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# NATIONAL OCCUPATIONAL COMPETENCY PROFILES

FOR

PARAMEDIC PRACTITIONERS



Paramedic Association of Canada

June 2001

## National Occupational Competency Profiles for Paramedic Practitioners

June 2001

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These competency profiles were developed over a period of three years in a national project involving hundreds of paramedic practitioners and other stakeholders. The financial support of Human Resources Development Canada and many paramedic training programs is gratefully acknowledged.

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# Introduction

## **National Occupational Competency Profiles for Paramedic Practitioners, June 2001**

This document contains a set of four integrated competency profiles that define the work of paramedic practitioners nationally.

A competency profile is included for each of the following practitioner levels:

- Emergency Medical Responder
- Primary Care Paramedic
- Advanced Care Paramedic
- Critical Care Paramedic

The Paramedic Association of Canada (PAC) introduced these practitioner levels in March 2000, together with an initial competency profile for each. This was done to promote national consistency in paramedic training and practice, and to enhance job mobility for practitioners.

The initial competency profiles were reviewed and refined to produce the new profiles contained in this document. The new profiles do not expand the practitioner roles that were introduced in March 2000. They provide a more precise definition of the occupational competencies, and better indicate how competency can be determined. The Board of Directors of PAC approved the new profiles on June 29 2001.

## **Practitioner Levels**

The Emergency Medical Responder (EMR) has successfully completed a recognized training program in emergency patient care and transportation. EMRs are part of the foundation upon which Canadian emergency medical systems are built. They are often associated with volunteer emergency services organizations in rural and remote areas, and may be

the sole provider of emergency services in some communities. EMRs may be responsible for initial assessments, the provision of safe and prudent care, and the transport of a patient to the most appropriate health care facility. "First Responders" (as found in a tiered response, industrial and / or recreational setting) may be included within the EMR level, although in many settings First Responders do not provide patient transport. The EMR competency profile does not include controlled or delegated medical acts.

The Primary Care Paramedic (PCP) has successfully completed a recognized educational program in paramedicine at the primary care level. PCPs may be volunteer or career paramedics associated with urban, suburban, rural, remote, industrial, air ambulance and / or military services. PCPs constitute the largest group of paramedic practitioners in Canada. They are expected to demonstrate excellent decision-making skills, based on sound knowledge and principles. Controlled or delegated medical acts<sup>1</sup> identified in the PCP competency profile include semi-automated defibrillation and the administration of certain medications.

The Advanced Care Paramedic (ACP) has successfully completed a recognized educational program in paramedicine at the advanced care level. Such programs often require prior certification at the PCP level (or equivalent). ACPs are most often employed by urban, suburban, air ambulance and / or military services. Currently relatively few ACPs are found in rural areas. ACPs are expected to build upon the foundation of PCP competencies, and apply their added knowledge and skills to provide enhanced levels of assessment and care. This includes the added responsibilities and expectations related to an increased number of controlled or delegated medical acts available. Controlled or delegated medical acts<sup>1</sup> identified in the ACP competency profile include advanced techniques to manage life-threatening problems affecting patient airway, breathing, and circulation. ACPs may implement treatment measures that are invasive and / or pharmacological in nature.

The Critical Care Paramedic (CCP) has successfully completed a recognized educational program in paramedicine at the critical care level. This is currently the highest level of paramedic certification available. CCPs are most often associated with large urban and / or air ambulance services, and are not found in all provinces. The CCP is expected to perform thorough assessments that include the interpretation of patient laboratory and radiological data. CCPs' high levels of

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<sup>1</sup> Successful completion of an educational program that has provided instruction in the provision of controlled or delegated medical acts does not sanction a paramedic practitioner to implement these acts without formal, defined medical control.

decision-making and differential discrimination skills relating to patient care, result in their implementing treatment measures both autonomously and after consultation with medical authorities. Many controlled or delegated medical acts<sup>1</sup> are available to the CCP. Those identified in the CCP competency profile include the use of invasive hemodynamic monitoring devices and advanced techniques to manage life-threatening problems affecting patient airway, breathing, and circulation. CCPs typically implement treatment measures that are invasive and / or pharmacological in nature.

The competencies at each practitioner level are cumulative, in that each level includes, and exceeds, the competencies of the previous level. Furthermore the competencies defined in these profiles are the minimum required at each practitioner level. Employment jurisdictions can, and frequently do, exceed these requirements.

### **Regulation of Paramedic Practice and Approval of Training Programs**

The practice of paramedicine in Canada is regulated by each province or, in the case of federal jurisdictions such as the military, by an appropriate federal authority.

Each regulator is free to determine the scope of practice and practitioner classification system that applies in its jurisdiction. Similarly the regulator may approve training program(s) that are a prerequisite to employment.

A number of regulators are aligning their practitioner classifications with PAC's levels.

In addition to complying with local regulatory requirements, many training programs across the country have elected to participate in the voluntary national accreditation process for paramedic training administered by the Canadian Medical Association (CMA). CMA issues *Requirements for Accreditation* that include an expectation that a program ensures that its graduates possess the competencies determined by the national professional association.

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<sup>1</sup> Successful completion of an educational program that has provided instruction in the provision of controlled or delegated medical acts does not sanction a paramedic practitioner to implement these acts without formal, defined medical control.

CMA accredits paramedic programs at the PCP, ACP and CCP levels. In order to be eligible for CMA accreditation, programs must identify the level that applies to them and must demonstrate that their graduates meet (or exceed) every specific competency listed in corresponding profile contained in this document.

The profiles include requirements related to the physical skills of lifting patients and performing certain other physical acts. Employment opportunities may exist wherein paramedics are not required to perform such physical acts. In some jurisdictions regulators require that an individual be fully credentialed as a practitioner, prior to entering a position that does not require such physical acts. PAC does not intend that the competency profiles be used to as a barrier to training for a physically disabled individual who wishes to practice as a non-classic paramedic. In these situations PAC recommends that educational institutions allow such individuals to complete training in relevant competencies, and provide a graduation credential that clearly identifies appropriate restrictions.

### **Related Publications for Educators**

During the development of the competency profiles, PAC has produced some related documents that assist in defining the paramedic profession:

- *Essential Skills Profile (June 8 2000)*
- *Links Between Essential Skills and Occupational Competencies (March 2001)*

The Essential Skills are enabling skills that provide individuals with part of the foundation necessary to learn paramedic-specific knowledge and skills, and to function in the workplace. Essential Skills include the following:

- Reading Text
- Use of Documents
- Writing
- Numeracy
- Oral Communication

- Thinking Skills (problem solving, decision making, job task planning and organizing, significant use of memory and finding information)
- Working with Others
- Computer Use

In general, paramedic training programs do not include training in the Essential Skills. It is common practice, however, for programs to require incoming students to have demonstrated some degree of mastery of Essential Skills through either general educational prerequisites (such as grade 12 graduation, completion of English 12, etc) or through informal assessment (such as an admission interview process).

Certain Essential Skills areas, particularly Thinking Skills, are commonly not addressed in a formal manner through prerequisite requirements or informal assessment. Nor are they typically included as training program content. It is assumed instead that students either have developed these skills already through their life experiences, or that they will do so informally as they complete their paramedic training. Students unable to do so may fail to successfully complete their training program, or may have difficulty gaining or retaining employment.

Although incorporation of the Essential Skills is not a requirement, PAC encourages training programs to address the need for these skills in a comprehensive and formal manner, either through prerequisite requirements or through coursework within the program.

- *Foundation Knowledge Profile (August 2001)*

Foundation Knowledge is enabling knowledge that provides part of the foundation necessary to learn paramedic-specific knowledge and skills.

The Foundation Knowledge Profile defines knowledge in two areas:

- Life sciences (biochemistry, human biology, anatomy and physiology)
- Physical sciences (chemistry, physics)



Paramedic training programs vary in their approach to the Foundation Knowledge areas. Some programs require incoming students to have completed specific educational prerequisites (such as chemistry 12, a human anatomy and physiology course, etc). Other programs provide this material as formal coursework within paramedic training.

Although the incorporation of Foundation Knowledge is not a requirement, PAC encourages programs to address this need in a comprehensive and formal manner, either through prerequisite requirements or through coursework within the program.

## Acknowledgements

The competency profiles were developed through a nation-wide consultative process during the period June 1998 – June 2001. A great many organizations and individuals assisted in this work. PAC gratefully acknowledges all who contributed.

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# Structure of the Profiles and Definition of Terms

## **Organization of the Profiles**

This document contains four distinct competency profiles. These appear in a single listing to facilitate review and comparison of practitioner levels.

Although the profiles are distinct, they utilize the same basic structure and format. Furthermore, the four profiles are *progressive*, in that the knowledge and skills of the PCP incorporate, and build further upon, the knowledge and skills of the EMR. Similarly ACP incorporates and builds on PCP, and CCP incorporates and builds on ACP.

The profiles are structured as follows.

Seven *Competency Areas* are identified:

1. Professional Responsibilities
2. Communication
3. Health and Safety
4. Assessment and Diagnostics
5. Therapeutics
6. Integration
7. Transportation

Within each Competency Area, a number of *General Competencies* are listed. General Competencies in Area 1 are numbered 1.1, 1.2 and so on.

For each *General Competency* there are a series of *Specific Competencies* that are numbered 1.1.a, 1.1.b etc.

Each Specific Competency is further broken down into a number of *Sub-Competencies*. The Sub-Competencies define the Specific Competency in more detail. Sub-Competencies are not numbered.

The work of developing Sub-Competencies is sometimes termed “curriculum blueprinting” because, in effect, it establishes the curriculum outline for a training program in terms of *learning outcomes* or *enabling competencies*.

The Sub-Competencies are not intended to dictate learning strategies, instructional processes or assessment techniques to be utilized by trainers. Rather, the profiles are intended as a tool for educators and program reviewers, to assist in determining whether a particular educational program includes the competency requirements of PAC.

### **Performance Environment and Performance Actions**

For each Specific Competency the profiles list a *Performance Environment*.

The Performance Environment specifies the setting in which the practitioner must demonstrate competence. The following notation and definitions apply to Performance Environments:

<b>Performance Environment</b>	<b>DEFINITION</b>
<b>N</b>	The competency is <i>not applicable</i> to the practitioner.
<b>X</b>	The practitioner should have a <i>basic awareness</i> of the subject matter of the competency. The practitioner must have been provided with or exposed to basic information on the subject, but evaluation is not required.
<b>A</b>	The practitioner must have demonstrated an <i>academic understanding</i> of the competency. Individual evaluation is required.

Performance Environment	DEFINITION
<b>S</b>	<p>The practitioner must have demonstrated the competency in a <i>simulated setting</i>. Individual evaluation of physical application skills is required, utilizing any of the following:</p> <ul style="list-style-type: none"> <li>• practical scenario</li> <li>• skill station</li> <li>• mannequin</li> <li>• cadaver</li> <li>• live subject (human or non-human).</li> </ul> <p>In Competency Areas 4 and 5, skills must be demonstrated on a human subject where legally and ethically acceptable.</p>
<b>C</b>	<p>The practitioner must have demonstrated the competency in a <i>clinical setting</i> with a patient. Individual evaluation of physical application skills is required. An acceptable clinical setting is any of the following:</p> <ul style="list-style-type: none"> <li>• hospital</li> <li>• health clinic</li> <li>• medical office</li> <li>• nursing home.</li> </ul> <p>Alternate clinical settings must be appropriate to the Specific Competency being evaluated.</p>
<b>P</b>	<p>The practitioner must have demonstrated the competency in a field <i>preceptorship</i> with a patient. Individual evaluation of physical application skills is required. An acceptable field preceptorship setting is a land ambulance service. Alternate field preceptorship settings must be appropriate to the Specific Competency being evaluated.</p>

Every Sub-Competency statement includes a specific *performance action verb*. Performance action verbs indicate precisely what is expected of the practitioner in order to demonstrate competence. Performance action verbs are defined in the following table. Although many of these verbs are in everyday usage, users of the profiles are cautioned that Sub-Competency statements should be interpreted only in the context of the following definitions.

<b>COGNITIVE ACTIONS (knowledge)</b> <b>(Ranked in order of increasing complexity)</b>		
1	<i>List</i>	To create a related series of names, words or other items.
2	<i>Identify</i>	To ascertain the origin, nature or definitive characteristics of an item.
3	<i>Define</i>	To state the precise meaning.
4	<i>Describe</i>	To give an account of, in speech or in writing.
5	<i>Discuss</i>	To examine or consider (a subject) in speech or in writing.
6	<i>Organize</i>	To put together into an orderly, functional, structured whole.
7	<i>Distinguish</i>	To differentiate between.
8	<i>Explain</i>	To make plain or comprehensible.
9	<i>Apply</i>	To prepare information for use in a particular situation.
10	<i>Analyze</i>	To separate into parts or basic principles so as to determine the nature of the whole; to examine methodically.
11	<i>Solve</i>	To work out a correct solution.
12	<i>Modify</i>	To change in form or character; to alter.
13	<i>Infer</i>	To reason from circumstance; to surmise.
14	<i>Synthesize</i>	To combine so as to form a new, more complex product.
15	<i>Evaluate</i>	To examine and judge carefully; to appraise.

<b>AFFECTIVE ACTIONS (attitudes / beliefs)</b> <b>(Not rank ordered)</b>	
<i>Assist</i>	To give help or support.
<i>Choose</i>	To select from a number of alternatives.
<i>Justify</i>	To show to be reasonable.
<i>Receive</i>	To acquire and accept.
<i>Acknowledge</i>	To recognize as being valid.
<i>Value</i>	To place worth and importance.

<b>PSYCHOMOTOR ACTIONS (skills)</b> <b>(Grouped as Low, Medium, High complexity)</b>		
L	<i>Demonstrate</i>	To show clearly and deliberately a behaviour.
L	<i>Set-up</i>	To gather and organize the equipment needed for an operation, a procedure, or a task.
M	<i>Communicate</i>	To convey information about; to make known; to impart.
M	<i>Operate</i>	To perform a function utilizing a piece of equipment.
M	<i>Perform</i>	To take action in accordance with requirements.
H	<i>Adapt</i>	To make suitable to or fit for a specific use or situation.
H	<i>Adjust</i>	To change so as to match, or fit; to cause to correspond.
H	<i>Integrate</i>	To make into a whole by bringing all relevant parts together.

In the cognitive and psychomotor areas, the ranking of performance action verbs in order of increasing complexity has enabled the Sub-Competencies to be written in a manner that differentiates the performance expectations between practitioner levels.

For example, consider the following Sub-Competency statements:

	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
5.2.a Recognize indications for oxygen administration.	Identify indications for oxygen administration.	Describe indications for oxygen administration.	Discuss indications for oxygen administration.	Discuss indications for oxygen administration.

Here the knowledge level related to indications for oxygen administration of the PCP is expected to be greater than that of the EMR. The ACP is expected to have greater knowledge than the PCP. The ACP and the CCP are expected to possess identical knowledge levels.

In the following example:

	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
5.5.a Conduct infant, child and adult CPR according to accepted cardiac care guidelines.	Perform CPR.	Perform CPR.	Perform CPR.	Perform CPR.

all four practitioner levels are expected to possess the same level of this psychomotor competency.



This can be summarized as a general rule:

When comparing Sub-Competency statements across practitioner levels:

- If the performance action verbs are identical, the expectations of practitioner competence are identical.
- If the performance action verbs are different, the expectations of practitioner competence are different.

This rule applies in all Competency Areas except Area 6, Integration. In the Integration area the competency expectations always increase across practitioner levels even if the performance action verbs are identical. This expectation is inherent in the Integration Sub-Competencies since it is here that practitioners are expected to blend their total knowledge and experience base in providing patient care.

