhythm disturbances<br>3. Manage simulated pediatric cardiac rhythm disturbances | 6.2.b |
| 6. Manage the pediatric patient with respiratory failure and shock. | 1. Describe respiratory failure and shock<br>2. Recognize respiratory failure and shock<br>3. Manage the pediatric patient with respiratory failure and shock | 6.2.b |
| 9. Manage the pediatric patient in cardiac arrest. | 1. Describe pediatric cardiac arrest<br>2. Recognize pediatric cardiac arrest<br>3. Manage the simulated pediatric cardiac arrest patient | 6.2.b |

**This course has been integrated into Special Population Groups – Learning Outcome 6.**

## Neonatal Resuscitation Program (NRP)

This course is designed to provide participants with the opportunity to discuss and demonstrate neonatal resuscitation skills: initial steps, immediate post-delivery care, equipment use, chest compressions, ET intubation, medications and special considerations.

| Learning outcomes | Learning steps | NOCP Competency |
|---|---|---|
| 2. Demonstrate the use of neonatal resuscitation equipment. | 1. Describe neonatal resuscitation equipment<br>2. Demonstrate the use of neonatal resuscitation equipment | 6.2.a |
| 5. Describe the use of neonatal medications. | 1. Describe neonatal mediations<br>2. Describe the indication for neonatal medications<br>3. Describe the use of neonatal medications | 6.2.a |
| 8. Manage the neonatal patient. | 1. Describe the principles of resuscitation<br>2. Apply the principles of resuscitation in neonatal patient-care scenarios<br>3. Manage the neonatal patient | 6.2.a |
| 11. Manage neonatal special situations. | 1. Describe neonatal special situations<br>2. Recognize neonatal special situations<br>3. Manage neonatal special situations | 6.2.a |

**This course has been integrated into Medical Emergencies – Learning Outcome 6.**

## EMER 280 – Specialized Therapeutics

You will study enhanced therapies and skills that are essential for the changing role of the advanced care paramedic. Your studies will focus on suturing, sterile fields and managing common drainage systems (including urinary catheterisation and nasogastric intubation).

| Learning outcomes | Learning steps | NOCP Competency |
|---|---|---|
| 1. Demonstrate the application of sutures. | 1. Describe the indication for sutures<br>2. Describe the process of applying sutures<br>3. Demonstrate the application of sutures | 4.3.i; 6.1.f<br>4.3.i; 6.1.f<br>4.3.l |
| 4. Demonstrate working in a sterile field. | 1. Describe a sterile field<br>2. Demonstrate working in a sterile field | 3.3.f<br>3.3.f |
| 3. Demonstrate the application of sterile dressings. | 1. Describe sterile dressings<br>2. Demonstrate the application of sterile dressings | 6.1.f<br>6.1.f |
| 3. Manage patients with drainage systems. | 1. Perform urinary catheterization<br>2. Perform nasogastric intubation<br>3. Explain orogastric lavage<br>4. Describe ostomy drainage systems<br>5. Manage ostomy drainage systems | 5.5.o, q, u<br>5.5.t<br>5.5.t<br>5.5.p |

## EMER 281 – Patient Management and Integration

You will integrate and apply theory and skills sets in the management of simulated patients within the prehospital and health facility environments. The course content includes management strategies congruent with scope of practice.

| Learning outcomes | Learning steps | NOCP Competency |
|---|---|---|
| 1. Manage patients in the prehospital setting. | 1. Integrate leadership, assessment and management skills in simulated prehospital scenarios<br>2. Manage patients compliant with scope of practice | 1.1.a-e, g, h, j, k; 1.3.a-c; 1.5.a-c; 1.6.a-c; 2.1a-g; 2.3.a-d; 2.4.a-h; 3.1.e; 3.2.a-e; 3.3.a-d, f-h4.1.a, c; 4.2.a-f; 4.3.a-m, o, p; 4.4.a-i; 4.5.a-c, l, m; 5.1.a-l; 5.2.e; 5.3.a, b, d, e; 5.4.a-d; 5.5.a-l; o, p, q, s, t, u; 5.6.a-e; 5.7.a, b; 5.8.b-l; 6.1.a-q; 6.2.a-e; 6.3.a, b; 7.1.a, c |
| 3. Manage patients in a health facility setting. | 1. Integrate leadership, assessment and management skills in simulated health facility scenarios<br>2. Manage patients compliant with health facility policies and procedures | 1.1.a-e, g, h, j, k; 1.3.a-c; 1.5.a-c; 1.6.a-c; 2.1a-g; 2.3.a-d; 2.4.a-h; 3.1.e; 3.2.a-e; 3.3.a-d, f-h4.1.a, c; 4.2.a-f; 4.3.a-m, o, p; 4.4.a-i; 4.5.a-c, l, m; 5.1.a-l; 5.2.e; 5.3.a, b, d, e; 5.4.a-d; 5.5.a-l; o, p, q, s, t, u; 5.6.a-e; 5.7.a, b; 5.8.b-l; 6.1.a-q; 6.2.a-e; 6.3.a, b; 7.1.a, c |
| 3. Manage inter-facility patient transports. | 1. Integrate leadership, assessment and management skills in simulated inter-facility patient transport scenarios<br>2. Manage patients compliant with scope of practice | 1.1.a-e, g, h, j, k; 1.3.a-c; 1.5.a-c; 1.6.a-c; 2.1a-g; 2.3.a-d; 2.4.a-h; 3.1.e; 3.2.a-e; 3.3.a-d, f-h4.1.a, c; 4.2.a-f; 4.3.a-m, o, p; 4.4.a-i; 4.5.a-c, l, m; 5.1.a-l; 5.2.e; 5.3.a, b, d, e; 5.4.a-d; 5.5.a-l; o, p, q, s, t, u; 5.6.a-e; 5.7.a, b; 5.8.b-l; 6.1.a-q; 6.2.a-e; 6.3.a, b; 7.1.a, c |

## FTNS 162 – Fitness and Lifestyle

You will participate in fitness training and activity classes that support a healthy lifestyle and a positive team attitude. You will demonstrate adequate fitness.