## Area 1 Professional Responsibilities

	EMR	PCP	ACP	CCP
<b>GENERAL COMPETENCY 1.1 Function as a professional.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>1.1.a Maintain patient dignity.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Define "dignity".	Discuss "dignity".	Discuss "dignity".	Discuss "dignity".
		Identify cultural characteristics that impact patient dignity.	Identify cultural characteristics that impact patient dignity.	Identify cultural characteristics that impact patient dignity.
	Acknowledge cultural differences.	Acknowledge cultural differences.	Acknowledge cultural differences.	Acknowledge cultural differences.
	Acknowledge personal privacy.	Acknowledge personal privacy.	Acknowledge personal privacy.	Acknowledge personal privacy.
	Demonstrate empathy.	Demonstrate empathy.	Demonstrate empathy.	Demonstrate empathy.
	Demonstrate care appropriate to situation.	Integrate care appropriate to situation.	Integrate care appropriate to situation.	Integrate care appropriate to situation.
	Demonstrate care appropriate to the needs of special populations.	Adapt care appropriate to the needs of special populations.	Adapt care appropriate to the needs of special populations.	Adapt care appropriate to the needs of special populations.
<b>1.1.b Reflect professionalism through use of appropriate language.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Identify language appropriate for patients, peers and other professions.	Distinguish language appropriate for patients, peers and other professions.	Distinguish language appropriate for patients, peers and other professions.	Distinguish language appropriate for patients, peers and other professions.
	Choose language appropriate to situation.	Choose language appropriate to situation.	Choose language appropriate to situation.	Choose language appropriate to situation.
	Communicate verbally using appropriate language.	Communicate verbally using appropriate language.	Communicate verbally using appropriate language.	Communicate verbally using appropriate language.
<b>1.1.c Dress appropriately and maintain personal hygiene.</b>	<b>A</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Identify appropriate dress for situation and environment.	Identify appropriate dress for situation and environment.	Identify appropriate dress for situation and environment.	Identify appropriate dress for situation and environment.

## Area 1 Professional Responsibilities

	Identify characteristics of personal hygiene.	Identify characteristics of personal hygiene.	Identify characteristics of personal hygiene.	Identify characteristics of personal hygiene.
	Acknowledge appearance and personal hygiene.	Acknowledge appearance and personal hygiene.	Acknowledge appearance and personal hygiene.	Acknowledge appearance and personal hygiene.
		Integrate knowledge of situation and environment to dress appropriately.	Integrate knowledge of situation and environment to dress appropriately.	Integrate knowledge of situation and environment to dress appropriately.
		Demonstrate personal hygiene.	Demonstrate personal hygiene.	Demonstrate personal hygiene.
<b>1.1.d Maintain appropriate personal interaction with patients.</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
	Describe appropriate personal interaction.	Discuss appropriate personal interaction.	Discuss appropriate personal interaction.	Discuss appropriate personal interaction.
	Describe inappropriate personal interaction.	Discuss inappropriate personal interaction.	Discuss inappropriate personal interaction.	Discuss inappropriate personal interaction.
	Value appropriate professional relationships with patients.	Value appropriate professional relationships with patients.	Value appropriate professional relationships with patients.	Value appropriate professional relationships with patients.
<b>1.1.e Maintain patient confidentiality.</b>	<b>A</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Describe legislative and regulatory requirements related to patient confidentiality.	Discuss legislative and regulatory requirements related to patient confidentiality.	Discuss legislative and regulatory requirements related to patient confidentiality.	Discuss legislative and regulatory requirements related to patient confidentiality.
	Acknowledge conduct necessary to maintain patient confidentiality.	Acknowledge conduct necessary to maintain patient confidentiality.	Acknowledge conduct necessary to maintain patient confidentiality.	Acknowledge conduct necessary to maintain patient confidentiality.
		Integrate confidentiality into effective patient care.	Integrate confidentiality into effective patient care.	Integrate confidentiality into effective patient care.
<b>1.1.f Participate in quality assurance and enhancement programs.</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>

## Area 1 Professional Responsibilities

	Describe common quality assurance and enhancement processes.	Explain common quality assurance and enhancement processes.	Analyze common quality assurance and enhancement processes.	Analyze common quality assurance and enhancement processes.
	Acknowledge the relevance of quality assurance and enhancement programs to paramedic practice.	Acknowledge the relevance of quality assurance and enhancement programs to paramedic practice.	Acknowledge the relevance of quality assurance and enhancement programs to paramedic practice.	Acknowledge the relevance of quality assurance and enhancement programs to paramedic practice.
<b>1.1.g Utilize community support agencies as appropriate.</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
	Identify common community support programs.	Identify common community support programs.	Identify common community support programs.	Identify common community support programs.
	Describe situations that may require expertise of community support agencies.	Discuss situations that may require expertise of community support agencies.	Discuss situations that may require expertise of community support agencies.	Discuss situations that may require expertise of community support agencies.
	Describe related legislative requirements.	Discuss related legislative requirements.	Discuss related legislative requirements.	Discuss related legislative requirements.
	Acknowledge the need for additional intervention.	Acknowledge the need for additional intervention.	Acknowledge the need for additional intervention.	Acknowledge the need for additional intervention.
	Communicate options to patient.	Communicate options to patient.	Communicate options to patient.	Communicate options to patient.

## Area 1 Professional Responsibilities

<b>1.1.h Promote awareness of emergency medical system and profession.</b>	<b>A</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Describe the characteristics of local emergency medical services.	Describe the characteristics of local emergency medical services.	Describe the characteristics of local emergency medical services.	Describe the characteristics of local emergency medical services.
		Describe characteristics of emergency medical services in Canada.	Describe characteristics of emergency medical services in Canada.	Describe characteristics of emergency medical services in Canada.
		Discuss emergency medical services in Canada.	Analyze strengths and weaknesses of emergency medical services in Canada.	Analyze strengths and weaknesses of emergency medical services in Canada.
		Integrate knowledge of local service into professional practice.	Integrate knowledge of local service into professional practice.	Integrate knowledge of local service into professional practice.
<b>1.1.i Participate in professional association.</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
	Identify professional associations for paramedics in Canada.	Identify professional associations for paramedics in Canada.	Identify professional associations for paramedics in Canada.	Identify professional associations for paramedics in Canada.
	Describe the role of professional associations.	Describe the role of professional associations.	Describe the role of professional associations.	Describe the role of professional associations.
			Discuss participation in professional association(s).	Discuss participation in professional association(s).
	Acknowledge the benefits of participation in professional association(s).	Acknowledge the benefits of participation in professional association(s).	Acknowledge the benefits of participation in professional association(s).	Acknowledge the benefits of participation in professional association(s).

## Area 1 Professional Responsibilities

<b>1.1.j Behave ethically.</b>	<b>A</b>	<b>P</b>	<b>P</b>	<b>P</b>
		Define "ethics".	Define "ethics".	Define "ethics".
	Describe "ethical behaviour".	Analyze "ethical behaviour".	Evaluate "ethical behaviour".	Evaluate "ethical behaviour".
	Value professional code of ethics and beliefs.	Value professional code of ethics and beliefs.	Value professional code of ethics and beliefs.	Value professional code of ethics and beliefs.
		Integrate ethical behaviour with patients, peers, co-workers, medical staff and allied agencies.	Integrate ethical behaviour with patients, peers, co-workers, medical staff and allied agencies.	Integrate ethical behaviour with patients, peers, co-workers, medical staff and allied agencies.
<b>1.1.k Function as patient advocate.</b>	<b>A</b>	<b>P</b>	<b>P</b>	<b>P</b>
		Define "patient advocacy".	Define "patient advocacy".	Define "patient advocacy".
	Discuss situations where patient advocacy is required.	Discuss situations where patient advocacy is required.	Discuss situations where patient advocacy is required.	Discuss situations where patient advocacy is required.
	Describe ways in which a practitioner can advocate for patients.	Explain ways in which a practitioner can advocate for patients.	Explain ways in which a practitioner can advocate for patients.	Explain ways in which a practitioner can advocate for patients.
	Value patient advocacy.	Value patient advocacy.	Value patient advocacy.	Value patient advocacy.
		Integrate advocacy to patient care.	Integrate advocacy to patient care.	Integrate advocacy to patient care.
<b>GENERAL COMPETENCY 1.2 Participate in continuing education.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>1.2.a Develop personal plan for continuing professional development.</b>	<b>X</b>	<b>A</b>	<b>A</b>	<b>A</b>
	List professional development activities.	Describe professional development.	Describe professional development.	Describe professional development.
			Evaluate professional development options.	Evaluate professional development options.
		Value professional development.	Value professional development.	Value professional development.

## Area 1 Professional Responsibilities

<b>1.2.b Self-evaluate and set goals for improvement, as related to professional practice.</b>	<b>X</b>	<b>A</b>	<b>A</b>	<b>A</b>
	Identify strategies for professional improvement.	Discuss strategies for professional improvement.	Discuss strategies for professional improvement.	Discuss strategies for professional improvement.
		Value goal setting and self-evaluation.	Value goal setting and self-evaluation.	Value goal setting and self-evaluation.
<b>1.2.c Interpret evidence in medical literature and assess relevance to practice.</b>	<b>N</b>	<b>A</b>	<b>A</b>	<b>A</b>
		Identify sources of research evidence.	Identify sources of research evidence.	Identify sources of research evidence.
		Explain the importance of research in emergency medical services.	Explain the importance of research in emergency medical services.	Explain the importance of research in emergency medical services.
			Analyze research evidence.	Evaluate research evidence.
			Describe the process of conducting a literature search.	Describe the process of conducting a literature search.
		Acknowledge research applicability.	Acknowledge research applicability.	Acknowledge research applicability.
<b>GENERAL COMPETENCY 1.3 Possess an understanding of the medicolegal aspects of the profession.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>1.3.a Comply with scope of practice.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Define "scope of practice".	Define "scope of practice".	Define "scope of practice".	Define "scope of practice".
	Describe role of Medical Control.	Discuss role of Medical Control.	Discuss role of Medical Control.	Discuss role of Medical Control.
		Discuss protocols, standing orders and directives.	Discuss protocols, standing orders and directives.	Discuss protocols, standing orders and directives.

## Area 1 Professional Responsibilities

				Identify variances in specific protocols / standing orders / advanced directives between various clinical sites.
		Describe the process to be followed for situations not covered by protocols, standing orders or directives.	Describe the process to be followed for situations not covered by protocols, standing orders or directives.	Describe the process to be followed for situations not covered by protocols, standing orders or directives.
	Acknowledge importance of compliance with protocols.	Justify deviation from protocols, standing orders and directives.	Justify deviation from protocols, standing orders and directives.	Justify deviation from protocols, standing orders and directives.
	Communicate scope of practice.	Communicate scope of practice.	Communicate scope of practice.	Communicate scope of practice.
<b>1.3.b Recognize “patient rights” and the implications on the role of the provider.</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
	Identify legislative requirements.	Identify legislative requirements.	Identify legislative requirements.	Identify legislative requirements.
	Identify legal issues pertaining to patient rights.	Discuss legal issues pertaining to patient rights.	Discuss legal issues pertaining to patient rights.	Discuss legal issues pertaining to patient rights.
	Value patient rights.	Value patient rights.	Value patient rights.	Value patient rights.



## Area 1 Professional Responsibilities

<b>1.3.c Include all pertinent and required information on ambulance call report forms.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Organize information for documentation.	Organize information for documentation.	Organize information for documentation.	Organize information for documentation.
	Apply principles of correct documentation.	Apply principles of correct documentation.	Apply principles of correct documentation.	Apply principles of correct documentation.
	Acknowledge the importance of appropriate documentation.	Acknowledge the importance of appropriate documentation.	Acknowledge the importance of appropriate documentation.	Acknowledge the importance of appropriate documentation.
	Demonstrate proper documentation.	Perform proper documentation.	Perform proper documentation.	Perform proper documentation.
<b>GENERAL COMPETENCY 1.4 Recognize and comply with relevant provincial and federal legislation.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>1.4.a Function within relevant legislation, policies and procedures.</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
	Discuss legislation, policies and procedures.	Discuss legislation, policies and procedures.	Discuss legislation, policies and procedures.	Discuss legislation, policies and procedures.
	Acknowledge the rationale for policies and procedures.	Acknowledge the rationale for policies and procedures.	Acknowledge the rationale for policies and procedures.	Acknowledge the rationale for policies and procedures.
<b>GENERAL COMPETENCY 1.5 Function effectively in a team environment.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>1.5.a Work collaboratively with a partner.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
		Discuss characteristics of interpersonal relationships.	Discuss characteristics of interpersonal relationships.	Discuss characteristics of interpersonal relationships.
	Acknowledge the impact of interpersonal relationships between team members on patient care.	Acknowledge the impact of interpersonal relationships between team members on patient care.	Acknowledge the impact of interpersonal relationships between team members on patient care.	Acknowledge the impact of interpersonal relationships between team members on patient care.

## Area 1 Professional Responsibilities

	Describe characteristics of teamwork.	Integrate teamwork into the provision of care.	Integrate teamwork into the provision of care.	Integrate teamwork into the provision of care.
	Demonstrate working co-operatively as a team member.	Adapt to work co-operatively as a team member.	Adapt to work co-operatively as a team member.	Adapt to work co-operatively as a team member.
<b>1.5.b Accept and deliver constructive feedback.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Describe constructive feedback.	Discuss constructive feedback.	Discuss constructive feedback.	Discuss constructive feedback.
	Receive constructive feedback.	Receive constructive feedback.	Receive constructive feedback.	Receive constructive feedback.
	Acknowledge constructive feedback.	Acknowledge constructive feedback.	Acknowledge constructive feedback.	Acknowledge constructive feedback.
		Communicate with the intent to provide constructive feedback.	Communicate with the intent to provide constructive feedback.	Communicate with the intent to provide constructive feedback.
	Demonstrate providing constructive feedback within professional practice.	Integrate constructive feedback within professional practice.	Integrate constructive feedback within professional practice.	Integrate constructive feedback within professional practice.
<b>1.5.c Work collaboratively with other emergency response agencies.</b>	<b>A</b>	<b>P</b>	<b>P</b>	<b>P</b>
	List community emergency response agencies.	List community emergency response agencies.	List community emergency response agencies.	List community emergency response agencies.
	Describe the roles of and relationship to other emergency response agencies.	Describe the roles of and relationship to other emergency response agencies.	Describe the roles of and relationship to other emergency response agencies.	Describe the roles of and relationship to other emergency response agencies.
	Describe mutual assistance and tiered-response.	Discuss mutual assistance and tiered-response.	Discuss mutual assistance and tiered-response.	Discuss mutual assistance and tiered-response.

## Area 1 Professional Responsibilities

	Value collaborative work with other emergency response agencies.	Value collaborative work with other emergency response agencies.	Value collaborative work with other emergency response agencies.	Value collaborative work with other emergency response agencies.
		Demonstrate collaborative work with other emergency response agencies.	Demonstrate collaborative work with other emergency response agencies.	Demonstrate collaborative work with other emergency response agencies.
<b>1.5.d Work collaboratively with other members of the health care team.</b>	<b>A</b>	<b>P</b>	<b>P</b>	<b>P</b>
	List other members of the health care team.	List other members of the health care team.	List other members of the health care team.	List other members of the health care team.
	Describe the roles of and relationship to other health care professionals.	Describe the roles of and relationship to other health care professionals.	Describe the roles of and relationship to other health care professionals.	Describe the roles of and relationship to other health care professionals.
	Value working collaboratively with other health care professionals.	Value working collaboratively with other health care professionals.	Value working collaboratively with other health care professionals.	Value working collaboratively with other health care professionals.
		Demonstrate collaborative work with other health care professionals.	Demonstrate collaborative work with other health care professionals.	Demonstrate collaborative work with other health care professionals.

## Area 1 Professional Responsibilities

<b>GENERAL COMPETENCY 1.6 Make decisions effectively.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>1.6.a Exhibit reasonable and prudent judgement.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Describe reasonable and prudent judgement.	Discuss reasonable and prudent judgement.	Discuss reasonable and prudent judgement.	Discuss reasonable and prudent judgement.
	Value reasonable and prudent judgement.	Value reasonable and prudent judgement.	Value reasonable and prudent judgement.	Value reasonable and prudent judgement.
	Demonstrate reasonable and prudent judgement.	Integrate reasonable and prudent judgement.	Integrate reasonable and prudent judgement.	Integrate reasonable and prudent judgement.
<b>1.6.b Practice effective problem-solving.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Describe effective problem solving.	Discuss effective problem solving.	Discuss effective problem solving.	Discuss effective problem solving.
	Apply effective problem solving.	Apply effective problem solving.	Apply effective problem solving.	Apply effective problem solving.
	Value the process of problem solving.	Value the process of problem solving.	Value the process of problem solving.	Value the process of problem solving.
	Demonstrate problem solving.	Integrate problem solving.	Integrate problem solving.	Integrate problem solving.
<b>1.6.c Delegate tasks appropriately.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Describe appropriate task delegation.	Discuss appropriate task delegation.	Discuss appropriate task delegation.	Discuss appropriate task delegation.
	Describe tasks delegated to non-healthcare professionals.	Discuss tasks delegated to non-healthcare professionals.	Discuss tasks delegated to non-healthcare professionals.	Discuss tasks delegated to non-healthcare professionals.
	Value importance of leadership.	Value importance of leadership.	Value importance of leadership.	Value importance of leadership.
	Demonstrate task delegation.	Perform task delegation.	Integrate task delegation.	Integrate task delegation.

## Area 2 Communication

	EMR	PCP	ACP	CCP
<b>GENERAL COMPETENCY 2.1 Practice effective oral communication skills.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>2.1.a Deliver an organized, accurate and relevant report utilizing telecommunication devices.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Identify relevant legislation and regulations.	Identify relevant legislation and regulations.	Identify relevant legislation and regulations.	Identify relevant legislation and regulations.
	List the components of effective telecommunication.	List the components of effective telecommunication.	List the components of effective telecommunication.	List the components of effective telecommunication.
	Describe the components of a telecommunication report.	Describe the components of a telecommunication report.	Describe the components of a telecommunication report.	Describe the components of a telecommunication report.
	Organize information for a telecommunication report.	Organize information for a telecommunication report.	Organize information for a telecommunication report.	Organize information for a telecommunication report.
	Identify various telecommunication devices.	Identify various telecommunication devices.	Identify various telecommunication devices.	Identify various telecommunication devices.
	Describe the operational features of various telecommunication devices.	Describe the operational features of various telecommunication devices.	Describe the operational features of various telecommunication devices.	Describe the operational features of various telecommunication devices.
	Demonstrate use of various telecommunication devices.	Operate various telecommunication devices.	Operate various telecommunication devices.	Operate various telecommunication devices.
	Demonstrate an organized, accurate and relevant telecommunication report.	Perform an organized, accurate and relevant telecommunication report.	Perform an organized, accurate and relevant telecommunication report.	Perform an organized, accurate and relevant telecommunication report.

## Area 2 Communication

<b>2.1.b Deliver an organized, accurate and relevant verbal report.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	List the components of effective verbal communication.	List the components of effective verbal communication.	List the components of effective verbal communication.	List the components of effective verbal communication.
	Describe the components of a verbal report.	Describe the components of a verbal report.	Describe the components of a verbal report.	Describe the components of a verbal report.
	Organize information for a verbal report.	Organize information for a verbal report.	Organize information for a verbal report.	Organize information for a verbal report.
	Demonstrate an organized, accurate and relevant verbal report.	Perform an organized, accurate and relevant verbal report.	Perform an organized, accurate and relevant verbal report.	Perform an organized, accurate and relevant verbal report.
<b>2.1.c Deliver an organized, accurate and relevant patient history.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	List the components of a patient history.	List the components of a patient history.	List the components of a patient history.	List the components of a patient history.
	Organize a patient history for the purposes of oral communication.	Organize a patient history for the purposes of oral communication.	Organize a patient history for the purposes of oral communication.	Organize a patient history for the purposes of oral communication.
	Communicate an organized, accurate and relevant patient history.	Communicate an organized, accurate and relevant patient history.	Communicate an organized, accurate and relevant patient history.	Communicate an organized, accurate and relevant patient history.
<b>2.1.d Provide information to patient about their situation and how they will be treated.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Identify information that should be communicated to the patient.	Identify information that should be communicated to the patient.	Identify information that should be communicated to the patient.	Identify information that should be communicated to the patient.
	Evaluate patient comprehension.	Evaluate patient comprehension.	Evaluate patient comprehension.	Evaluate patient comprehension.

## Area 2 Communication

	Communicate to patient their situation and how they will be treated.	Communicate to patient their situation and how they will be treated.	Communicate to patient their situation and how they will be treated.	Communicate to patient their situation and how they will be treated.
		Adapt communication based on patient's apparent comprehension.	Adapt communication based on patient's apparent comprehension.	Adapt communication based on patient's apparent comprehension.
<b>2.1.e Interact effectively with the patient, relatives and bystanders who are in stressful situations.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	List factors that contribute to stress in patients, relatives and bystanders.	List factors that contribute to stress in patients, relatives and bystanders.	List factors that contribute to stress in patients, relatives and bystanders.	List factors that contribute to stress in patients, relatives and bystanders.
	Identify verbal and non-verbal indicators of stress.	Identify verbal and non-verbal indicators of stress.	Identify verbal and non-verbal indicators of stress.	Identify verbal and non-verbal indicators of stress.
	Describe techniques to maximize the effectiveness of communication.	Discuss techniques to maximize the effectiveness of communication.	Discuss techniques to maximize the effectiveness of communication.	Discuss techniques to maximize the effectiveness of communication.
	Choose techniques to maximize the effectiveness of communication.	Choose techniques to maximize the effectiveness of communication.	Choose techniques to maximize the effectiveness of communication.	Choose techniques to maximize the effectiveness of communication.
	Demonstrate communication techniques during stressful situations.	Adapt communication techniques during stressful situations.	Adapt communication techniques during stressful situations.	Adapt communication techniques during stressful situations.
<b>2.1.f Speak in language appropriate to the listener.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Identify basic communication needs.	Identify basic communication needs.	Identify basic communication needs.	Identify basic communication needs.

## Area 2 Communication

	Describe common communication barriers.	Describe common communication barriers.	Describe common communication barriers.	Describe common communication barriers.
	Describe methods of meeting basic communication needs.	Discuss methods of meeting basic communication needs.	Discuss methods of meeting basic communication needs.	Discuss methods of meeting basic communication needs.
	Adapt communication techniques effectively.	Adapt communication techniques effectively.	Adapt communication techniques effectively.	Adapt communication techniques effectively.
<b>2.1.g Use appropriate terminology.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Define common medical terminology.	Define common medical terminology.	Define common medical terminology.	Define common medical terminology.
	Integrate medical and non-medical terminology.	Integrate medical and non-medical terminology.	Integrate medical and non-medical terminology.	Integrate medical and non-medical terminology.
<b>GENERAL COMPETENCY 2.2 Practice effective written communication skills.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>2.2.a Record organized, accurate and relevant patient information.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Organize patient information for the purposes of a written report.	Organize patient information for the purposes of a written report.	Organize patient information for the purposes of a written report.	Organize patient information for the purposes of a written report.
	Communicate accurate, organized and relevant documentation.	Communicate accurate, organized and relevant documentation.	Communicate accurate, organized and relevant documentation.	Communicate accurate, organized and relevant documentation.
<b>2.2.b Prepare professional correspondence.</b>	<b>N</b>	<b>A</b>	<b>A</b>	<b>A</b>
		List common items of professional correspondence.	List common items of professional correspondence.	List common items of professional correspondence.
		Describe essential elements of professional correspondence.	Describe essential elements of professional correspondence.	Describe essential elements of professional correspondence.



## Area 2 Communication

<b>GENERAL COMPETENCY 2.3 Practice effective non-verbal communication skills.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>2.3.a Exhibit effective non-verbal behaviour.</b>	<b>A</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Describe non-verbal behaviours.	Describe non-verbal behaviours.	Describe non-verbal behaviours.	Describe non-verbal behaviours.
	List examples of non-verbal behaviours that may impact others positively.	List examples of non-verbal behaviours that may impact others positively.	List examples of non-verbal behaviours that may impact others positively.	List examples of non-verbal behaviours that may impact others positively.
	List examples of non-verbal behaviours that may impact others negatively.	List examples of non-verbal behaviours that may impact others negatively.	List examples of non-verbal behaviours that may impact others negatively.	List examples of non-verbal behaviours that may impact others negatively.
	Identify cultural factors that may affect non-verbal communication.	Identify cultural factors that may affect non-verbal communication.	Identify cultural factors that may affect non-verbal communication.	Identify cultural factors that may affect non-verbal communication.
		Identify growth and development factors that may affect non-verbal communication.	Identify growth and development factors that may affect non-verbal communication.	Identify growth and development factors that may affect non-verbal communication.
		Identify personal factors that may affect non-verbal communication.	Identify personal factors that may affect non-verbal communication.	Identify personal factors that may affect non-verbal communication.
	Acknowledge the relationship between positive non-verbal behaviour and personal feelings.	Acknowledge the relationship between positive non-verbal behaviour and personal feelings.	Acknowledge the relationship between positive non-verbal behaviour and personal feelings.	Acknowledge the relationship between positive non-verbal behaviour and personal feelings.
		Demonstrate non-verbal behaviour that positively impacts communication.	Demonstrate non-verbal behaviour that positively impacts communication.	Demonstrate non-verbal behaviour that positively impacts communication.

## Area 2 Communication

<b>2.3.b Practice active listening techniques.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Define "active listening".	Define "active listening".	Define "active listening".	Define "active listening".
	Acknowledge the relationship between sincerity, genuine interest and active listening.	Acknowledge the relationship between sincerity, genuine interest and active listening.	Acknowledge the relationship between sincerity, genuine interest and active listening.	Acknowledge the relationship between sincerity, genuine interest and active listening.
	Demonstrate active listening in interactions with colleagues, patients and others.	Perform active listening in interactions with colleagues, patients and others.	Perform active listening in interactions with colleagues, patients and others.	Perform active listening in interactions with colleagues, patients and others.
	Communicate openly despite the impeding non-verbal behaviour of others.	Communicate openly despite the impeding non-verbal behaviour of others.	Communicate openly despite the impeding non-verbal behaviour of others.	Communicate openly despite the impeding non-verbal behaviour of others.
<b>2.3.c Establish trust and rapport with patients and colleagues.</b>	<b>A</b>	<b>P</b>	<b>P</b>	<b>P</b>
	List behaviours that help establish trust.	List behaviours that help establish trust.	List behaviours that help establish trust.	List behaviours that help establish trust.
	List behaviours that help establish rapport.	List behaviours that help establish rapport.	List behaviours that help establish rapport.	List behaviours that help establish rapport.
	Describe feedback that indicates that trust and rapport have been established.	Describe feedback that indicates that trust and rapport have been established.	Describe feedback that indicates that trust and rapport have been established.	Describe feedback that indicates that trust and rapport have been established.
	Receive feedback that indicates that trust and rapport have been established.	Receive feedback that indicates that trust and rapport have been established.	Receive feedback that indicates that trust and rapport have been established.	Receive feedback that indicates that trust and rapport have been established.
		Demonstrate behaviour that promotes trust and rapport.	Demonstrate behaviour that promotes trust and rapport.	Demonstrate behaviour that promotes trust and rapport.

## Area 2 Communication

<b>2.3.d Recognize and react appropriately to non-verbal behaviours.</b>	<b>A</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Distinguish threatening and non-threatening behaviours.	Distinguish threatening and non-threatening behaviours.	Distinguish threatening and non-threatening behaviours.	Distinguish threatening and non-threatening behaviours.
		Identify behaviours that diffuse hostility.	Identify behaviours that diffuse hostility.	Identify behaviours that diffuse hostility.
		Discuss behaviours that may provoke hostile behaviour in others.	Discuss behaviours that may provoke hostile behaviour in others.	Discuss behaviours that may provoke hostile behaviour in others.
		Evaluate reactions to positive and negative patient behaviours.	Evaluate reactions to positive and negative patient behaviours.	Evaluate reactions to positive and negative patient behaviours.
		Choose appropriate patient care options.	Choose appropriate patient care options.	Choose appropriate patient care options.
		Demonstrate ability to manage hostile situations.	Demonstrate ability to manage hostile situations.	Demonstrate ability to manage hostile situations.
<b>GENERAL COMPETENCY 2.4 Practice effective interpersonal relations.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>2.4.a Treat others with respect.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Define "respect".	Define "respect".	Define "respect".	Define "respect".
	List examples of ways to demonstrate respect.	List examples of ways to demonstrate respect.	List examples of ways to demonstrate respect.	List examples of ways to demonstrate respect.
	Identify cultural differences that affect the demonstration of respect.	Identify cultural differences that affect the demonstration of respect.	Identify cultural differences that affect the demonstration of respect.	Identify cultural differences that affect the demonstration of respect.
	Value respect in patient care.	Value respect in patient care.	Value respect in patient care.	Value respect in patient care.
	Demonstrate behaviour that is respectful to patients.	Demonstrate behaviour that is respectful to patients.	Demonstrate behaviour that is respectful to patients.	Demonstrate behaviour that is respectful to patients.

## Area 2 Communication

		Adjust actions as appropriate, consistent with others' expectations of respectful behaviour.	Adjust actions as appropriate, consistent with others' expectations of respectful behaviour.	Adjust actions as appropriate, consistent with others' expectations of respectful behaviour.
<b>2.4.b Exhibit empathy and compassion while providing care.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Define "empathy".	Define "empathy".	Define "empathy".	Define "empathy".
	Define "compassion".	Define "compassion".	Define "compassion".	Define "compassion".
	Define "sympathy".	Define "sympathy".	Define "sympathy".	Define "sympathy".
		Distinguish between empathy, sympathy and compassion.	Distinguish between empathy, sympathy and compassion.	Distinguish between empathy, sympathy and compassion.
	Describe behaviours that convey empathy and compassion.	Describe behaviours that convey empathy and compassion.	Describe behaviours that convey empathy and compassion.	Describe behaviours that convey empathy and compassion.
	Value empathy and compassion.	Value empathy and compassion.	Value empathy and compassion.	Value empathy and compassion.
	Demonstrate empathy and compassion.	Demonstrate empathy and compassion.	Demonstrate empathy and compassion.	Demonstrate empathy and compassion.
<b>2.4.c Recognize and react appropriately to individuals and groups manifesting coping mechanisms.</b>	<b>A</b>	<b>P</b>	<b>P</b>	<b>P</b>
	List common coping mechanisms.	List common coping mechanisms.	List common coping mechanisms.	List common coping mechanisms.
	Describe positive and negative aspects of coping mechanisms.	Describe positive and negative aspects of coping mechanisms.	Describe positive and negative aspects of coping mechanisms.	Describe positive and negative aspects of coping mechanisms.
	Identify verbal means of supporting others displaying coping mechanisms.	Identify verbal means of supporting others displaying coping mechanisms.	Identify verbal means of supporting others displaying coping mechanisms.	Identify verbal means of supporting others displaying coping mechanisms.

## Area 2 Communication

	Identify non-verbal means of supporting others displaying coping mechanisms.	Identify non-verbal means of supporting others displaying coping mechanisms.	Identify non-verbal means of supporting others displaying coping mechanisms.	Identify non-verbal means of supporting others displaying coping mechanisms.
	Identify community resources that may assist those in need.	Identify community resources that may assist those in need.	Identify community resources that may assist those in need.	Identify community resources that may assist those in need.
		Demonstrate appropriate behaviour relative to others utilizing coping mechanisms.	Demonstrate appropriate behaviour relative to others utilizing coping mechanisms.	Demonstrate appropriate behaviour relative to others utilizing coping mechanisms.
<b>2.4.d Act in a confident manner.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Define "confidence".	Discuss confidence.	Discuss confidence.	Discuss confidence.
	Identify the impact of confidence on patient care.	Identify the impact of confidence on patient care.	Identify the impact of confidence on patient care.	Identify the impact of confidence on patient care.
	Identify risks associated with over confidence.	Identify risks associated with over confidence.	Identify risks associated with over confidence.	Identify risks associated with over confidence.
	Choose behaviours that display confidence.	Choose behaviours that display confidence.	Choose behaviours that display confidence.	Choose behaviours that display confidence.
	Adjust behaviour to exhibit an appropriate level of confidence.	Adjust behaviour to exhibit an appropriate level of confidence.	Adjust behaviour to exhibit an appropriate level of confidence.	Adjust behaviour to exhibit an appropriate level of confidence.
<b>2.4.e Act assertively as required.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Discuss assertive behaviour.	Discuss assertive behaviour.	Discuss assertive behaviour.	Discuss assertive behaviour.
	Discuss aggressive behaviour.	Discuss aggressive behaviour.	Discuss aggressive behaviour.	Discuss aggressive behaviour.
	Distinguish assertive and aggressive behaviour.	Distinguish assertive and aggressive behaviour.	Distinguish assertive and aggressive behaviour.	Distinguish assertive and aggressive behaviour.
	Describe techniques of assertive behaviour.	Describe techniques of assertive behaviour.	Describe techniques of assertive behaviour.	Describe techniques of assertive behaviour.