| Learning outcomes | Learning steps | NOCP Competency |
|---|---|---|
| 1. List the Components of a balanced, healthy lifestyle. | 1. Record personal lifestyle and its overall effect on your overall wellness<br>2. Record the results of body composition test from the Health Management System<br>3. Relate to results of the "Fantastic Lifestyle" checklist<br>4. Fitness and lifestyle goals | 3.1.a-e |
| 5. Describe personal activities/habits that promote a balanced, healthy lifestyle. | 1. Identify the importance of the cardio-respiratory endurance component of fitness<br>2. Identify the importance of muscular strength, muscular endurance, and flexibility components of exercise | 3.1.a-e |
| 3. Choose personal activities/habits that promote a balanced, healthy lifestyle. | 1. Identify your own personal activities and habits that promote a balance and healthy lifestyle<br>2. Choose fitness activities that improve the components of fitness: cardio-respiratory, muscular strength and endurance, and flexibility | 3.1.a-e |
| 3. Demonstrate adequate fitness. | 1. Determine your personal level of fitness<br>2. Determine the areas of fitness that you need to improve | 3.1.a-e |
| 3. Apply principles of fitness training to achieve adequate fitness. | 1. Recognize principles of good fitness training<br>2. Describe your weekly fitness plan using principles of good fitness training<br>3. Achieving your goals | 3.1.a-e |
| 4. Demonstrate a positive team attitude. | 1. Demonstrate supportive teamwork and good sponsorship<br>2. Demonstrate respectful and responsible behavior | 3.1.a-e |

## FTNS 163 – Fitness and Lifestyle

You will develop a personal nutrition plan and apply fitness principles to achieve the level of fitness required for Paramedics. You will have the opportunity to work as a team to plan class activities and events.

| Learning outcomes | Learning steps | NOCP Competency |
|---|---|---|
| 1. Demonstrate a positive, healthy team attitude in dealing with personal and professional challenges. | 1. Demonstrate supportive teamwork and good sportsmanship<br>2. Demonstrate respectful and responsible behavior | 3.1.a-e |
| 2. Develop principles of fitness training in a personal training plan. | 1. Determine personal fitness needs | 3.1.a-e |
| 2. Apply personal training to achieve adequate fitness. | 1. Utilize your personal fitness plan<br>2. Check your fitness progress<br>3. Assess your progress | 3.1.a-e |
| 4. Develop a personal nutrition plan. | 1. Determine your daily food intake<br>2. Review your daily food intake | 3.1.a-e |
| 3. Demonstrate adequate fitness. | 1. Determine running program<br>2. Achieve your goal | 3.1.a-e |

## ANAT 167 – Anatomy and Physiology

| Learning outcomes | Learning steps | NOCP Competency |
|---|---|---|
| 1. Describe the functional organization of the human body and the control of the internal environment. | 1. Define the language of anatomy, including superficial and sectional anatomy<br>2. Describe the body cavities, including the organs and membranes within each cavity<br>3. Describe the maintenance of life, including life functions, survival needs and levels of body organization<br>4. Describe the homeostatic regulatory processes that control the environment | 4.3.c-m |
| 2. Describe the chemical level of organization as it relates to the physiology of the body. | 1. Describe atomic structure and the various types of chemical bonds<br>2. Describe the different types of chemical reactions<br>3. Describe inorganic compounds in the body and their functions<br>4. Describe the organic compounds in the body and their functions<br>5. Describe carbohydrate metabolism, including glycolysis, the TCA cycle and the electron transport system<br>6. Describe the processes of glycogenesis, glycogenolysis and gluconeogenesis | 4.3.c-m |
| 3. Describe cellular physiology. | 1. Describe the composition of the organelles of the cell<br>2. Describe the structural components of the plasma membrane in relation to the functioning of the membrane<br>3. Describe the cytoplasm of the cell, including the specific functions of the cellular organelles<br>4. Describe the role of the nucleus in cellular functioning, including the importance of the genetic code, and the role of DNA & RNA<br>5. Describe the various transport mechanisms that cells use to transport specific substances, including the factors that facilitate or restrict such movements<br>6. Describe the life cycle of the cell and the process of differentiation | 4.3.c-m |

| Learning outcomes | Learning steps | NOCP Competency |
|---|---|---|
| 4. Describe the functions of the tissues of the body. | 1. Describe the characteristics, locations and functions of various types of epithelial tissues<br>2. Describe the characteristics, locations and functions of the various types of connective tissues<br>3. Describe the characteristics, locations and functions of the various types of muscle tissues<br>4. Describe the locations and functions of the never tissue | 4.3.c-m |
| 5. Describe the functions of the integumentary system in relation to the maintenance of homeostasis. | 1. Describe the skin, including the epidermis, dermis and hypodermis in relation to the maintenance of homeostasis<br>2. Describe the structure and functions of the accessory organs of the skin | 4.3.i |
| 6. Describe neural tissues and neurophysiology. | 1. Describe the two anatomical and physiological divisions of the nervous system and review the basic structure of a neuron<br>2. Describe neurons, including the functions of the various components and the functional classifications of neurons<br>3. Describe the functions of the neuroglia cells located in the central nervous system and the peripheral nervous system<br>4. Describe neurophysiology, including the transmembrane potential, resting potential, graded potential, action potential, and the propagation of the action potential<br>5. Describe the structure of a synapse, including mechanism of synaptic activity, the major neurotransmitters and neuromodulators and their effects on the postsynaptic membrane<br>6. Describe the locations and functions of the various adrenergic and cholinergic receptors of the autonomic nervous system | 4.3.d |

| Learning outcomes | Learning steps | NOCP Competency |
|---|---|---|
| 7. Describe the functioning of the central nervous system. | 1. Describe the spinal cord, including the spinal meninges, sectional anatomy of the cord and the spinal pathways<br>2. Describe the brain according to the regional landmarks and location of the ventricles as well as the major part of the brain<br>3. Describe the structures that protect, support and nourish the brain<br>4. Describe the functional areas of the cerebral cortex, and the locations and functions of the cerebral nuclei<br>5. Describe the functioning of the diencephalons including the limbic system<br>6. Describe the functioning of the mesencephalon, pons, medulla oblongata, the cerebellum and the reticular formation | 4.3.d |
| 8. Describe the functioning of the peripheral nervous system, including the role of the autonomic nervous system in the maintenance of homeostasis. | 1. Describe spinal nerves, including their peripheral distribution and the location of the spinal plexuses<br>2. Describe reflexes, including the reflex arc and the various classifications of reflexes<br>3. Describe the cranial nerves and relate each nerve to its principal destinations and functions<br>4. Describe the functioning of the sympathetic division of the ANS<br>5. Describe the functioning of the parasympathetic division of the ANS, including its relationship with the sympathetic division in the integration and control of autonomic functions | 4.3.d |

| Learning outcomes | Learning steps | NOCP Competency |
|---|---|---|
| 9. Describe how the endocrine system and its hormones regulate body activities. | 1. Describe hormone structure, distribution, transport and the mechanisms of action and control<br>2. Describe the functions, actions and control mechanisms for the hormones produced by the anterior and posterior pituitary gland<br>3. Describe the functions, actions and control mechanisms for the hormones produced by the thyroid and paraythyroid glands<br>4. Describe the functions, actions and control mechanisms produced by the adrenal medulla and adrenal cortex<br>5. Describe the functions, actions and control mechanisms for the hormones produced by the pancreas<br>6. Describe the functions, actions, and control mechanisms for the hormones produced by the gonads<br>7. Describe the functions of the hormones produced by the pineal gland, the intestines, the kidneys, the thymus gland, the heart, as well as the effects of prostaglandins | 4.3.l |
| 10. Describe the functioning of the blood and its role in maintenance of homeostasis. | 1. Describe blood, including its composition and functions<br>2. Describe the formed elements of blood, including their formation, characteristics and functioning<br>3. Describe the three phases of hemostasis as well as clot retraction and fibrinolysis<br>4. Describe ABO and Rh blood groups | 4.3.n |