## Area 2 Communication

		Evaluate assertive behaviour.	Evaluate assertive behaviour.	Evaluate assertive behaviour.
	Choose assertive behaviour when appropriate.	Choose assertive behaviour when appropriate.	Choose assertive behaviour when appropriate.	Choose assertive behaviour when appropriate.
	Demonstrate appropriate assertive behaviour in interactions.	Perform appropriate assertive behaviour in interactions.	Perform appropriate assertive behaviour in interactions.	Perform appropriate assertive behaviour in interactions.
		Adapt assertive behaviour as appropriate.	Adapt assertive behaviour as appropriate.	Adapt assertive behaviour as appropriate.
<b>2.4.f Manage and provide support to patients, bystanders and relatives manifesting emotional reactions.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	List various emotional reactions.	List various emotional reactions.	List various emotional reactions.	List various emotional reactions.
	Identify situations requiring emotional support.	Identify situations requiring emotional support.	Identify situations requiring emotional support.	Identify situations requiring emotional support.
	Value the provision of emotional support.	Value the provision of emotional support.	Value the provision of emotional support.	Value the provision of emotional support.
	Demonstrate behaviours that provide support.	Demonstrate behaviours that provide support.	Demonstrate behaviours that provide support.	Demonstrate behaviours that provide support.
<b>2.4.g Exhibit diplomacy, tact and discretion.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Define "diplomacy".	Define "diplomacy".	Define "diplomacy".	Define "diplomacy".
	Define "tact".	Define "tact".	Define "tact".	Define "tact".
	Define "discretion".	Define "discretion".	Define "discretion".	Define "discretion".
		Evaluate the impact of diplomacy, tact and discretion.	Evaluate the impact of diplomacy, tact and discretion.	Evaluate the impact of diplomacy, tact and discretion.
	Value diplomacy, tact, and discretion.	Value diplomacy, tact, and discretion.	Value diplomacy, tact, and discretion.	Value diplomacy, tact, and discretion.

## Area 2 Communication

	Demonstrate behaviour showing diplomacy, tact, and discretion.	Adapt behaviour to show diplomacy, tact, and discretion.	Adapt behaviour to show diplomacy, tact, and discretion.	Adapt behaviour to show diplomacy, tact, and discretion.
<b>2.4.h Exhibit conflict resolution skills.</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Define "conflict".	Define "conflict".	Define "conflict".	Define "conflict".
	Identify situations of potential conflict.	Identify situations of potential conflict.	Identify situations of potential conflict.	Identify situations of potential conflict.
	Describe basic conflict resolution strategies.	Discuss basic conflict resolution strategies.	Discuss basic conflict resolution strategies.	Discuss basic conflict resolution strategies.
	Justify the use of basic conflict resolution skills.	Justify the use of basic conflict resolution skills.	Justify the use of basic conflict resolution skills.	Justify the use of basic conflict resolution skills.
	Demonstrate basic conflict resolution skills.	Demonstrate basic conflict resolution skills.	Demonstrate basic conflict resolution skills.	Demonstrate basic conflict resolution skills.

## Area 3 Health and Safety

	EMR	PCP	ACP	CCP
<b>GENERAL COMPETENCY 3.1 Maintain good physical and mental health.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>3.1.a Maintain balance in personal lifestyle.</b>	<b>X</b>	<b>A</b>	<b>A</b>	<b>A</b>
	List the components of a balanced, healthy lifestyle.	List the components of a balanced, healthy lifestyle.	List the components of a balanced, healthy lifestyle.	List the components of a balanced, healthy lifestyle.
		Describe personal activities / habits which promote a balanced, healthy lifestyle.	Describe personal activities / habits which promote a balanced, healthy lifestyle.	Describe personal activities / habits which promote a balanced, healthy lifestyle.
		Choose personal activities/habits which promote a balanced and healthy lifestyle.	Choose personal activities/habits which promote a balanced and healthy lifestyle.	Choose personal activities/habits which promote a balanced and healthy lifestyle.
<b>3.1.b Develop and maintain an appropriate support system.</b>	<b>X</b>	<b>A</b>	<b>A</b>	<b>A</b>
	List personal support systems that promote the maintenance of physical and mental health.	List personal support systems that promote the maintenance of physical and mental health.	List personal support systems that promote the maintenance of physical and mental health.	List personal support systems that promote the maintenance of physical and mental health.
		Describe the benefits of a personal support system.	Describe the benefits of a personal support system.	Describe the benefits of a personal support system.
		Value the benefits of a personal support system.	Value the benefits of a personal support system.	Value the benefits of a personal support system.
<b>3.1.c Manage personal stress.</b>	<b>X</b>	<b>A</b>	<b>A</b>	<b>A</b>
	Define "stress".	Define "stress".	Define "stress".	Define "stress".
	Define "stress disorder".	Define "stress disorder".	Define "stress disorder".	Define "stress disorder".



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	List factors that typically contribute to personal stress.	Describe factors that typically contribute to personal stress.	Describe factors that typically contribute to personal stress.	Describe factors that typically contribute to personal stress.
	List techniques to manage stress.	Discuss techniques to manage stress.	Discuss techniques to manage stress.	Discuss techniques to manage stress.
	Describe the concept of critical incident stress management.	Explain the concept of critical incident stress management.	Explain the concept of critical incident stress management.	Explain the concept of critical incident stress management.
		Choose techniques for managing personal stress.	Choose techniques for managing personal stress.	Choose techniques for managing personal stress.
<b>3.1.d Practice effective strategies to improve physical and mental health related to shift work.</b>	<b>X</b>	<b>A</b>	<b>A</b>	<b>A</b>
	List the effects of shift work on physical and mental health.	List the effects of shift work on physical and mental health.	List the effects of shift work on physical and mental health.	List the effects of shift work on physical and mental health.
	List strategies to promote physical and mental health.	Describe strategies to promote physical and mental health.	Describe strategies to promote physical and mental health.	Describe strategies to promote physical and mental health.
		Choose strategies to promote physical and mental health.	Choose strategies to promote physical and mental health.	Choose strategies to promote physical and mental health.
<b>3.1.e Exhibit physical strength and fitness consistent with the requirements of professional practice.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Describe the physical capabilities required of an EMS practitioner.	Describe the physical capabilities required of an EMS practitioner.	Describe the physical capabilities required of an EMS practitioner.	Describe the physical capabilities required of an EMS practitioner.
	Describe strategies to develop and maintain physical strength and fitness.	Describe strategies to develop and maintain physical strength and fitness.	Describe strategies to develop and maintain physical strength and fitness.	Describe strategies to develop and maintain physical strength and fitness.

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	Choose strategies to develop and maintain physical strength and fitness.	Choose strategies to develop and maintain physical strength and fitness.	Choose strategies to develop and maintain physical strength and fitness.	Choose strategies to develop and maintain physical strength and fitness.
	Demonstrate adequate strength and fitness.	Demonstrate adequate strength and fitness.	Demonstrate adequate strength and fitness.	Demonstrate adequate strength and fitness.
<b>GENERAL COMPETENCY 3.2 Practice safe lifting and moving techniques.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>3.2.a Practice safe biomechanics.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Define “safe biomechanics”.	Define “safe biomechanics”.	Define “safe biomechanics”.	Define “safe biomechanics”.
	Describe potential injuries common to EMS practitioners.	Describe potential injuries common to EMS practitioners.	Describe potential injuries common to EMS practitioners.	Describe potential injuries common to EMS practitioners.
	Describe strategies to reduce risk of injury.	Describe strategies to reduce risk of injury.	Describe strategies to reduce risk of injury.	Describe strategies to reduce risk of injury.
	Choose strategies to reduce the risk of injury.	Choose strategies to reduce the risk of injury.	Choose strategies to reduce the risk of injury.	Choose strategies to reduce the risk of injury.
	Adapt proper lifting techniques.	Adapt proper lifting techniques.	Adapt proper lifting techniques.	Adapt proper lifting techniques.
<b>3.2.b Transfer patient from various positions using applicable equipment and / or techniques.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	List equipment for patient transfer.	List equipment for patient transfer.	List equipment for patient transfer.	List equipment for patient transfer.
	Describe indications for equipment use.	Describe indications for equipment use.	Describe indications for equipment use.	Describe indications for equipment use.
	Identify specifications of the equipment to be used.	Identify specifications of the equipment to be used.	Identify specifications of the equipment to be used.	Identify specifications of the equipment to be used.
	Explain techniques of transfer using specified equipment.	Explain techniques of transfer using specified equipment.	Explain techniques of transfer using specified equipment.	Explain techniques of transfer using specified equipment.

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	Demonstrate patient transfers.	Perform patient transfers.	Perform patient transfers.	Perform patient transfers.
<b>3.2.c Transfer patient using emergency evacuation techniques.</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Describe situations where emergency evacuation may be required.	Describe situations where emergency evacuation may be required.	Describe situations where emergency evacuation may be required.	Describe situations where emergency evacuation may be required.
	Describe emergency lifting and moving techniques.	Describe emergency lifting and moving techniques.	Describe emergency lifting and moving techniques.	Describe emergency lifting and moving techniques.
	Describe alternative techniques and conditions for use.	Distinguish alternative techniques and conditions for use.	Distinguish alternative techniques and conditions for use.	Distinguish alternative techniques and conditions for use.
	Demonstrate emergency lifting and moving techniques.	Demonstrate emergency lifting and moving techniques.	Demonstrate emergency lifting and moving techniques.	Demonstrate emergency lifting and moving techniques.
<b>3.2.d Secure patient to applicable equipment.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Identify safe and secure methods.	Identify safe and secure methods.	Identify safe and secure methods.	Identify safe and secure methods.
	Demonstrate safe and secure procedures for patient movement.	Integrate safe and secure procedures for patient movement.	Integrate safe and secure procedures for patient movement.	Integrate safe and secure procedures for patient movement.

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<b>3.2.e Lift patient and stretcher in and out of ambulance with partner.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Demonstrate safe techniques for lifting.	Perform safe techniques for lifting.	Perform safe techniques for lifting.	Perform safe techniques for lifting.
		Integrate safe and proper lifting techniques.	Integrate safe and proper lifting techniques.	Integrate safe and proper lifting techniques.
<b>GENERAL COMPETENCY 3.3 Create and maintain a safe work environment.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>3.3.a Assess scene for safety.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Define "scene safety".	Define "scene safety".	Define "scene safety".	Define "scene safety".
	Describe factors contributing to scene safety.	Describe factors contributing to scene safety.	Describe factors contributing to scene safety.	Describe factors contributing to scene safety.
	Apply techniques for assessing scene safety.	Apply techniques for assessing scene safety.	Apply techniques for assessing scene safety.	Apply techniques for assessing scene safety.
	Demonstrate techniques for the assessment of scene safety.	Integrate techniques for the assessment of scene safety.	Integrate techniques for the assessment of scene safety.	Integrate techniques for the assessment of scene safety.
<b>3.3.b Address potential occupational hazards.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	List potential occupational hazards.	List potential occupational hazards.	List potential occupational hazards.	List potential occupational hazards.
	Describe ways to manage occupational hazards.	Describe ways to manage occupational hazards.	Describe ways to manage occupational hazards.	Describe ways to manage occupational hazards.
	Demonstrate techniques to manage occupational hazards.	Adapt techniques to manage occupational hazards.	Adapt techniques to manage occupational hazards.	Adapt techniques to manage occupational hazards.
<b>3.3.c Conduct basic extrication.</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Describe basic patient extrication principles.	Describe basic patient extrication principles.	Describe basic patient extrication principles.	Describe basic patient extrication principles.
	Apply patient extrication principles.	Apply patient extrication principles.	Apply patient extrication principles.	Apply patient extrication principles.

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	Demonstrate basic extrication principles.	Integrate basic extrication principles.	Integrate basic extrication principles.	Integrate basic extrication principles.
<b>3.3.d Exhibit defusing and self-protection behaviours appropriate for use with patients and bystanders.</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Describe methods of defusing.	Describe methods of defusing.	Describe methods of defusing.	Describe methods of defusing.
	Describe methods of self-protection.	Describe methods of self-protection.	Describe methods of self-protection.	Describe methods of self-protection.
	Apply methods of defusing.	Apply methods of defusing.	Apply methods of defusing.	Apply methods of defusing.
	Apply methods of self-protection.	Apply methods of self-protection.	Apply methods of self-protection.	Apply methods of self-protection.
	Choose methods of defusing and self-protection.	Choose methods of defusing and self-protection.	Choose methods of defusing and self-protection.	Choose methods of defusing and self-protection.
	Demonstrate methods of defusing and self-protection.	Adapt methods of defusing and self-protection.	Adapt methods of defusing and self-protection.	Adapt methods of defusing and self-protection.
	Apply safety precautions when dealing with patients suffering from psychiatric illnesses.	Apply safety precautions when dealing with patients suffering from psychiatric illnesses.	Apply safety precautions when dealing with patients suffering from psychiatric illnesses.	Apply safety precautions when dealing with patients suffering from psychiatric illnesses.
<b>3.3.e Conduct procedures and operations consistent with Workplace Hazardous Materials Information System (WHMIS) and hazardous materials management requirements.</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
	Identify applicable legislation and regulations.	Describe applicable legislation and regulations.	Describe applicable legislation and regulations.	Describe applicable legislation and regulations.
	Apply regulations.	Apply regulations.	Apply regulations.	Apply regulations.

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<b>3.3.f Practice infection control techniques.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Identify common routes for transmission of disease and infection.	Describe common routes for transmission of disease and infection.	Describe common routes for transmission of disease and infection.	Describe common routes for transmission of disease and infection.
	Define “universal precautions”.	Define “universal precautions”.	Define “universal precautions”.	Define “universal precautions”.
	Apply universal precautions.	Apply universal precautions.	Apply universal precautions.	Apply universal precautions.
	Describe the appropriate procedures for the disposal of sharps and contaminated supplies.	Describe the appropriate procedures for the disposal of sharps and contaminated supplies.	Describe the appropriate procedures for the disposal of sharps and contaminated supplies.	Describe the appropriate procedures for the disposal of sharps and contaminated supplies.
	Describe personal protective equipment utilized in practice.	Describe personal protective equipment utilized in practice.	Describe personal protective equipment utilized in practice.	Describe personal protective equipment utilized in practice.
	Integrate universal precautions and safe handling procedures.	Integrate universal precautions and safe handling procedures.	Integrate universal precautions and safe handling procedures.	Integrate universal precautions and safe handling procedures.
	Demonstrate proper use of personal protective equipment.	Demonstrate proper use of personal protective equipment.	Demonstrate proper use of personal protective equipment.	Demonstrate proper use of personal protective equipment.
<b>3.3.g Clean and disinfect equipment.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	List equipment and supplies required to clean / disinfect equipment.	List equipment and supplies required to clean / disinfect equipment.	List equipment and supplies required to clean / disinfect equipment.	List equipment and supplies required to clean / disinfect equipment.
	List techniques to clean and disinfect equipment.	Describe techniques to clean and disinfect equipment.	Describe techniques to clean and disinfect equipment.	Describe techniques to clean and disinfect equipment.
	Demonstrate correct equipment cleaning and disinfecting techniques.	Demonstrate correct equipment cleaning and disinfecting techniques.	Demonstrate correct equipment cleaning and disinfecting techniques.	Demonstrate correct equipment cleaning and disinfecting techniques.