| Learning outcomes | Learning steps | NOCP Competency |
|---|---|---|
| 11. Describe the functioning of the cardiovascular system, including the heart and blood vessels. | 1. Describe the heart, including its superficial and internal anatomy as well as blood supply | 4.3.c |
| | 2. Describe cardiac physiology, including the control of the cardiac cycle and factors that affect the functioning heart | 4.3.c, d, f |
| | 3. Distinguish between the types of blood vessels on the basis of structure and function | 4.3.c |
| | 4. Describe cardiovascular physiology and cardiovascular regulation including local and central control mechanisms and their effect on blood flow | 4.4.c, d, f |
| | 5. Describe the blood vessels according to the pulmonary, systemic and fetal circulation | 4.3.c |
| 12. Describe the functioning of the lymphatic system, including immunity and the immune response. | 1. Describe the lymphatic system, including lymphatic pathways, lymph nodes and the various other lymphatic tissues | 4.3.k |
| | 2. Describe the body's non-specific defences, including immunological surveillance, interferons, and the complement system | |
| | 3. Describe lymphocytes, including the origin and functions of B and T cells | |
| | 4. Describe the immune response and compare the different types of immunity | |
| 13. Describe the functioning of the respiratory system. | 1. Describe the respiratory system, including functions, respiratory mucosa, and organs of the upper and lower respiratory tracts | 4.3.e |
| | 2. Describe respiratory physiology, including gas laws, respiratory cycle, and respiratory volumes and capacities | |
| | 3. Describe respiratory gas transport and the exchange of these gases at the alveolar and cellular levels | |
| | 4. Describe the control of breathing and the various factors that influence the breathing rate | |

## ANAT 267 – Anatomy and Physiology

| Learning outcomes | Learning steps | NOCP Competency |
|---|---|---|
| 1. Describe the functioning of the urinary system in the maintenance of homeostasis. | 1. Describe the urinary system including the anatomy of its components and the functions of these organs<br>2. Describe the nephron, including the structure and function of its parts<br>3. Describe renal physiology<br>4. Describe urine transport, storage and elimination | 4.3.l |
| 2. Describe fluid, electrolyte and acid base balance. | 1. Describe the basic concepts in the regulation of fluid and electrolyte balance<br>2. Describe acid-base balance, including the buffering systems and the compensatory mechanisms involved in acid-base balance | 4.5.k |
| 3. Describe the special and somatic senses. | 1. Describe olfaction and gestation<br>2. Describe vision, including the accessory structures, the eye and visual physiology<br>3. Describe the processes of equilibrium and hearing, including anatomy of the ear | 4.3.m |
| 4. Describe the functioning of the digestive system. | 1. Describe the structure and function of the digestive tract, including the anatomy of the organs<br>2. Describe the physiology of the stomach<br>3. Describe the physiology of the small intestine and the glandular organs associated with it<br>4. Describe the physiology of the large intestine<br>5. Describe the processing and absorption of the various nutrients | 4.3.g |

| Learning outcomes | Learning steps | NOCP Competency |
|---|---|---|
| 5. Describe the functioning of the skeletal system. | 1. Describe osseous tissue and skeletal structure, including bone histology, development and growth<br>2. Describe the major features of the bones of the axial skeleton<br>3. Describe the major features of the bones of the appendicular skeleton<br>4. Describe articulations, including the structural classification system and the various articulations of the axial skeleton and the appendicular skeleton | 4.3.j |
| 6. Describe the functioning of the muscular system. | 1. Describe the physiology of muscle contraction, including the microanatomy of skeletal muscle and the energetics of muscle activity<br>2. Describe the location and action of the axial muscles<br>3. Describe the location and action of the appendicular muscles | 4.3.j |
| 7. Describe the functioning of the reproductive system. | 1. Describe the male reproductive system, including physiology and endocrinology<br>2. Describe the female reproductive system, including physiology and endocrinology | 4.3.f |

## MICR 160 – Microbiology

| Learning outcomes | Learning steps | NOCP Competency |
|---|---|---|
| 1. Describe the foundations of microbiology. | 1. Describe the scope of microbiology<br>2. Describe procaryotic cells such as bacteria<br>3. Describe eucaryotic cells such as algae, fungi and protozoa<br>4. Describe viruses, viroids and prions | 4.3.k |
| 2. Describe disease principles, epidemiology and microbial pathogenicity. | 1. Describe the disease process, including the types of infectious diseases<br>2. Describe the principles of epidemiology<br>3. Describe the processes by which micro-organisms enter the host and how they penetrate the host's defenses<br>4. Describe the pathogenic properties of bacterial and nonbacterial micro-organisms<br>5. Determine personal fitness needs | 4.3.k |
| 3. Describe the methods of controlling microbial growth and the spread of communicable diseases. | 1. Describe microbial growth and the factors influencing microbial growth<br>2. Describe common physical and chemical agents that control microbial growth<br>3. Describe antimicrobial and chemotherapeutic agents and their effects on micro-organisms<br>4. Describe general and specific infection control procedures that are necessary to prevent the spread of communicable diseases | 4.3.k |
| 4. Describe the major classifications of pathogenic micro-organisms, their characteristics and the diseases that they produce. | 1. Describe the microbial diseases of the skin, eyes and ears<br>2. Describe the microbial diseases of the nervous system<br>3. Describe the microbial diseases of the respiratory system<br>4. Describe the microbial diseases of the cardiovascular and lymphatic systems<br>5. Describe the microbial diseases of the digestive, urinary and reproductive systems | 4.3.k |