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<b>3.3.h Clean and disinfect an emergency vehicle.</b>	<b>A</b>	<b>P</b>	<b>P</b>	<b>P</b>
	List equipment and supplies required to clean and disinfect an emergency vehicle.	List equipment and supplies required to clean and disinfect an emergency vehicle.	List equipment and supplies required to clean and disinfect an emergency vehicle.	List equipment and supplies required to clean and disinfect an emergency vehicle.
	Describe methods to clean and disinfect an emergency vehicle.	Describe methods to clean and disinfect an emergency vehicle.	Describe methods to clean and disinfect an emergency vehicle.	Describe methods to clean and disinfect an emergency vehicle.
		Demonstrate correct vehicle cleaning and disinfecting techniques.	Demonstrate correct vehicle cleaning and disinfecting techniques.	Demonstrate correct vehicle cleaning and disinfecting techniques.

## Area 4 Assessment and Diagnostics

	EMR	PCP	ACP	CCP
<b>GENERAL COMPETENCY 4.1 Conduct triage.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>4.1.a Rapidly assess a scene based on the principles of a triage system.</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Discuss triage.	Discuss triage.	Discuss triage.	Discuss triage.
	Identify circumstances under which triage is required.	Identify circumstances under which triage is required.	Identify circumstances under which triage is required.	Identify circumstances under which triage is required.
		Evaluate a triage system.	Evaluate a triage system.	Evaluate a triage system.
	Apply the equipment and materials used to sort victims.	Apply the equipment and materials used to sort victims.	Apply the equipment and materials used to sort victims.	Apply the equipment and materials used to sort victims.
	Perform scene assessments based on a triage system.	Perform scene assessments based on a triage system.	Perform scene assessments based on a triage system.	Perform scene assessments based on a triage system.
	Communicate with allied health providers during a scenario.	Communicate with allied health providers during a scenario.	Communicate with allied health providers during a scenario.	Communicate with allied health providers during a scenario.
		Adapt triage decision making processes.	Adapt triage decision making processes.	Adapt triage decision making processes.
<b>4.1.b Assume different roles in a mass casualty incident.</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
	Identify the prehospital roles involved when managing a mass casualty incident.	Distinguish between the prehospital roles involved when managing a mass casualty incident.	Distinguish between the prehospital roles involved when managing a mass casualty incident.	Distinguish between the prehospital roles involved when managing a mass casualty incident.
	Describe the principal responsibilities of each role.	Describe the principal responsibilities of each role.	Describe the principal responsibilities of each role.	Describe the principal responsibilities of each role.



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<b>4.1.c Manage a mass casualty incident.</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
	Apply management principles to a mass casualty incident.	Apply management principles to a mass casualty incident.	Apply management principles to a mass casualty incident.	Apply management principles to a mass casualty incident.
	Modify procedures to meet the needs of a specific incident.	Modify procedures to meet the needs of a specific incident.	Modify procedures to meet the needs of a specific incident.	Modify procedures to meet the needs of a specific incident.
<b>GENERAL COMPETENCY 4.2 Obtain patient history.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>4.2.a Obtain list of patient's allergies.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	List common examples of allergens.	List common examples of allergens.	List common examples of allergens.	List common examples of allergens.
	Describe how an allergen can affect individuals.	Describe how an allergen can affect individuals.	Describe how an allergen can affect individuals.	Describe how an allergen can affect individuals.
	Evaluate how information about an allergy will affect patient care.	Evaluate how information about an allergy will affect patient care.	Evaluate how information about an allergy will affect patient care.	Evaluate how information about an allergy will affect patient care.
	Demonstrate the skill of obtaining information about allergies into history gathering procedures.	Integrate the skill of obtaining information about allergies into history gathering procedures.	Integrate the skill of obtaining information about allergies into history gathering procedures.	Integrate the skill of obtaining information about allergies into history gathering procedures.
<b>4.2.b Obtain list of patient's medications.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	List methods of discovering a patient's list of medications.	List methods of discovering a patient's list of medications.	List methods of discovering a patient's list of medications.	List methods of discovering a patient's list of medications.
		Describe relationship of medication to patient history.	Evaluate relationship of medication to patient history.	Evaluate relationship of medication to patient history.

## Area 4 Assessment and Diagnostics

	Demonstrate the skill of obtaining a list of medications into history gathering procedures.	Integrate the skill of obtaining a list of medications into history gathering procedures.	Integrate the skill of obtaining a list of medications into history gathering procedures.	Integrate the skill of obtaining a list of medications into history gathering procedures.
<b>4.2.c Obtain chief complaint and / or incident history from patient, family members and / or bystanders.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	List methods of discovering an incident history.	Describe methods of discovering an incident history.	Describe methods of discovering an incident history.	Describe methods of discovering an incident history.
	Describe common components of an incident history.	Describe common components of an incident history.	Describe common components of an incident history.	Describe common components of an incident history.
	Demonstrate the skill of obtaining incident history into the overall patient assessment.	Integrate the skill of obtaining incident history into the overall patient assessment.	Integrate the skill of obtaining incident history into the overall patient assessment.	Integrate the skill of obtaining incident history into the overall patient assessment.
	Adapt interview techniques to the incident history findings.	Adapt interview techniques to the incident history findings.	Adapt interview techniques to the incident history findings.	Adapt interview techniques to the incident history findings.
	Integrate incident history information into patient care procedures.	Integrate incident history information into patient care procedures.	Integrate incident history information into patient care procedures.	Integrate incident history information into patient care procedures.
<b>4.2.d Obtain information regarding patient's past medical history.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	List methods of discovering a patient's medical history.	List methods of discovering a patient's medical history.	List methods of discovering a patient's medical history.	List methods of discovering a patient's medical history.
	Describe common components of a complete medical history.	Describe common components of a complete medical history.	Describe common components of a complete medical history.	Describe common components of a complete medical history.

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	Demonstrate the skill of obtaining medical history into the overall patient assessment.	Integrate the skill of obtaining medical history into the overall patient assessment.	Integrate the skill of obtaining medical history into the overall patient assessment.	Integrate the skill of obtaining medical history into the overall patient assessment.
	Demonstrate interview techniques appropriate to the medical history findings.	Adapt interview techniques to the medical history findings.	Adapt interview techniques to the medical history findings.	Adapt interview techniques to the medical history findings.
	Integrate medical history information into patient care procedures.	Integrate medical history information into patient care procedures.	Integrate medical history information into patient care procedures.	Integrate medical history information into patient care procedures.
<b>4.2.e Obtain information about patient's last oral intake.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	List situations when information about a patient's last oral intake may be required.	List situations when information about a patient's last oral intake may be required.	List situations when information about a patient's last oral intake may be required.	List situations when information about a patient's last oral intake may be required.
	List methods of discovering information regarding last oral intake.	List methods of discovering information regarding last oral intake.	List methods of discovering information regarding last oral intake.	List methods of discovering information regarding last oral intake.
	Demonstrate the skill of obtaining information regarding last oral intake into the overall patient assessment.	Integrate the skill of obtaining information regarding last oral intake into the overall patient assessment.	Integrate the skill of obtaining information regarding last oral intake into the overall patient assessment.	Integrate the skill of obtaining information regarding last oral intake into the overall patient assessment.

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<b>4.2.f Obtain information regarding incident through accurate and complete scene assessment.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	List methods of discovering incident information.	Describe methods of discovering incident information.	Describe methods of discovering incident information.	Describe methods of discovering incident information.
	Demonstrate the skill of obtaining incident information into the overall scene assessment.	Integrate the skill of obtaining incident information into the overall scene assessment.	Integrate the skill of obtaining incident information into the overall scene assessment.	Integrate the skill of obtaining incident information into the overall scene assessment.
	Adapt scene management from information gained during continuous scene assessment.	Adapt scene management from information gained during continuous scene assessment.	Adapt scene management from information gained during continuous scene assessment.	Adapt scene management from information gained during continuous scene assessment.
	Integrate incident information into patient care procedures.	Integrate incident information into patient care procedures.	Integrate incident information into patient care procedures.	Integrate incident information into patient care procedures.
<b>GENERAL COMPETENCY 4.3 Conduct complete physical assessment demonstrating appropriate use of inspection, palpation, percussion and auscultation, and interpret findings.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>4.3.a Conduct primary patient assessment and interpret findings.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Explain primary assessment.	Explain primary assessment.	Explain primary assessment.	Explain primary assessment.
	Distinguish between trauma assessment and primary medical assessment.	Distinguish between trauma assessment and primary medical assessment.	Distinguish between trauma assessment and primary medical assessment.	Distinguish between trauma assessment and primary medical assessment.
	Evaluate life threatening findings from primary assessment.	Evaluate life threatening findings from primary assessment.	Evaluate life threatening findings from primary assessment.	Evaluate life threatening findings from primary assessment.

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	Apply appropriate sequential techniques for primary assessment.	Apply appropriate sequential techniques for primary assessment.	Apply appropriate sequential techniques for primary assessment.	Apply appropriate sequential techniques for primary assessment.
	Apply primary assessment to different age groups.	Apply primary assessment to different age groups.	Apply primary assessment to different age groups.	Apply primary assessment to different age groups.
	Demonstrate techniques for primary assessment.	Perform techniques for primary assessment.	Perform techniques for primary assessment.	Perform techniques for primary assessment.
	Adapt assessment techniques to primary assessment findings.	Adapt assessment techniques to primary assessment findings.	Adapt assessment techniques to primary assessment findings.	Adapt assessment techniques to primary assessment findings.
		Analyze initial assessments to determine patient's level of distress and severity of illness or injury.	Analyze initial assessments to determine patient's level of distress and severity of illness or injury.	Analyze initial assessments to determine patient's level of distress and severity of illness or injury.
	Demonstrate procedures to address problems found in the primary assessment.	Infer a provisional diagnosis.	Infer a provisional diagnosis.	Infer a provisional diagnosis.
<b>4.3.b Conduct secondary patient assessment and interpret findings.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Explain secondary assessment.	Explain secondary assessment.	Explain secondary assessment.	Explain secondary assessment.
	Distinguish between trauma assessment and secondary medical assessment.	Distinguish between trauma assessment and secondary medical assessment.	Distinguish between trauma assessment and secondary medical assessment.	Distinguish between trauma assessment and secondary medical assessment.
	Evaluate life threatening findings from secondary assessment.	Evaluate life threatening findings from secondary assessment.	Evaluate life threatening findings from secondary assessment.	Evaluate life threatening findings from secondary assessment.
	Apply appropriate sequential techniques for secondary assessment.	Apply appropriate sequential techniques for secondary assessment.	Apply appropriate sequential techniques for secondary assessment.	Apply appropriate sequential techniques for secondary assessment.

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	Apply secondary assessment to different age groups.	Apply secondary assessment to different age groups.	Apply secondary assessment to different age groups.	Apply secondary assessment to different age groups.
	Demonstrate techniques for secondary assessment.	Perform techniques for secondary assessment.	Perform techniques for secondary assessment.	Perform techniques for secondary assessment.
	Adapt assessment techniques to secondary assessment findings.	Adapt assessment techniques to secondary assessment findings.	Adapt assessment techniques to secondary assessment findings.	Adapt assessment techniques to secondary assessment findings.
	Demonstrate procedures to address problems found in the secondary assessment.	Infer a provisional diagnosis.	Infer a provisional diagnosis.	Infer a provisional diagnosis.
<b>4.3.c Conduct cardiovascular system assessment and interpret findings.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Describe the pathophysiology of specific cardiovascular illnesses and injuries listed in Appendix 4A.	Explain the pathophysiology of specific cardiovascular illnesses and injuries listed in Appendix 4B.	Explain the pathophysiology of specific cardiovascular illnesses and injuries listed in Appendix 4C.	Explain the pathophysiology of specific cardiovascular illnesses and injuries listed in Appendix 4C.
	Apply assessment techniques specific to the cardiovascular system.	Apply assessment techniques specific to the cardiovascular system.	Apply assessment techniques specific to the cardiovascular system.	Apply assessment techniques specific to the cardiovascular system.
		Evaluate findings related to the etiology, pathophysiology and manifestations of the cardiovascular illnesses and injuries listed in Appendix 4B.	Evaluate findings related to the etiology, pathophysiology and manifestations of the cardiovascular illnesses and injuries listed in Appendix 4C.	Evaluate findings related to the etiology, pathophysiology and manifestations of the cardiovascular illnesses and injuries listed in Appendix 4C.

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	Demonstrate assessment techniques for cardiovascular illnesses and injuries.	Perform assessment techniques for cardiovascular illnesses and injuries.	Perform assessment techniques for cardiovascular illnesses and injuries.	Perform assessment techniques for cardiovascular illnesses and injuries.
	Adapt assessment techniques to cardiovascular history findings.	Adapt assessment techniques to cardiovascular history findings.	Adapt assessment techniques to cardiovascular history findings.	Adapt assessment techniques to cardiovascular history findings.
<b>4.3.d Conduct neurological system assessment and interpret findings.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Describe the pathophysiology of specific neurological illnesses and injuries listed in Appendix 4A.	Explain the pathophysiology of specific neurological illnesses and injuries listed in Appendix 4B.	Explain the pathophysiology of specific neurological illnesses and injuries listed in Appendix 4C.	Explain the pathophysiology of specific neurological illnesses and injuries listed in Appendix 4C.
	Apply assessment techniques specific to the neurological system.	Apply assessment techniques specific to the neurological system.	Apply assessment techniques specific to the neurological system.	Apply assessment techniques specific to the neurological system.
		Evaluate findings related to the etiology, pathophysiology and manifestations of the neurological illnesses and injuries listed in Appendix 4B.	Evaluate findings related to the etiology, pathophysiology and manifestations of the neurological illnesses and injuries listed in Appendix 4C.	Evaluate findings related to the etiology, pathophysiology and manifestations of the neurological illnesses and injuries listed in Appendix 4C.
	Demonstrate assessment techniques for neurological illnesses and injuries.	Perform assessment techniques for neurological illnesses and injuries.	Perform assessment techniques for neurological illnesses and injuries.	Perform assessment techniques for neurological illnesses and injuries.
	Adapt assessment techniques to neurological history findings.	Adapt assessment techniques to neurological history findings.	Adapt assessment techniques to neurological history findings.	Adapt assessment techniques to neurological history findings.

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<b>4.3.e Conduct respiratory system assessment and interpret findings.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Describe the pathophysiology of specific respiratory illnesses and injuries listed in Appendix 4A.	Explain the pathophysiology of specific respiratory illnesses and injuries listed in Appendix 4B.	Explain the pathophysiology of specific respiratory illnesses and injuries listed in Appendix 4C.	Explain the pathophysiology of specific respiratory illnesses and injuries listed in Appendix 4C.
	Apply assessment techniques specific to the respiratory system.	Apply assessment techniques specific to the respiratory system.	Apply assessment techniques specific to the respiratory system.	Apply assessment techniques specific to the respiratory system.
		Evaluate findings related to the etiology, pathophysiology and manifestations of the respiratory illnesses and injuries listed in Appendix 4B.	Evaluate findings related to the etiology, pathophysiology and manifestations of the respiratory illnesses and injuries listed in Appendix 4C.	Evaluate findings related to the etiology, pathophysiology and manifestations of the respiratory illnesses and injuries listed in Appendix 4C.
			Evaluate significance of normal and adventitious breath sounds identified on auscultation.	Evaluate significance of normal and adventitious breath sounds identified on auscultation.
	Demonstrate assessment techniques for respiratory illnesses and injuries.	Perform assessment techniques for respiratory illnesses and injuries.	Perform assessment techniques for respiratory illnesses and injuries.	Perform assessment techniques for respiratory illnesses and injuries.
	Adapt assessment techniques to respiratory history findings.	Adapt assessment techniques to respiratory history findings.	Adapt assessment techniques to respiratory history findings.	Adapt assessment techniques to respiratory history findings.
<b>4.3.f Conduct obstetrical assessment and interpret findings.</b>	<b>A</b>	<b>S</b>	<b>C</b>	<b>C</b>



## Area 4 Assessment and Diagnostics

	Describe the pathophysiology of specific illnesses and injuries to the female reproductive system listed in Appendix 4A.	Explain the pathophysiology of specific illnesses and injuries to the female reproductive system listed in Appendix 4B.	Explain the pathophysiology of specific illnesses and injuries to the female reproductive system listed in Appendix 4C.	Explain the pathophysiology of specific illnesses and injuries to the female reproductive system listed in Appendix 4C.
	Apply assessment techniques specific to the obstetrical patient.	Apply assessment techniques specific to the obstetrical patient.	Apply assessment techniques specific to the obstetrical patient.	Apply assessment techniques specific to the obstetrical patient.
		Evaluate findings related to the etiology, pathophysiology and manifestations of the illnesses and injuries of the female reproductive system listed in Appendix 4B.	Evaluate findings related to the etiology, pathophysiology and manifestations of the illnesses and injuries of the female reproductive system listed in Appendix 4C.	Evaluate findings related to the etiology, pathophysiology and manifestations of the illnesses and injuries of the female reproductive system listed in Appendix 4C.
		Demonstrate assessment techniques for obstetrical-related illnesses and injuries.	Perform assessment techniques for obstetrical-related illnesses and injuries.	Perform assessment techniques for obstetrical-related illnesses and injuries.
		Adapt assessment techniques to obstetrical history findings.	Adapt assessment techniques to obstetrical history findings.	Adapt assessment techniques to obstetrical history findings.

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<b>4.3.g Conduct gastrointestinal system assessment and interpret findings.</b>	<b>S</b>	<b>S</b>	<b>P</b>	<b>P</b>
	Describe the pathophysiology of specific gastrointestinal system illnesses and injuries listed in Appendix 4A.	Explain the pathophysiology of specific gastrointestinal illnesses and injuries listed in Appendix 4B.	Explain the pathophysiology of specific gastrointestinal illnesses and injuries listed in Appendix 4C.	Explain the pathophysiology of specific gastrointestinal illnesses and injuries listed in Appendix 4C.
	Apply assessment techniques specific to the gastrointestinal system.	Apply assessment techniques specific to the gastrointestinal system.	Apply assessment techniques specific to the gastrointestinal system.	Apply assessment techniques specific to the gastrointestinal system.
		Evaluate findings related to the etiology, pathophysiology and manifestations of the gastrointestinal illnesses and injuries listed in Appendix 4B.	Evaluate findings related to the etiology, pathophysiology and manifestations of the gastrointestinal illnesses and injuries listed in Appendix 4C.	Evaluate findings related to the etiology, pathophysiology and manifestations of the gastrointestinal illnesses and injuries listed in Appendix 4C.
	Demonstrate assessment techniques for gastrointestinal illnesses and injuries.	Demonstrate assessment techniques for gastrointestinal illnesses and injuries.	Perform assessment techniques for gastrointestinal illnesses and injuries.	Perform assessment techniques for gastrointestinal illnesses and injuries.
	Adapt assessment techniques to gastrointestinal history findings.	Adapt assessment techniques to gastrointestinal history findings.	Adapt assessment techniques to gastrointestinal history findings.	Adapt assessment techniques to gastrointestinal history findings.

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<b>4.3.h Conduct genitourinary system assessment and interpret findings.</b>	<b>A</b>	<b>S</b>	<b>P</b>	<b>P</b>
	Describe the pathophysiology of specific genitourinary illnesses and injuries listed in Appendix 4A.	Explain the pathophysiology of specific genitourinary illnesses and injuries listed in Appendix 4B.	Explain the pathophysiology of specific genitourinary illnesses and injuries listed in Appendix 4C.	Explain the pathophysiology of specific genitourinary illnesses and injuries listed in Appendix 4C.
	Apply assessment techniques specific to the genitourinary system.	Apply assessment techniques specific to the genitourinary system.	Apply assessment techniques specific to the genitourinary system.	Apply assessment techniques specific to the genitourinary system.
		Evaluate findings related to the etiology, pathophysiology and manifestations of the genitourinary illnesses and injuries listed in Appendix 4B.	Evaluate findings related to the etiology, pathophysiology and manifestations of the genitourinary illnesses and injuries listed in Appendix 4C.	Evaluate findings related to the etiology, pathophysiology and manifestations of the genitourinary illnesses and injuries listed in Appendix 4C.
		Demonstrate assessment techniques for genitourinary illnesses and injuries.	Perform assessment techniques for genitourinary illnesses and injuries.	Perform assessment techniques for genitourinary illnesses and injuries.
		Adapt assessment techniques to genitourinary history findings.	Adapt assessment techniques to genitourinary history findings.	Adapt assessment techniques to genitourinary history findings.
<b>4.3.i Conduct integumentary system assessment and interpret findings.</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>C</b>
	Describe the pathophysiology of specific integumentary illnesses and injuries listed in Appendix 4A.	Explain the pathophysiology of specific integumentary illnesses and injuries listed in Appendix 4B.	Explain the pathophysiology of specific integumentary illnesses and injuries listed in Appendix 4C.	Explain the pathophysiology of specific integumentary illnesses and injuries listed in Appendix 4C.

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	Apply assessment techniques specific to the integumentary system.	Apply assessment techniques specific to the integumentary system.	Apply assessment techniques specific to the integumentary system.	Apply assessment techniques specific to the integumentary system.
		Evaluate findings related to the etiology, pathophysiology and manifestations of the integumentary illnesses and injuries listed in Appendix 4B.	Evaluate findings related to the etiology, pathophysiology and manifestations of the integumentary illnesses and injuries listed in Appendix 4C.	Evaluate findings related to the etiology, pathophysiology and manifestations of the integumentary illnesses and injuries listed in Appendix 4C.
	Demonstrate assessment techniques for integumentary illnesses and injuries.	Demonstrate assessment techniques for integumentary illnesses and injuries.	Demonstrate assessment techniques for integumentary illnesses and injuries.	Perform assessment techniques for integumentary illnesses and injuries.
	Adapt assessment techniques to integumentary history findings.	Adapt assessment techniques to integumentary history findings.	Adapt assessment techniques to integumentary history findings.	Adapt assessment techniques to integumentary history findings.
<b>4.3.j Conduct musculoskeletal assessment and interpret findings.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Describe the pathophysiology of specific musculoskeletal illnesses and injuries listed in Appendix 4A.	Explain the pathophysiology of specific musculoskeletal illnesses and injuries listed in Appendix 4B.	Explain the pathophysiology of specific musculoskeletal illnesses and injuries listed in Appendix 4C.	Explain the pathophysiology of specific musculoskeletal illnesses and injuries listed in Appendix 4C.
	Apply assessment techniques specific to the musculoskeletal system.	Apply assessment techniques specific to the musculoskeletal system.	Apply assessment techniques specific to the musculoskeletal system.	Apply assessment techniques specific to the musculoskeletal system.

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		Evaluate findings related to the etiology, pathophysiology and manifestations of the musculoskeletal illnesses and injuries listed in Appendix 4B.	Evaluate findings related to the etiology, pathophysiology and manifestations of the musculoskeletal illnesses and injuries listed in Appendix 4C.	Evaluate findings related to the etiology, pathophysiology and manifestations of the musculoskeletal illnesses and injuries listed in Appendix 4C.
	Demonstrate assessment techniques for musculoskeletal illnesses and injuries.	Perform assessment techniques for musculoskeletal illnesses and injuries.	Perform assessment techniques for musculoskeletal illnesses and injuries.	Perform assessment techniques for musculoskeletal illnesses and injuries.
	Adapt assessment techniques to musculoskeletal history findings.	Adapt assessment techniques to musculoskeletal history findings.	Adapt assessment techniques to musculoskeletal history findings.	Adapt assessment techniques to musculoskeletal history findings.
<b>4.3.k Conduct assessment of the immune system and interpret findings.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Describe the pathophysiology of specific immune system illnesses and injuries listed in Appendix 4A.	Explain the pathophysiology of specific immune system illnesses and injuries listed in Appendix 4B.	Explain the pathophysiology of specific immune system illnesses and injuries listed in Appendix 4C.	Explain the pathophysiology of specific immune system illnesses and injuries listed in Appendix 4C.
	Apply assessment techniques specific to the immune system.	Apply assessment techniques specific to the immune system.	Apply assessment techniques specific to the immune system.	Apply assessment techniques specific to the immune system.
		Evaluate findings related to the etiology, pathophysiology and manifestations of the immune system illnesses and injuries listed in Appendix 4B.	Evaluate findings related to the etiology, pathophysiology and manifestations of the immune system illnesses and injuries listed in Appendix 4C.	Evaluate findings related to the etiology, pathophysiology and manifestations of the immune system illnesses and injuries listed in Appendix 4C.

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	Demonstrate assessment techniques for immune system illnesses and injuries.	Perform assessment techniques for immune system illnesses and injuries.	Perform assessment techniques for immune system illnesses and injuries.	Perform assessment techniques for immune system illnesses and injuries.
	Adapt assessment techniques to immune system history findings.	Adapt assessment techniques to immune system history findings.	Adapt assessment techniques to immune system history findings.	Adapt assessment techniques to immune system history findings.
<b>4.3.1 Conduct assessment of the endocrine system and interpret findings.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Describe the pathophysiology of specific endocrine system illnesses and injuries listed in Appendix 4A.	Explain the pathophysiology of specific endocrine system illnesses and injuries listed in Appendix 4B.	Explain the pathophysiology of specific endocrine system illnesses and injuries listed in Appendix 4C.	Explain the pathophysiology of specific endocrine system illnesses and injuries listed in Appendix 4C.
	Apply assessment techniques specific to the endocrine system.	Apply assessment techniques specific to the endocrine system.	Apply assessment techniques specific to the endocrine system.	Apply assessment techniques specific to the endocrine system.
		Evaluate findings related to the etiology, pathophysiology and manifestations of the endocrine system illnesses and injuries listed in Appendix 4B.	Evaluate findings related to the etiology, pathophysiology and manifestations of the endocrine system illnesses and injuries listed in Appendix 4C.	Evaluate findings related to the etiology, pathophysiology and manifestations of the endocrine system illnesses and injuries listed in Appendix 4C.
	Demonstrate assessment techniques for endocrine system illnesses and injuries.	Perform assessment techniques for endocrine system illnesses and injuries.	Perform assessment techniques for endocrine system illnesses and injuries.	Perform assessment techniques for endocrine system illnesses and injuries.
	Adapt assessment techniques to endocrine system history findings.	Adapt assessment techniques to endocrine system history findings.	Adapt assessment techniques to endocrine system history findings.	Adapt assessment techniques to endocrine system history findings.

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<b>4.3.m Conduct assessment of the ears, eyes, nose and throat and interpret findings.</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Describe the pathophysiology of specific illnesses and injuries to the ears, eyes, nose and throat listed in Appendix 4A.	Explain the pathophysiology of specific illnesses and injuries to the ears, eyes, nose and throat listed in Appendix 4B.	Explain the pathophysiology of specific illnesses and injuries to the ears, eyes, nose and throat listed in Appendix 4C.	Explain the pathophysiology of specific illnesses and injuries to the ears, eyes, nose and throat listed in Appendix 4C.
	Apply assessment techniques specific to the ears, eyes, nose and throat.	Apply assessment techniques specific to the ears, eyes, nose and throat.	Apply assessment techniques specific to the ears, eyes, nose and throat.	Apply assessment techniques specific to the ears, eyes, nose and throat.
		Evaluate findings related to the etiology, pathophysiology and manifestations of the illnesses and injuries of the ears, eyes, nose and throat listed in Appendix 4B.	Evaluate findings related to the etiology, pathophysiology and manifestations of the illnesses and injuries of the ears, eyes, nose and throat listed in Appendix 4C.	Evaluate findings related to the etiology, pathophysiology and manifestations of the illnesses and injuries of the ears, eyes, nose and throat listed in Appendix 4C.
	Demonstrate assessment techniques for illnesses and injuries to the ears, eyes, nose and throat.	Demonstrate assessment techniques for illnesses and injuries to the ears, eyes, nose and throat.	Demonstrate assessment techniques for illnesses and injuries to the ears, eyes, nose and throat.	Demonstrate assessment techniques for illnesses and injuries to the ears, eyes, nose and throat.
	Adapt assessment techniques to ears, eyes, nose and throat history findings.	Adapt assessment techniques to ears, eyes, nose and throat history findings.	Adapt assessment techniques to ears, eyes, nose and throat history findings.	Adapt assessment techniques to ears, eyes, nose and throat history findings.

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<b>4.3.n Conduct multisystem assessment and interpret findings.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Describe the pathophysiology of specific multisystem illnesses and injuries listed in Appendix 4A.	Explain the pathophysiology of specific multisystem illnesses and injuries listed in Appendix 4B.	Explain the pathophysiology of specific multisystem illnesses and injuries listed in Appendix 4C.	Explain the pathophysiology of specific multisystem illnesses and injuries listed in Appendix 4C.
	Apply techniques specific to multisystem assessments.	Apply techniques specific to multisystem assessments.	Apply techniques specific to multisystem assessments.	Apply techniques specific to multisystem assessments.
		Evaluate findings related to the etiology, pathophysiology and manifestations of the multisystem illnesses and injuries listed in Appendix 4B.	Evaluate findings related to the etiology, pathophysiology and manifestations of the multisystem illnesses and injuries listed in Appendix 4C.	Evaluate findings related to the etiology, pathophysiology and manifestations of the multisystem illnesses and injuries listed in Appendix 4C.
	Demonstrate assessment techniques for multisystem illnesses and injuries.	Perform assessment techniques for multisystem illnesses and injuries.	Perform assessment techniques for multisystem illnesses and injuries.	Perform assessment techniques for multisystem illnesses and injuries.
	Adapt assessment techniques to multisystem history findings.	Adapt assessment techniques to multisystem history findings.	Adapt assessment techniques to multisystem history findings.	Adapt assessment techniques to multisystem history findings.
<b>4.3.o Conduct neonatal assessment and interpret findings.</b>	<b>A</b>	<b>S</b>	<b>C</b>	<b>C</b>
	Define "neonatal patient".	Define "neonatal patient".	Define "neonatal patient".	Define "neonatal patient".
	Describe the pathophysiology of illnesses and injuries to the neonate listed in Appendix 4A.	Explain the pathophysiology of illnesses and injuries to the neonate listed in Appendix 4B.	Explain the pathophysiology of illnesses and injuries to the neonate listed in Appendix 4C.	Explain the pathophysiology of illnesses and injuries to the neonate listed in Appendix 4C.



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	Apply assessment techniques specific to the neonatal patient.	Apply assessment techniques specific to the neonatal patient.	Apply assessment techniques specific to the neonatal patient.	Apply assessment techniques specific to the neonatal patient.
		Evaluate findings related to the etiology, pathophysiology and manifestations of the illnesses and injuries of the neonate listed in Appendix 4B.	Evaluate findings related to the etiology, pathophysiology and manifestations of the illnesses and injuries of the neonate listed in Appendix 4C.	Evaluate findings related to the etiology, pathophysiology and manifestations of the illnesses and injuries of the neonate listed in Appendix 4C.
		Demonstrate appropriate assessment techniques for neonatal patients.	Perform appropriate assessment techniques for neonatal patients.	Perform appropriate assessment techniques for neonatal patients.
		Adjust assessment techniques as required.	Adjust assessment techniques as required.	Adjust assessment techniques as required.
<b>4.3.p Conduct psychiatric assessment and interpret findings.</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Distinguish between the "mentally well" and the "mentally unwell" person.	Distinguish between the "mentally well" and the "mentally unwell" person.	Distinguish between the "mentally well" and the "mentally unwell" person.	Distinguish between the "mentally well" and the "mentally unwell" person.
	Describe the pathophysiology of the psychiatric disorders listed in Appendix 4A.	Explain the pathophysiology of the psychiatric disorders listed in Appendix 4B.	Explain the pathophysiology of the psychiatric disorders listed in Appendix 4C.	Explain the pathophysiology of the psychiatric disorders listed in Appendix 4C.
	Apply assessment techniques specific to psychiatric disorders.	Apply assessment techniques specific to psychiatric disorders.	Apply assessment techniques specific to psychiatric disorders.	Apply assessment techniques specific to psychiatric disorders.
	Evaluate psychiatric assessment findings.	Evaluate psychiatric assessment findings.	Evaluate psychiatric assessment findings.	Evaluate psychiatric assessment findings.
	Demonstrate assessment techniques for psychiatric disorders.	Demonstrate assessment techniques for psychiatric disorders.	Demonstrate assessment techniques for psychiatric disorders.	Demonstrate assessment techniques for psychiatric disorders.