## Practicum – Clinical

| Emergency Room – Clinical Practicum | |
|---|---|
| **Evaluation statements** | **NOCP Competency** |
| Maintain patient dignity. | 1.1.a |
| Reflect professionalism through use of appropriate language. | 1.1.b |
| Dress appropriately and maintain personal hygiene. | 1.1.c |
| Maintain appropriate personal interaction with patients. | 1.1.d |
| Maintain patient confidentiality. | 1.1.e |
| Promote awareness of emergency medical system and profession. | 1.1.h |
| Behave ethically. | 1.1.j |
| Function as patient advocate. | 1.1.k |
| Comply with scope of practice. | 1.3.a |
| Recognize “patient rights” and the implications on the role of the provider. | 1.3.b |
| Work collaboratively with a partner. | 1.5.a |
| Accept and deliver constructive feedback. | 1.5.b |
| Work collaboratively with other members of the health care team. | 1.5.d |
| Exhibit reasonable and prudent judgment. | 1.6.a |
| Practice effective problem-solving. | 1.6.b |

| Emergency Room – Clinical Practicum | |
|---|---|
| **Evaluation statements** | **NOCP Competency** |
| Delegate tasks appropriately. | 1.6.c |
| Integrate task delegation. | 1.6.e |
| Interact effectively with the patient, relatives, and bystanders who are in stressful situations. | 2.1.e |
| Speak in language appropriate to the listener. | 2.1.f |
| Use appropriate terminology. | 2.1.g |
| Record organized, accurate, and relevant patient information. | 2.2.a |
| Practice active listening techniques. | 2.3.b |
| Establish trust and rapport with patients and colleagues. | 2.3.c |
| Provide information to patient about their situation and how they will be treated. | 2.1.d |
| Recognize and react appropriately to non-verbal behaviors. | 2.3.d |
| Treat others with respect. | 2.4.a |
| Exhibit empathy and compassion while providing care. | 2.4.b |
| Recognize and react appropriately to individuals and groups manifesting coping mechanisms. | 2.4.c |
| Act in a confident manner. | 2.4.d |
| Act assertively as required. | 2.4.e |
| Manage and provide support to patients, bystanders, and relatives manifesting emotional reactions. | 2.4.f |
| Exhibit diplomacy, tact, and discretion. | 2.4.g |

| Emergency Room – Clinical Practicum | |
|---|---|
| **Evaluation statements** | **NOCP Competency** |
| Deliver an organized, accurate, and relevant patient history. | 2.1.c |
| Obtain list of patient's medications. | 4.2.b |
| Obtain chief complaint and/or incident history from patient, family members, and/or bystanders. | 4.2.o |
| Obtain information regarding patient's past medical history. | 4.2.d |
| Obtain information about patient's last oral intake. | |
| Obtain list of patient's allergies. | 4.2.a |
| Conduct primary patient assessment and interpret findings. | 4.3.a |
| Conduct secondary patient assessment and interpret findings. | 4.3.b |
| Conduct multisystem assessment and interpret findings. | 4.3.n |
| Conduct ongoing assessments based on patient presentation and interpret findings. | 6.3.a |
| Re-direct priorities based on assessment findings. | 6.3.b |
| Assess pulse. | 4.4.a |
| Measure blood pressure by auscultation. | 4.4.d |
| Assess pupils. | 4.4.h |
| Measure blood pressure with non invasive pressure monitor. | 4.4.f |
| Assess skin condition. | 4.4.g |
| Assess level of mentation. | 4.4.i |

| Emergency Room – Clinical Practicum | |
|---|---|
| **Evaluation statements** | **NOCP Competency** |
| Conduct oximetry testing and interpret findings. | 4.5.a |
| Conduct glucometer testing and interpret findings. | 4.5.c |
| Use manual maneuvers and positioning to maintain airway patency. | 5.1.a |
| Conduct ongoing assessments based on patient presentation and interpret findings. | 6.3.a |
| Re-direct priorities based on assessment findings. | 6.3.b |
| Conduct non invasive temperature monitoring. | 4.4.c |
| Assess respiration. | 4.4.b |
| Maintain peripheral IV access devices infusions of crystalloid solution without additives. | 5.5.c |
| Conduct peripheral intravenous cannulation. | 5.5.d |
| Follow safe process for responsible medication administration. | 5.8.b |
| Administer medication via subcutaneous route. | 5.8.c |
| Administer medication via intramuscular route. | 5.8.d |
| Administer medication via intravenous route. | 5.8.e |
| Administer medication via sublingual route. | 5.8.h |
| Administer medication via oral route. | 5.8.j |
| Administer medication via inhalation. | 5.8.l |
| Provide care for the pediatric patient. | 6.2.b |

| Emergency Room – Clinical Practicum | |
|---|---|
| **Evaluation statements** | **NOCP Competency** |
| Provide care for the geriatric patient. | 6.2.c |
| Provide routine care for patient with urinary catheter. | 5.5.o |
| Conduct oral and nasal gastric tube insertion. | 5.5.t |
| Conduct urinary catheterization. | 5.5.u |
| Conduct respiratory system assessment and interpret findings. | 4.3.e |
| Conduct assessment of the immune system and interpret findings. | 4.3.k |
| Administer oxygen using nasal cannula. | 5.3.a |
| Administer oxygen using high concentration mask. | 5.3.d |
| Provide care to patient experiencing illness or injury primarily involving respiratory system. | 6.1.c |
| Provide oxygenation and ventilation using bag-valve-mask. | 5.4.a |
| Explain calculation and significance of Mean Arterial Pressure (MAP) and pulse pressure. | 4.4.f |
| Conduct end-tidal carbon dioxide monitoring and interpret findings. | 4.5.b |
| Suction oropharynx. | 5.1.b |
| Suction beyond oropharynx. | 5.1.c |
| Utilize oropharyngeal airway. | 5.1.d |
| Administer oxygen with a low concentration mask. | 5.3.b |
| Conduct primary patient assessment and interpret findings. | 4.3.a |

| Emergency Room – Clinical Practicum | |
|---|---|
| **Evaluation statements** | **NOCP Competency** |
| Conduct secondary patient assessment and interpret findings. | 4.3.b |
| Conduct musculoskeletal assessment and interpret findings. | 4.3.j |
| Conduct gastrointestinal system assessment and interpret findings. | 4.3.g |
| Conduct genitourinary system assessment and interpret findings. | 4.3.h |
| Conduct integumentary system assessment and interpret findings. | 4.3.i |
| Provide care to patient experiencing illness or injury primarily involving integumentary system. | 6.1.f |
| Provide care to patient experiencing illness or injury primarily involving musculoskeletal system. | 6.1.g |
| Conduct cardiovascular system assessment and interpret findings. | 4.3.c |
| Provide care to patient experiencing illness or injury primarily involving cardiovascular system. | 6.1.a |
| Conduct 3-lead electrocardiogram (ECG) and interpret findings. | 4.5.l |
| Obtain 12-lead electrocardiogram and interpret findings. | 4.5.m |
| Conduct neurological system assessment and interpret findings. | 4.3.d |
| Conduct assessment of the endocrine system and interpret findings. | 4.3.l |
| Provide care to patient experiencing illness or injury primarily involving neurological system. | 6.1.b |
| Provide care to patient experiencing illness or injury primarily involving gastrointestinal system. | 6.1.e |
| Provide care to patient experiencing illness or injury primarily involving musculoskeletal system | 6.1.g |
| Provide care to patient experiencing illness primarily involving endocrine system. | 6.1.i |

| Emergency Room – Clinical Practicum | |
|---|---|
| **Evaluation statements** | **NOCP Competency** |
| Provide care to patient experiencing illness or injury due to poisoning or overdose. | 6.1.k |
| Provide care to patient experiencing non-urgent medical problem. | 6.1.l |
| Provide care for patient experiencing psychiatric crisis. | 6.1.p |
| Evaluate findings related to the etiology, path physiology and manifestations of the illnesses and injuries of the female reproductive system. | 4.3.f |
| Exhibit physical strength and fitness consistent with the requirements of professional practice. | 3.1.e |
| Practice safe biomechanics. | 3.2.a |
| Adapt proper lifting techniques. | 3.2.a |
| Transfer patient from various positions using applicable equipment and / or techniques. | 3.2.b |
| Assess workplace for safety. | 3.2.b |
| Address potential occupational hazards. | 3.3.b |
| Practice infection control techniques. | 3.3.f |