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	Adapt assessment techniques to psychiatric history findings.	Adapt assessment techniques to psychiatric history findings.	Adapt assessment techniques to psychiatric history findings.	Adapt assessment techniques to psychiatric history findings.
	Communicate appropriately with other health care providers when dealing with a patients suffering from psychiatric disorders.	Communicate appropriately with other health care providers when dealing with a patients suffering from psychiatric disorders.	Communicate appropriately with other health care providers when dealing with a patients suffering from psychiatric disorders.	Communicate appropriately with other health care providers when dealing with a patients suffering from psychiatric disorders.
<b>GENERAL COMPETENCY 4.4 Assess vital signs.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>4.4.a Assess pulse.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Define "pulse".	Define "pulse".	Define "pulse".	Define "pulse".
	Identify sites where a pulse may be found.	Identify sites where a pulse may be found.	Identify sites where a pulse may be found.	Identify sites where a pulse may be found.
	Modify pulse check to age of patient.	Modify pulse check to age of patient.	Modify pulse check to age of patient.	Modify pulse check to age of patient.
	Evaluate arterial pulse rate, rhythm, and quality.	Evaluate arterial pulse rate, rhythm, and quality.	Evaluate arterial pulse rate, rhythm, and quality.	Evaluate arterial pulse rate, rhythm, and quality.
	Distinguish between normal and abnormal findings.	Distinguish between normal and abnormal findings.	Distinguish between normal and abnormal findings.	Distinguish between normal and abnormal findings.
	Identify factors that influence the pulse rate.	Identify factors that influence the pulse rate.	Identify factors that influence the pulse rate.	Identify factors that influence the pulse rate.
	Demonstrate pulse assessment.	Perform pulse assessment.	Perform pulse assessment.	Perform pulse assessment.
	Adapt techniques of obtaining pulse to patient situation.	Adapt techniques of obtaining pulse to patient situation.	Adapt techniques of obtaining pulse to patient situation.	Adapt techniques of obtaining pulse to patient situation.
<b>4.4.b Assess respiration.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Describe the physiology of respiration.	Describe the physiology of respiration.	Explain the physiology of respiration.	Explain the physiology of respiration.

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	Modify respiratory assessment to patient age.	Modify respiratory assessment to patient age.	Modify respiratory assessment to patient age.	Modify respiratory assessment to patient age.
	Evaluate respiratory rate, effort, excursion and symmetry.	Evaluate respiratory rate, effort, excursion and symmetry.	Evaluate respiratory rate, effort, excursion and symmetry.	Evaluate respiratory rate, effort, excursion and symmetry.
	Distinguish between adequate and inadequate respiratory effort.	Distinguish between adequate and inadequate respiratory effort.	Distinguish between adequate and inadequate respiratory effort.	Distinguish between adequate and inadequate respiratory effort.
	List factors that influence the respiratory rate.	Explain factors that influence the respiratory rate.	Explain factors that influence the respiratory rate.	Explain factors that influence the respiratory rate.
	Demonstrate respiratory assessment.	Perform respiratory assessment.	Perform respiratory assessment.	Perform respiratory assessment.
	Adapt techniques of obtaining respirations to patient situation.	Adapt techniques of obtaining respirations to patient situation.	Adapt techniques of obtaining respirations to patient situation.	Adapt techniques of obtaining respirations to patient situation.
<b>4.4.c Conduct non-invasive temperature monitoring.</b>	<b>N</b>	<b>C</b>	<b>C</b>	<b>C</b>
		Identify sites where temperature may be assessed by non-invasive methods.	Identify sites where temperature may be assessed by non-invasive methods.	Identify sites where temperature may be assessed by non-invasive methods.
		Modify temperature check to age of patient.	Modify temperature check to age of patient.	Modify temperature check to age of patient.
		Distinguish between normal and abnormal findings.	Distinguish between normal and abnormal findings.	Distinguish between normal and abnormal findings.
		Discuss factors that influence body temperature.	Discuss factors that influence body temperature.	Discuss factors that influence body temperature.
		Perform temperature assessment.	Perform temperature assessment.	Perform temperature assessment.

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		Adapt techniques of obtaining temperature to patient situation.	Adapt techniques of obtaining temperature to patient situation.	Adapt techniques of obtaining temperature to patient situation.
<b>4.4.d Measure blood pressure by auscultation.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Describe the physiology of blood pressure.	Describe the physiology of blood pressure.	Explain the physiology of blood pressure.	Explain the physiology of blood pressure.
		Analyze the strengths and limitations of an auscultated blood pressure.	Analyze the strengths and limitations of an auscultated blood pressure.	Analyze the strengths and limitations of an auscultated blood pressure.
		Distinguish between a blood pressure taken by auscultation or palpation.	Distinguish between a blood pressure taken by auscultation or palpation.	Distinguish between a blood pressure taken by auscultation or palpation.
	Identify average blood pressure expectations for age.	Explain average blood pressure expectations for age.	Explain average blood pressure expectations for age.	Explain average blood pressure expectations for age.
	Identify factors that may influence patient's blood pressure.	Explain factors that may influence patient's blood pressure.	Explain factors that may influence patient's blood pressure.	Explain factors that may influence patient's blood pressure.
	Demonstrate auscultated determination of blood pressure.	Perform auscultated determination of blood pressure.	Perform auscultated determination of blood pressure.	Perform auscultated determination of blood pressure.
	Adapt technique of auscultating blood pressure to patient situation.	Adapt technique of auscultating blood pressure to patient situation.	Adapt technique of auscultating blood pressure to patient situation.	Adapt technique of auscultating blood pressure to patient situation.
<b>4.4.e Measure blood pressure by palpation.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Describe the physiology of pulse points.	Describe the physiology of pulse points.	Describe the physiology of pulse points.	Describe the physiology of pulse points.

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	Analyze the strengths and weaknesses of a palpated blood pressure.	Analyze the strengths and weaknesses of a palpated blood pressure.	Analyze the strengths and weaknesses of a palpated blood pressure.	Analyze the strengths and weaknesses of a palpated blood pressure.
	Identify factors that may influence a palpated blood pressure.	Explain factors that may influence a palpated blood pressure.	Explain factors that may influence a palpated blood pressure.	Explain factors that may influence a palpated blood pressure.
	Demonstrate palpated determination of blood pressure.	Perform palpated determination of blood pressure.	Perform palpated determination of blood pressure.	Perform palpated determination of blood pressure.
	Adapt technique of palpating blood pressure to patient situation.	Adapt technique of palpating blood pressure to patient situation.	Adapt technique of palpating blood pressure to patient situation.	Adapt technique of palpating blood pressure to patient situation.
<b>4.4.f Measure blood pressure with non-invasive blood pressure monitor.</b>	<b>N</b>	<b>C</b>	<b>C</b>	<b>C</b>
		Explain rationale for measuring blood pressure with non-invasive monitor.	Explain rationale for measuring blood pressure with non-invasive monitor.	Explain rationale for measuring blood pressure with non-invasive monitor.
		Describe techniques to obtain blood pressure with non-invasive monitor.	Describe techniques to obtain blood pressure with non-invasive monitor.	Describe techniques to obtain blood pressure with non-invasive monitor.
			Explain calculation and significance of Mean Arterial Pressure (MAP) and pulse pressure	Explain calculation and significance of Mean Arterial Pressure (MAP) and pulse pressure
		Distinguish normal and abnormal findings of blood pressure determined with non-invasive monitor.	Distinguish normal and abnormal findings of blood pressure determined with non-invasive monitor.	Distinguish normal and abnormal findings of blood pressure determined with non-invasive monitor.

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		Perform blood pressure measurement using non-invasive monitor.	Perform blood pressure measurement using non-invasive monitor.	Perform blood pressure measurement using non-invasive monitor.
		Perform trouble shooting when using a non-invasive blood pressure monitor.	Perform trouble shooting when using a non-invasive blood pressure monitor.	Perform trouble shooting when using a non-invasive blood pressure monitor.
<b>4.4.g Assess skin condition.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	List three parameters used to assess skin condition.	List the four parameters used to assess skin condition.	List the four parameters used to assess skin condition.	List the four parameters used to assess skin condition.
	Identify the factors that affect skin temperature, colour and moisture.	Identify the factors that affect skin temperature, colour, moisture and turgor.	Identify the factors that affect skin temperature, colour, moisture and turgor.	Identify the factors that affect skin temperature, colour, moisture and turgor.
	Distinguish between normal and abnormal findings when assessing skin colour.	Distinguish between normal and abnormal findings when assessing skin colour.	Distinguish between normal and abnormal findings when assessing skin colour.	Distinguish between normal and abnormal findings when assessing skin colour.
	Identify how to assess skin colour changes in different races.	Identify how to assess skin colour changes in different races.	Describe how to assess skin colour changes in different races.	Describe how to assess skin colour changes in different races.
	Distinguish between normal and abnormal findings when assessing skin temperature.	Distinguish between normal and abnormal findings when assessing skin temperature.	Distinguish between normal and abnormal findings when assessing skin temperature.	Distinguish between normal and abnormal findings when assessing skin temperature.
	Distinguish between normal and abnormal findings when assessing skin condition.	Distinguish between normal and abnormal findings when assessing skin condition.	Distinguish between normal and abnormal findings when assessing skin condition.	Distinguish between normal and abnormal findings when assessing skin condition.
		Distinguish between normal and abnormal findings when assessing skin turgor.	Distinguish between normal and abnormal findings when assessing skin turgor.	Distinguish between normal and abnormal findings when assessing skin turgor.

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	Demonstrate assessment of skin condition utilizing three parameters.	Perform assessment of skin condition utilizing four parameters.	Perform assessment of skin condition utilizing four parameters.	Perform assessment of skin condition utilizing four parameters.
	Adapt technique of skin assessment to patient age and race.	Adapt technique of skin assessment to patient age and race.	Adapt technique of skin assessment to patient age and race.	Adapt technique of skin assessment to patient age and race.
<b>4.4.h Assess pupils.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	List the three parameters used to assess pupils.	List the three parameters used to assess pupils.	List the three parameters used to assess pupils.	List the three parameters used to assess pupils.
		Identify the cranial nerves that regulate eye movement and contraction.	Identify the cranial nerves that regulate eye movement and contraction.	Identify the cranial nerves that regulate eye movement and contraction.
	Identify conditions that affect pupil size, symmetry and reactivity.	Discuss conditions that affect pupil size, symmetry and reactivity.	Explain conditions that affect pupil size, symmetry and reactivity.	Explain conditions that affect pupil size, symmetry and reactivity.
	Distinguish between normal and abnormal findings when assessing pupils for size, symmetry and reactivity.	Distinguish between normal and abnormal findings when assessing pupils for size, symmetry and reactivity.	Distinguish between normal and abnormal findings when assessing pupils for size, symmetry and reactivity.	Distinguish between normal and abnormal findings when assessing pupils for size, symmetry and reactivity.
	Demonstrate pupil assessment utilizing the three parameters.	Perform pupil assessment utilizing the three parameters.	Perform pupil assessment utilizing the three parameters.	Perform pupil assessment utilizing the three parameters.
	Adapt technique of assessing pupils to patient situation.	Adapt technique of assessing pupils to patient situation.	Adapt technique of assessing pupils to patient situation.	Adapt technique of assessing pupils to patient situation.
<b>4.4.i Assess level of mentation.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	List factors that affect patient's mental status.	Identify factors that affect patient's mental status.	Explain factors that affect patient's mental status.	Explain factors that affect patient's mental status.

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	Apply methods of assessing level of mentation.	Apply methods of assessing level of mentation.	Apply methods of assessing level of mentation.	Apply methods of assessing level of mentation.
		Apply "Alert Verbal Pain Unresponsive" (APVU) scale to mental status assessment.	Apply "Alert Verbal Pain Unresponsive" (APVU) scale to mental status assessment.	Apply "Alert Verbal Pain Unresponsive" (APVU) scale to mental status assessment.
		Apply the "Glasgow Coma Scale" (GCS) to mental status assessment.	Apply the "Glasgow Coma Scale" (GCS) to mental status assessment.	Apply the "Glasgow Coma Scale" (GCS) to mental status assessment.
	Demonstrate assessment of level of mentation.	Perform assessment of level of mentation.	Perform assessment of level of mentation.	Perform assessment of level of mentation.
	Adapt technique of assessing level of mentation to patient age.	Adapt technique of assessing level of mentation to patient age.	Adapt technique of assessing level of mentation to patient age.	Adapt technique of assessing level of mentation to patient age.



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<b>GENERAL COMPETENCY 4.5 Utilize diagnostic tests.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>4.5.a Conduct oximetry testing and interpret findings.</b>	<b>N</b>	<b>C</b>	<b>C</b>	<b>C</b>
		Identify the factors that affect accuracy of pulse oximeters.	Explain the factors that affect accuracy of pulse oximeters.	Explain the factors that affect accuracy of pulse oximeters.
		Describe the physiologic properties of oxygen.	Explain the physiologic properties of oxygen.	Explain the physiologic properties of oxygen.
		Describe the function of a pulse oximeter.	Describe the function of a pulse oximeter.	Describe the function of a pulse oximeter.
		Identify normal and abnormal findings when performing oximetry testing.	Describe oximetry waveforms.	Evaluate oximetry waveforms.
		Identify indications for oxygen administration relative to saturated oxygen values.	Infer indications for oxygen administration relative to saturated oxygen values.	Infer indications for oxygen administration relative to saturated oxygen values.
		Perform oximetry testing.	Perform oximetry testing.	Perform oximetry testing.
		Adapt technique of oximetry testing to patient age.	Adapt technique of oximetry testing to patient age.	Adapt technique of oximetry testing to patient age.
<b>4.5.b Conduct end-tidal carbon dioxide monitoring and interpret findings.</b>	<b>N</b>	<b>N</b>	<b>C</b>	<b>C</b>
			Differentiate between various end-tidal carbon dioxide monitoring.	Differentiate between various end-tidal carbon dioxide monitoring.
			Explain factors that may limit the reliability of end-tidal carbon dioxide values.	Explain factors that may limit the reliability of end-tidal carbon dioxide values.

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			Explain the relationship of end-tidal carbon dioxide to arterial blood gas measurement of partial pressure of arterial carbon dioxide.	Explain the relationship of end-tidal carbon dioxide to arterial blood gas measurement of partial pressure of arterial carbon dioxide.
			Differentiate between sidestream, microstream and mainstream end-tidal carbon dioxide.	Differentiate between sidestream, microstream and mainstream end-tidal carbon dioxide.
			Describe capnographic waveforms.	Evaluate capnographic waveforms.
			Perform end-tidal carbon dioxide monitoring.	Perform end-tidal carbon dioxide monitoring.
<b>4.5.c Conduct glucometric testing and interpret findings.</b>	<b>X</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Identify indications for glucometric testing.	Identify indications for glucometric testing.	Explain indications for glucometric testing.	Explain indications for glucometric testing.
		Identify the factors that affect accuracy of glucometric testing.	Explain the factors that affect accuracy of glucometric testing.	Explain the factors that affect accuracy of glucometric testing.
		Identify normal and abnormal findings when performing glucometric testing.	Identify normal and abnormal findings when performing glucometric testing.	Identify normal and abnormal findings when performing glucometric testing.
		Describe the physiologic mechanism of glucose.	Describe the physiologic mechanism of glucose.	Describe the physiologic mechanism of glucose.
		Describe the function of a glucometer.	Describe the function of a glucometer.	Describe the function of a glucometer.
		Perform glucometric testing.	Perform glucometric testing.	Perform glucometric testing.
		Adapt the techniques of glucometric testing to patient age.	Adapt the techniques of glucometric testing to patient age.	Adapt the techniques of glucometric testing to patient age.