## Practicum – Clinical

| Operating Room – Clinical Practicum | |
|---|---|
| **Evaluation statements** | **NOCP Competency** |
| Maintain patient dignity. | 1.1.a |
| Reflect professionalism through use of appropriate language. | 1.1.b |
| Dress appropriately and maintain personal hygiene. | 1.1.c |
| Maintain appropriate personal interaction with patients. | 1.1.d |
| Maintain patient confidentiality. | 1.1.e |
| Accept and deliver constructive feedback. | 1.5.b |
| Work collaboratively with other members of the health care team. | 1.5.d |
| Exhibit reasonable and prudent judgment. | 1.6.a |
| Conduct oximetry testing and interpret findings. | 4.5.a |
| Use manual maneuvers and positioning to maintain airway patency. | 5.1.a |
| Assess respiration. | 4.4.b |
| Maintain peripheral IV access devices infusions of crystalloid solution without additives. | 5.5.c |
| Conduct peripheral intravenous cannulation. | 5.5.d |
| Provide oxygenation and ventilation using bag-valve-mask. | 5.4.a |
| Explain calculation and significance of Mean Arterial Pressure (MAP) and pulse pressure. | 4.4.f |

| Operating Room – Clinical Practicum | |
|---|---|
| **Evaluation statements** | **NOCP Competency** |
| Conduct end-tidal carbon dioxide monitoring and interpret findings. | 4.5.b |
| Suction oropharynx. | 5.1.b |
| Suction beyond oropharynx. | 5.1.c |
| Utilize airway devices not requiring visualization of vocal cords and not introduced endotracheally such as oropharyngeal airways. | 5.1.f |
| Utilize airway devices not requiring visualization of vocal cords and introduced endotracheally. (LMA) | 5.1.g |
| Utilize airway devices requiring visualization of vocal cords and introduced endotracheally. (Minimum of 35 intubations must be completed prior to graduation) | 5.1.h |
| Provide mechanical ventilation. | 5.4.d |
| Practice and apply infection control techniques. | 3.3.f |

## Practicum – Clinical

| Pathology – Clinical Practicum | |
|---|---|
| **Evaluation statements** | **NOCP Competency** |
| Reflect professionalism through use of appropriate language. | 1.1.b |
| Dress appropriately and maintain personal hygiene. | 1.1.c |
| Maintain patient confidentiality. | 1.1.e |
| Behave ethically. | 1.1.j |
| Accept constructive feedback. | 1.6.b |
| Work collaboratively with other members of the health care team. | 1.5.d |
| Practice infection control techniques. | 3.3.f |
| Observe a minimum of 3 autopsies. | SIAST Competency |
| Identify major organ systems of the human body. | SIAST Competency |
| Observe body changes that occur after death and significance of each. | SIAST Competency |
| Observe the effects of disease process on the body as it relates to cause of death. | SIAST Competency |

## Practicum – Clinical

| Labour & Delivery – Clinical Practicum | |
|---|---|
| **Evaluation statements** | **NOCP Competency** |
| Maintain patient dignity. | 1.1.a |
| Reflect professionalism through use of appropriate language. | 1.1.b |
| Dress appropriately and maintain personal hygiene. | 1.1.c |
| Maintain appropriate personal interaction with patients. | 1.1.d |
| Maintain patient confidentiality. | 1.1.e |
| Behave ethically. | 1.1.g |
| Function as patient advocate. | 1.1.k |
| Comply with scope of practice. | 1.3.a |
| Recognize “patient rights” and the implications on the role of the provider. | 1.3.b |
| Work collaboratively with a partner (preceptor). | 1.5.a |
| Accept and deliver constructive feedback. | 1.5.b |
| Work collaboratively with other members of the health care team. | 1.5.d |
| Exhibit reasonable and prudent judgment. | 1.6.a |
| Interact effectively with the patient, relatives, who are in stressful situations. | 2.1.e |
| Speak in language appropriate to the listener. | 2.1.f |

| Labour & Delivery – Clinical Practicum | |
|---|---|
| **Evaluation statements** | **NOCP Competency** |
| Use appropriate terminology. | 2.1.g |
| Record organized, accurate, and relevant patient information. | 2.2.a |
| Practice active listening techniques. | 2.3.b |
| Establish trust and rapport with patients and colleagues. | 2.3.c |
| Recognize and react appropriately to non-verbal behaviors. | 2.3.d |
| Treat others with respect. | 2.4.a |
| Exhibit empathy and compassion while providing care. | 2.4.b |
| Recognize and react appropriately to individuals and groups manifesting coping mechanisms. | 2.4.c |
| Act in a confident, assertive manner. | 2.4.d |
| Manage and provide support to patients, and relatives manifesting emotional reactions. | 2.4.f |
| Exhibit diplomacy, tact, and discretion. | 2.4.g |
| Deliver an organized, accurate, and relevant patient history. | 2.1.c |
| Conduct ongoing assessments based on patient presentation and interpret findings. | 6.3.a |
| Re-direct priorities based on assessment findings. | 6.3.b |
| Assess pulse. | 4.4.a |
| Measure blood pressure by auscultation. | 4.4.d |
| Measure blood pressure with non-invasive pressure monitor. | 4.4.f |

| Labour & Delivery – Clinical Practicum | |
|---|---|
| **Evaluation statements** | **NOCP Competency** |
| Conduct non-invasive temperature monitoring. | 4.4.c |
| Assess respiration. | 4.4.b |
| Apply assessment techniques specific to the obstetrical patient. | |
| Fetal positioning | |
| Timing contractions | |
| Auscultation of fetal heart rate | 4.3.f |
| Participate in and /or observe at least 5 normal deliveries. | 4.3.o |
| Demonstrate the use of the APGAR scale. | 4.3.o |
| Perform assessment techniques for obstetrical-related illnesses and injuries. | 4.3.f |
| Conduct neonatal assessment and interpret findings. | 4.3.o |
| Provide care for neonatal patient. | 6.2.a |
| Practice safe biomechanics. | 3.2.a |
| Adapt proper lifting techniques. | 3.2.a |
| Transfer patient from various positions using applicable equipment and / or techniques. | 3.2.b |
| Address potential occupational hazards. | 3.3.b |
| Practice infection control techniques. | 3.3.f |
| Provide care for patients in labour | 6.1.q |

## Practicum – Clinical

| Cardiac Care Unit – Clinical Practicum | |
|---|---|
| **Evaluation statements** | **NOCP Competency** |
| Maintain patient dignity. | 1.1.a |
| Reflect professionalism through use of appropriate language. | 1.1.b |
| Dress appropriately and maintain personal hygiene. | 1.1.c |
| Maintain appropriate personal interaction with patients. | 1.1.d |
| Maintain patient confidentiality. | 1.1.e |
| Promote awareness of emergency medical system and profession. | 1.1.h |
| Behave ethically. | 1.1.j |
| Function as patient advocate. | 1.1.k |
| Comply with scope of practice. | 1.3.a |
| Recognize “patient rights” and the implications on the role of the provider. | 1.3.b |
| Work collaboratively with a partner. | 1.5.a |
| Accept and deliver constructive feedback. | 1.5.b |
| Work collaboratively with other members of the health care team. | 1.5.d |
| Exhibit reasonable and prudent judgment. | 1.6.a |
| Practice effective problem-solving. | 1.6.b |

| Cardiac Care Unit – Clinical Practicum | |
|---|---|
| **Evaluation statements** | **NOCP Competency** |
| Delegate tasks appropriately. | 1.6.c |
| Integrate task delegation. | 1.6.c |
| Interact effectively with the patient, relatives, and bystanders who are in stressful situations. | 2.1.e |
| Speak in language appropriate to the listener. | 2.1.f |
| Use appropriate terminology. | 2.1.g |
| Record organized, accurate, and relevant patient information. | 2.2.a |
| Practice active listening techniques. | 2.3.b |
| Establish trust and rapport with patients and colleagues. | 2.3.c |
| Provide information to patient about their situation and how they will be treated. | 2.1.d |
| Recognize and react appropriately to non-verbal behaviors. | 2.3.d |
| Treat others with respect. | 2.4.a |
| Exhibit empathy and compassion while providing care. | 2.4.b |
| Recognize and react appropriately to individuals and groups manifesting coping mechanisms. | 2.4.c |
| Act in a confident manner. | 2.4.d |
| Act assertively as required. | 2.4.e |
| Manage and provide support to patients, bystanders, and relatives manifesting emotional reactions. | 2.4.f |
| Exhibit diplomacy, tact, and discretion. | 2.4.g |

| Cardiac Care Unit – Clinical Practicum | |
|---|---|
| **Evaluation statements** | **NOCP Competency** |
| Deliver an organized, accurate, and relevant patient history. | 2.1.c |
| Obtain list of patient's medications. | 4.2.b |
| Obtain chief complaint and/or incident history from patient, family members, and/or bystanders. | 4.2.o |
| Obtain information regarding patient's past medical history. | 4.2.d |
| Obtain information about patient's last oral intake. | 4.2.e |
| Obtain list of patient's allergies. | 4.2.a |
| Conduct primary patient assessment and interpret findings. | 4.3.a |
| Conduct secondary patient assessment and interpret findings. | 4.3.b |
| Conduct multisystem assessment and interpret findings. | 4.3.n |
| Conduct ongoing assessments based on patient presentation and interpret findings. | 6.3.a |
| Re-direct priorities based on assessment findings. | 6.3.b |
| Assess pulse. | 4.4.a |
| Measure blood pressure by auscultation. | 4.4.d |
| Assess pupils. | 4.4.h |
| Measure blood pressure with non-invasive pressure monitor. | 4.4.f |
| Assess skin condition. | 4.4.g |
| Assess level of mentation. | 4.4.i |

| Cardiac Care Unit – Clinical Practicum | |
|---|---|
| **Evaluation statements** | **NOCP Competency** |
| Conduct oximetry testing and interpret findings. | 4.5.a |
| Assess respiration. | 4.5.c |
| Maintain peripheral IV access devices infusions of crystalloid solution without additives. | 5.5.c |
| Conduct peripheral intravenous cannulation. | 5.5.d |
| Follow safe process for responsible medication administration. | 5.8.b |
| Administer medication via subcutaneous route. | 5.8.c |
| Administer medication via intramuscular route. | 5.8.d |
| Administer medication via intravenous route. | 5.8.e |
| Administer medication via sublingual route. | 5.8.h |
| Administer medication via oral route. | 5.8.j |
| Administer medication via inhalation. | 5.8.l |
| Conduct cardiovascular system assessment and interpret findings. | 4.3.c |
| Provide care to patient experiencing illness or injury primarily involving cardiovascular system. | 6.1.a |
| Conduct 3-lead electrocardiogram (ECG) and interpret findings. | 4.5.l |
| Obtain 12-lead electrocardiogram and interpret findings. | 4.5.m |
| Practice safe biomechanics. | 3.2.a |
| Adapt proper lifting techniques. | 3.2.a |

| Cardiac Care Unit – Clinical Practicum | |
|---|---|
| **Evaluation statements** | **NOCP Competency** |
| Transfer patient from various positions using applicable equipment and / or techniques. | 3.2.b |
| Address potential occupational hazards. | 3.3.b |
| Practice infection control techniques. | 3.3.f |

## Practicum – Clinical

| Respiratory – Clinical Practicum | |
|---|---|
| **Evaluation statements** | **NOCP Competency** |
| Maintain patient dignity. | 1.1.a |
| Reflect professionalism through use of appropriate language. | 1.1.b |
| Dress appropriately and maintain personal hygiene. | 1.1.c |
| Maintain appropriate personal interaction with patients. | 1.1.d |
| Maintain patient confidentiality. | 1.1.e |
| Promote awareness of emergency medical system and profession. | 1.1.h |
| Behave ethically. | 1.1.j |
| Function as patient advocate. | 1.1.k |
| Comply with scope of practice. | 1.3.a |
| Accept and deliver constructive feedback. | 1.5.b |
| Work collaboratively with other members of the health care team. | 1.5.d |
| Exhibit reasonable and prudent judgment. | 1.6.a |
| Practice effective problem-solving. | 1.6.b |
| Practice active listening techniques. | 2.3.b |
| Establish trust and rapport with patients and colleagues. | 2.3.c |

| Respiratory – Clinical Practicum | |
|---|---|
| **Evaluation statements** | **NOCP Competency** |
| Recognize and react appropriately to non-verbal behaviors. | 2.3.d |
| Treat others with respect. | 2.4.a |
| Exhibit empathy and compassion while providing care. | 2.4.b |
| Act in a confident manner. | 2.4.d |
| Act assertively as required. | 2.4.e |
| Exhibit diplomacy, tact, and discretion. | 2.4.g |
| Conduct oximetry testing and interpret findings. | 4.5.a |
| Assess respiration. | 4.4.b |
| Conduct respiratory system assessment and interpret findings. | 4.3.e |
| Provide care to patient experiencing illness or injury primarily involving respiratory system. | 6.1.c |
| Explain calculation and significance of Mean Arterial Pressure (MAP) and pulse pressure. | 4.4.f |
| Conduct end-tidal carbon dioxide monitoring and interpret findings. | 4.5.b |
| Suction oropharynx. | 5.1.b |
| Suction beyond oropharynx. | 5.1.c |
| Provide mechanical ventilation. | 5.4.d |
| Address potential occupational hazards. | 3.3.b |
| Practice infection control techniques. | 3.3.f |

| Pediatrics – Clinical Practicum | |
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| **Evaluation statements** | **NOCP Competency** |
| Maintain patient dignity. | 1.1.a |
| Reflect professionalism through use of appropriate language. | 1.1.b |
| Dress appropriately and maintain personal hygiene. | 1.1.c |
| Maintain appropriate personal interaction with patients. | 1.1.d |
| Maintain patient confidentiality. | 1.1.e |
| Behave ethically. | 1.1.j |
| Function as patient advocate. | 1.1.k |
| Comply with scope of practice. | 1.3.a |
| Recognize “patient rights” and the implications on the role of the provider. | 1.3.b |
| Accept constructive feedback. | 1.5.b |
| Work collaboratively with other members of the health care team. | 1.5.d |
| Exhibit reasonable and prudent judgment. | 1.6.a |
| Practice effective problem-solving. | 1.6.b |
| Interact effectively with the patient, relatives, who are in stressful situations. | 2.1.e |
| Speak in language appropriate to the listener. | 2.1.f |

| Pediatrics – Clinical Practicum | |
|---|---|
| **Evaluation statements** | **NOCP Competency** |
| Use appropriate terminology. | 2.1.g |
| Record organized, accurate, and relevant patient information. | 2.2.a |
| Practice active listening techniques. | 2.3.b |
| Establish trust and rapport with patients and colleagues. | 2.3.c |
| Recognize and react appropriately to non-verbal behaviors. | 2.3.d |
| Treat others with respect. | 2.4.a |
| Exhibit empathy and compassion while providing care. | 2.4.b |
| Recognize and react appropriately to individuals and groups manifesting coping mechanisms. | 2.4.c |
| Act in a confident manner. | 2.4.d |
| Manage and provide support to patients, bystanders, and relatives manifesting emotional reactions. | 2.4.f |
| Exhibit diplomacy, tact, and discretion. | 2.4.g |
| Perform appropriate assessment techniques for the pediatric patient. | 4.3.d |
| Conduct ongoing assessments based on patient presentation and interpret findings. | 6.3.a |
| Identify developmental parameters for specific age groups related to assessment and communication strategies. | 6.2.b |
| Explain the anatomical and physiological differences between the pediatric and adult patient. | 6.2.b |
| Re-direct priorities based on assessment findings. | 6.3.b |

| Pediatrics – Clinical Practicum | |
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| **Evaluation statements** | **NOCP Competency** |
| Assess pulse. | 4.4.a |
| Assess pupils. | 4.4.h |
| Assess skin condition. | 4.4.g |
| Assess level of mentation. | 4.4.i |
| Assess respiration. | 4.4.b |
| Provide care for the pediatric patient including daily care and specific treatments. | 6.2.b |
| Assist preceptor in the day-to-day management of the pediatric patient. | 6.2.b |
| Integrate and justify the approach, assessment, treatment of a pediatric patient. | 6.2.b |
| Discuss signs and symptoms and management of common pediatric medical emergencies. | 6.2.b |
| Common emergencies can include, but are not limited to:<br>▪ respiratory failure, cardiac failure, bronchiolitis, croup, cystic fibrosis, epiglottitis, GI disorders, fever, malignancy, hematologic disorders, infectious diseases<br>▪ neurological disorders such as down syndrome, hydrocephalus, spina bifida<br>▪ cardiac congenital abnormalities such as atrial or ventricular septal defect, patent ductus arteriosus, transposition | |
| Discuss common signs and symptoms and management of common pediatric trauma emergencies. | 6.2.b |

| Pediatrics – Clinical Practicum | |
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| **Evaluation statements** | **NOCP Competency** |
| Common emergencies can include, but are not limited to:<br>▪ soft tissue injuries, fractures, musculoskeletal injuries<br>▪ identify possible abuse or neglect of the pediatric patient<br>▪ Communicate information to patient's caregiver (family member, parent etc.) regarding care | |
| Practice safe biomechanics. | 3.2.a |
| Adapt proper lifting techniques to the pediatric patient when appropriate. | 3.3.a |
| Assess workplace for safety. | 3.3.b |
| Address potential occupational hazards. | 3.3.b |
| Practice infection control techniques. | 3.3.f |

## Practicum – Field

| EMS – Field Practicum | |
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| **Evaluation statements** | **NOCP Competency** |
| Reflect professionalism through use of appropriate language. | 1.1.b |
| Dress appropriately and maintain personal hygiene. | 1.1.c |
| Maintain appropriate personal interaction with patients. | 1.1.d |
| Maintain patient confidentiality. | 1.1.e |
| Behave ethically. | 1.1.j |
| Function as patient advocate. | 1.1.k |
| Comply with scope of practice. | 1.3.a |
| Recognize “patient rights” and the implications on the role of the provider. | 1.3.b |
| Include all pertinent and required information on ambulance call report forms. | 1.3.c |
| Function within relevant legislation, policies, and procedures. | 1.4.a |
| Work collaboratively with a partner. | 1.5.a |
| Accept and deliver constructive feedback. | 1.5.b |
| Work collaboratively with other emergency response agencies. | 1.5.c |
| Work collaboratively with other members of the health care team. | 1.5.d |
| Exhibit reasonable and prudent judgment. | 1.6.a |

| EMS – Field Practicum | |
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| **Evaluation statements** | **NOCP Competency** |
| Practice effective problem-solving. | 1.6.b |
| Delegate tasks appropriately. | 1.6.c |
| Deliver an organized, accurate, and relevant report utilizing telecommunication devices. | 2.1.a |
| Deliver an organized, accurate, and relevant verbal report. | 2.1.b |
| Provide information to patient about their situation and how they will be treated. | 2.1.d |
| Interact effectively with the patient, relatives, and bystanders who are in stressful situations. | 2.1.e |
| Speak in language appropriate to the listener. | 2.1.f |
| Use appropriate terminology. | 2.1.g |
| Record organized, accurate, and relevant patient information. | 2.2.a |
| Practice active listening techniques. | 2.3.b |
| Establish trust and rapport with patients and colleagues. | 2.3.c |
| Recognize and react appropriately to non-verbal behaviors. | 2.3.d |
| Exhibit effective non-verbal behavior | 2.3.a |
| Recognize and react appropriately to individuals and groups manifesting coping mechanisms. | 2.4.c |
| Act in a confident manner. | 2.4.d |
| Act assertively as required. | 2.4.e |
| Manage and provide support to patients, bystanders, and relatives manifesting emotional reactions. | 2.4.f |

| EMS – Field Practicum | |
|---|---|
| **Evaluation statements** | **NOCP Competency** |
| Exhibit defusing and self-protection behaviors appropriate for use with patients and bystanders. | 3.3.d |
| Maintain patient dignity. | 1.1.a |
| Promote awareness of EMS system and profession. | 1.1.h |
| Exhibit diplomacy, tact and discretion. | 2.4.g |
| Utilize community support agencies as appropriate | 1.1.g |
| Deliver an organized, accurate, and relevant patient history. | 2.1.c |
| Obtain a list of patient's allergies. | 4.2.b |
| Obtain list of patient's medications. | 4.2.b |
| Obtain chief complaint and/or incident history from patient, family members, and/or bystanders. | 4.2.o |
| Obtain information regarding patient's past medical history. | 4.2.d |
| Obtain information about patient's last oral intake. | 4.2.e |
| Obtain information regarding incident through accurate and complete scene assessment. | 4.2.f |
| Conduct primary patient assessment and interpret findings. | 4.3.a |
| Conduct secondary patient assessment and interpret findings. | 4.3.b |
| Conduct multisystem assessment and interpret findings. | 4.3.n |
| Conduct ongoing assessments based on patient presentation and interpret findings. | 6.3.a |
| Re-direct priorities based on assessment findings. | 6.3.b |

| EMS – Field Practicum | |
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| **Evaluation statements** | **NOCP Competency** |
| Measure blood pressure by auscultation. | 4.4.d |
| Assess pupils. | 4.4.h |
| Measure blood pressure by palpation. | 4.4.e |
| Assess skin condition. | 4.4.g |
| Assess level of mentation. | 4.4.i |
| Conduct oximetry testing and interpret findings. | 4.5.a |
| Conduct glucometer testing and interpret findings. | 4.5.c |
| Provide care to patient experiencing non-urgent medical problem. | 6.1.l |
| Integrate task delegation. | 1.6.c |
| Assess pulse. | 4.4.a |
| Assess respiration. | 4.4.b |
| Conduct non-invasive temperature monitoring. | 4.4.c |
| Maintain peripheral intravenous (IV) access devices and infusions of crystalloid solutions without additives. | 5.5.c |
| Conduct peripheral intravenous cannulation. | 5.5.d |
| Conduct urinary catheterization. | 5.5.u |
| Follow safe process for responsible medication administration. | 5.8.b |
| Administer medication via sublingual route. | 5.8.h |

| EMS – Field Practicum | |
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| **Evaluation statements** | **NOCP Competency** |
| Administer medication via oral route. | 5.8.j |
| Administer medication via inhalation. | 5.8.l |
| Conduct respiratory system assessment and interpret findings. | 4.3.o |
| Conduct assessment of the immune system and interpret findings. | 4.3.k |
| Administer oxygen using nasal cannula. | 5.3.a |
| Administer oxygen using high concentration mask. | 5.3.d |
| Provide care to patient experiencing illness or injury primarily involving respiratory system. | 6.1.c |
| Utilize portable oxygen delivery systems. | 5.2.e |
| Provide oxygenation and ventilation using bag-valve-mask. | 5.4.a |
| Utilize airway devices requiring visualization of vocal cords and introduced endotracheally | 5.1.h |
| Use manual maneuvers and positioning to maintain airway patency. | 5.1.a |
| Conduct musculoskeletal assessment and interpret findings. | 4.3.j |
| Conduct gastrointestinal system assessment and interpret findings. | 4.3.g |
| Conduct genitourinary system assessment and interpret findings. | 4.3.h |
| Conduct integumentary system assessment and interpret findings. | 4.3.i |
| Treat soft tissue injuries. | 5.6.a |
| Immobilize suspected fractures involving axial skeleton. | 5.7.b |

| EMS – Field Practicum | |
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| **Evaluation statements** | **NOCP Competency** |
| Provide care to patient experiencing illness or injury primarily involving integumentary system. | 6.1.f |
| Provide care to patient experiencing illness or injury primarily involving musculoskeletal system. | 6.1.g |
| Conduct neurological system assessment and interpret findings. | 4.3.d |
| Conduct assessment of the endocrine system and interpret findings. | 4.3.l |
| Provide care to patient experiencing illness or injury primarily involving neurological system. | 6.1.b |
| Provide care to patient experiencing illness or injury primarily involving endocrine system. | 6.1.i |
| Provide care to patient experiencing illness or injury primarily involving gastrointestinal system. | 6.1.e |
| Provide care to patient experiencing illness or injury due to poisoning or overdose. | 6.1.k |
| Provide care for patient experiencing psychiatric crisis. | 6.1.p |
| Provide care for geriatric patient. | 6.2.c |
| Conduct cardiovascular system assessment and interpret findings. | 4.3.c |
| Provide care to patient experiencing illness or injury primarily involving cardiovascular system. | 6.1.a |
| Conduct 3-lead electrocardiogram (ECG) and interpret findings. | 4.5.l |
| Exhibit physical strength and fitness consistent with the requirements of professional practice. | 3.1.e |
| Practice safe biomechanics. | 3.2.a |
| Transfer patient from various positions using applicable equipment and/or techniques. | 3.2.b |
| Secure patient to applicable equipment. | 3.2.d |

| EMS – Field Practicum | |
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| **Evaluation statements** | **NOCP Competency** |
| Lift patient and stretcher in and out of ambulance with partner. | 3.2.e |
| Assess scene for safety. | 3.3.a |
| Address potential occupational hazards. | 3.3.b |
| Practice infection control techniques. | 3.3.f |
| Clean and disinfect equipment. | 3.3.g |
| Clean and disinfect an emergency vehicle. | 3.3.h |
| Conduct vehicle maintenance and safety check. | 7.1.a |
| Treat others with respect | 2.4.a |
| Exhibit empathy and compassion while providing care | 2.4.b |
| Administer medications via intravenous route | 5.8.e |
| Provide care to patient based on understanding of common physiological, anatomical, incident and patient-specific field trauma criteria that determine appropriate decisions for triage, transport and destination | 6.1.o |