## Area 4 Assessment and Diagnostics

<b>4.5.d Conduct peripheral venipuncture.</b>	<b>N</b>	<b>N</b>	<b>X</b>	<b>C</b>
			Discuss indications and rationale for performing peripheral venipuncture.	Discuss indications and rationale for performing peripheral venipuncture.
				Perform collection venous blood specimens.
<b>4.5.e Obtain arterial blood samples via radial artery puncture.</b>	<b>N</b>	<b>N</b>	<b>X</b>	<b>S</b>
			Identify indications for and purpose of radial artery blood sampling.	Explain indications and rationale for performing radial artery puncture.
				Describe specific physical assessments to be performed prior to radial artery puncture.
				Demonstrate the collection of blood specimen by radial artery puncture.

## Area 4 Assessment and Diagnostics

<b>4.5.f Obtain arterial blood samples via arterial line access.</b>	<b>N</b>	<b>N</b>	<b>X</b>	<b>C</b>
			Identify indications for and purpose of radial artery blood sampling.	Explain indications and rationale for collecting arterial blood specimens via arterial line access.
				Describe arterial blood specimen collection from an arterial line.
				Perform collection of blood specimen from an arterial line, including safe maintenance of the arterial line during and following specimen collection.
<b>4.5.g Conduct invasive core temperature monitoring and interpret findings.</b>	<b>N</b>	<b>N</b>	<b>X</b>	<b>C</b>
			Differentiate between core and peripheral temperature monitoring.	Differentiate between core and peripheral temperature monitoring.
				Explain indications and rationale for measuring core body temperature.
				Explain various means of measuring core body temperature.
				Perform measurement of core temperature using invasive method.
<b>4.5.h Conduct pulmonary artery catheter monitoring and interpret findings.</b>	<b>N</b>	<b>N</b>	<b>X</b>	<b>C</b>

## Area 4 Assessment and Diagnostics

			Define "pulmonary artery catheter monitoring".	Define "pulmonary artery catheter monitoring".
				Identify normal pulmonary artery pressures.
				Explain indications and rationale for use of pulmonary artery catheters.
				Explain the assessment and management of pulmonary artery catheters.
				Analyze waveforms.
				Explain complications of pulmonary artery catheters, and their management.
				Perform routine management of patients with pulmonary artery catheters.
<b>4.5.i Conduct central venous pressure monitoring and interpret findings.</b>	<b>N</b>	<b>N</b>	<b>X</b>	<b>C</b>
			Define "central venous pressure".	Define "central venous pressure".
				Identify normal central venous pressure values.
				Explain indications and rationale for central venous pressure monitoring.
				Analyze waveforms.

## Area 4 Assessment and Diagnostics

				Explain complications of central venous pressure monitoring, and their management.
				Perform routine management of patients central venous pressure catheters.
<b>4.5.j Conduct arterial line monitoring and interpret findings.</b>	<b>N</b>	<b>N</b>	<b>X</b>	<b>C</b>
			Define "arterial pressure".	Define "arterial pressure".
				Identify normal arterial pressure values.
				Explain indications and rationale for arterial pressure monitoring.
				Analyze waveforms.
				Describe the steps to be taken to ensure the accuracy of arterial pressure values.
				Explain complications of arterial line monitoring, and their management.
				Perform routine management of patients with indwelling arterial catheters.
<b>4.5.k Interpret laboratory and radiological data.</b>	<b>N</b>	<b>X</b>	<b>A</b>	<b>A</b>
		List examples of common laboratory and radiological data.	Identify examples of common laboratory and radiological data.	Identify examples of common laboratory and radiological data.

## Area 4 Assessment and Diagnostics

				Analyze common laboratory values, including hematological and biochemical data.
				Explain the relevance of common radiological and laboratory studies to patient presentation.
				Analyze chest, cervical-spine and other common radiographs.
<b>4.5.1 Conduct 3-lead electrocardiogram (ECG) and interpret findings.</b>	<b>N</b>	<b>S</b>	<b>P</b>	<b>P</b>
		Explain the electrophysiologic principles of the heart, and cardiac conduction.	Explain the electrophysiologic principles of the heart, and cardiac conduction.	Explain the electrophysiologic principles of the heart, and cardiac conduction.
		Explain indications for ECG monitoring.	Explain indications for ECG monitoring.	Explain indications for ECG monitoring.
		Demonstrate the technique of obtaining a 3-lead ECG.	Perform the technique of obtaining a 3-lead ECG.	Perform the technique of obtaining a 3-lead ECG.
		Adapt technique of obtaining a 3-lead ECG to patient age and gender.	Adapt technique of obtaining a 3-lead ECG to patient age and gender.	Adapt technique of obtaining a 3-lead ECG to patient age and gender.
		Describe the principles of interpretation of cardiac rhythms.	Explain the principles of interpretation of cardiac rhythms.	Explain the principles of interpretation of cardiac rhythms.
		List possible causes of abnormal cardiac rhythms.	List possible causes of abnormal cardiac rhythms.	List possible causes of abnormal cardiac rhythms.

## Area 4 Assessment and Diagnostics

		Analyze cardiac rhythms.	Analyze cardiac rhythms.	Analyze cardiac rhythms.
		Identify potentially lethal cardiac rhythms.	Identify potentially lethal cardiac rhythms.	Identify potentially lethal cardiac rhythms.
<b>4.5.m Obtain 12-lead electrocardiogram and interpret findings.</b>	<b>N</b>	<b>X</b>	<b>A</b>	<b>C</b>
		Distinguish between a 3-lead and a 12-lead ECG.	Explain the difference between a 3-lead and a 12-lead ECG.	Explain the difference between a 3-lead and a 12-lead ECG.
			Identify indications for use of a 12-lead ECG.	Identify indications for use of a 12-lead ECG.
				Perform the technique of obtaining a 12-lead ECG.
				Adapt technique of obtaining a 12-lead ECG to patient age and gender.
				Describe the steps involved in interpreting 12-lead ECGs, and ECGs obtained with additional leads.
				Identify indications for the use of additional leads.
				Describe the technique of obtaining ECGs with additional leads.



## Appendix 4 Pathophysiology

This listing outlines the basic knowledge of illnesses, conditions and injuries required in order for practitioners to achieve the competencies defined in Area 4.

	APPENDIX 4A (EMR)	APPENDIX 4B (PCP)	APPENDIX 4C ( ACP, CCP)
<b>A. Cardiovascular System</b>			
<i>Vascular Disease</i>			
	Aneurysm	Aneurysm	Aneurysm (intracranial, abdominal aortic)
	Arteriosclerosis	Arteriosclerosis	Arteriosclerosis
		Deep vein thrombosis	Deep vein thrombosis
	Hypertension	Hypertension	Hypertension
		Peripheral vascular disease	Peripheral vascular disease
			Thoracic aortic dissection
<i>Inflammatory disorders</i>			
		Endocarditis	Endocarditis
		Myocarditis	Myocarditis
		Pericarditis	Pericarditis
<i>Valvular Disease</i>			
			Prolapsed mitral valve
			Regurgitation
			Stenosis
<i>Acute Coronary Syndromes</i>			
	Infarction	Infarction	Infarction
	Ischemia / angina	Ischemia / angina	Ischemia / angina
<i>Heart Failure</i>			
		Cardiomyopathies	Cardiomyopathies
		Left sided	Left sided
		Pericardial tamponade	Pericardial tamponade
		Right sided	Right sided
<i>Cardiac Conduction Disorder</i>			
		Benign arrhythmias	Benign arrhythmias
		Lethal arrhythmias	Lethal arrhythmias
		Life threatening arrhythmias	Life threatening arrhythmias
<i>Congenital Abnormalities</i>			
			Atrial septal defect
			Patent ductus arteriosus
			Transposition
			Ventricular septal defect

## Appendix 4 Pathophysiology

<i>Traumatic Injuries</i>			
			Aortic disruption
			Myocardial contusion
			Peripheral vascular disruption
<b>B. Neurologic System</b>			
<i>Convulsive Disorders</i>			
	Febrile seizures	Febrile seizures	Febrile seizures
	Generalized seizures	Generalized seizures	Generalized seizures
	Partial seizures (focal)	Partial seizures (focal)	Partial seizures (focal)
<i>Headache and Facial Pain</i>			
		Infection	Infection
		Intracranial hemorrhage	Intracranial hemorrhage
		Migraine	Migraine
		Tension	Tension
<i>Cerebrovascular Disorders</i>			
	Stroke		
		Ischemic / hemorrhagic stroke	Ischemic / hemorrhagic stroke
	Transient ischemic attack	Transient ischemic attack	Transient ischemic attack
<i>Altered Mental Status</i>			
		Metabolic	Metabolic
		Structural	Structural
<i>Chronic Neurologic Disorders</i>			
			Alzheimers
		Amyotrophic lateral sclerosis (ALS)	Amyotrophic lateral sclerosis (ALS)
			Bell's palsy
		Cerebral palsy	Cerebral palsy
		Multiple sclerosis	Multiple sclerosis
			Muscular dystrophy
		Parkinson's disease	Parkinson's disease
		Poliomyelitis	Poliomyelitis
<i>Infectious Disorders</i>			
		Encephalitis	Encephalitis
		Guillian Barre syndrome	Guillian Barre syndrome
	Meningitis	Meningitis	Meningitis

## Appendix 4 Pathophysiology

<i>Tumors</i>			
		Structural	Structural
		Vascular	Vascular
<i>Traumatic Injuries</i>			
	Head injury	Head injury	Head injury
			Hematoma (epidural, subdural, subarachnoid)
	Spinal cord injury	Spinal cord injury	Spinal cord injury
<i>Pediatric</i>			
			Downs syndrome
			Hydrocephalus
			Spina bifida
<b>C. Respiratory System</b>			
<i>Medical Illness</i>			
		Acute respiratory failure	Acute respiratory failure
		Adult respiratory disease syndrome	Adult respiratory disease syndrome
		Aspiration	Aspiration
	Chronic obstructive pulmonary disorder	Chronic obstructive pulmonary disorder	Chronic obstructive pulmonary disorder
			Hyperventilation syndrome
		Pleural effusion	Pleural effusion
		Pneumonia / bronchitis	Pneumonia / bronchitis
	Pulmonary edema	Pulmonary edema	Pulmonary edema
	Pulmonary embolism	Pulmonary embolism	Pulmonary embolism
	Reactive airways disease / asthma	Reactive airways disease / asthma	Reactive airways disease / asthma
<i>Traumatic Injuries</i>			
	Airway obstruction	Aspirated foreign body	Aspirated foreign body
			Burns
		Diaphragmatic injuries	Diaphragmatic injuries
	Flail chest	Flail chest	Flail chest
	Hemothorax	Hemothorax	Hemothorax
	Penetrating injury	Penetrating injury	Penetrating injury
	Pneumothorax (simple, tension)	Pneumothorax (simple, tension)	Pneumothorax (simple, tension)
		Pulmonary contusion	Pulmonary contusion
			Toxic inhalation
			Tracheobronchial disruption

## Appendix 4 Pathophysiology

<i>Pediatric Illness</i>			
		Acute respiratory failure	Acute respiratory failure
		Bronchiolitis	Bronchiolitis
	Croup	Croup	Croup
			Cystic fibrosis
	Epiglottitis	Epiglottitis	Epiglottitis
		Sudden infant death syndrome	Sudden infant death syndrome
<b>D. Female Reproductive System and Neonates</b>			
<i>Pregnancy complications</i>			
			Abruptio placenta
			Eclampsia
	Ectopic pregnancy	Ectopic pregnancy	Ectopic pregnancy
	First trimester bleeding	First trimester bleeding	First trimester bleeding
			Placenta previa
			Pre-eclampsia
	Third trimester bleeding	Third trimester bleeding	Third trimester bleeding
			Uterine rupture
<i>Childbirth complications</i>			
		Abnormal presentations	Abnormal presentations
			Post partum complications
	Post partum bleeding	Post partum hemorrhage	Postpartum hemorrhage
		Prolapsed cord	Prolapsed cord
		Uterine inversion	Uterine inversion
<i>Neonatal complications</i>			
	Neonatal care		
		Cardiovascular insufficiency	Cardiovascular insufficiency
		Meconium aspiration	Meconium aspiration
		Respiratory insufficiency	Respiratory insufficiency
<b>E. Gastrointestinal System</b>			
<i>Esophagus / Stomach</i>			
			Esophageal varices
		Esophagitis	Esophagitis
		Gastritis	Gastritis
			Gastroesophageal reflux
			Obstruction

## Appendix 4 Pathophysiology

		Peptic ulcer disease	Peptic ulcer disease
	Upper gastrointestinal bleed	Upper gastrointestinal bleed	Upper gastrointestinal bleed
<i>Liver / Gall Bladder</i>			
		Cholecystitis / biliary colic	Cholecystitis / biliary colic
		Cirrhosis	Cirrhosis
		Hepatitis	Hepatitis
<i>Pancreas</i>			
		Pancreatitis	Pancreatitis
<i>Small / Large Bowel</i>			
	Appendicitis	Appendicitis	Appendicitis
		Diverticulitis	Diverticulitis
		Gastroenteritis	Gastroenteritis
		Inflammatory bowel disease	Inflammatory bowel disease
	Lower gastrointestinal bleed	Lower gastrointestinal bleed	Lower gastrointestinal bleed
	Obstruction	Obstruction	Obstruction
<i>Traumatic Injuries</i>			
	Abdominal injury - penetrating / blunt	Abdominal injury - penetrating / blunt	Abdominal injuries- penetrating / blunt
			Esophageal disruption
			Evisceration
<b>F. Genitourinary System</b>			
<i>Reproductive Disorders</i>			
		Bleeding / discharge	Bleeding / discharge
		Infection	Infection
		Ovarian cyst	Ovarian cyst
		Testicular torsion	Testicular torsion
<i>Renal / Bladder</i>			
	Renal colic	Colic / calculi	Colic / calculi
		Infection	Infection
		Obstruction	Obstruction
		Renal failure	Renal failure
	Traumatic injuries	Traumatic injuries	Traumatic injuries
<b>G. Integumentary System</b>			
<i>Traumatic Injuries</i>			
	Burns	Burns	Burns
	Lacerations / avulsions / abrasions	Lacerations / avulsions / abrasions	Lacerations / avulsions / abrasions

## Appendix 4 Pathophysiology

<i>Infectious and Inflammatory Illness</i>			
		Allergy / urticaria	Allergy / urticaria
		Infections	Infections
		Infestations	Infestations
<b>H. Musculoskeletal System</b>			
<i>Soft Tissue Disorders</i>			
	Amputations	Amputations	Amputations
		Compartment syndrome	Compartment syndrome
	Contusions	Contusions	Contusions
	Dislocations	Dislocations	Dislocations
			Muscular dystrophies
			Myopathies
		Necrotizing fasciitis	Necrotizing fasciitis
	Sprains	Sprains	Sprains
	Strains	Strains	Strains
			Subluxations
<i>Skeletal Fractures</i>			
	Appendicular	Appendicular	Appendicular
	Axial	Axial	Axial
	Open, closed	Open, closed	Open, closed
<i>Inflammatory Disorders</i>			
		Arthritis	Arthritis
			Gout
		Osteomyelitis	Osteomyelitis
			Osteoporosis
<b>I. Endocrine System</b>			
			Acid-base disturbances
			Addison's disease
			Cushing's disease
	Diabetes mellitus	Diabetes mellitus	Diabetes mellitus
			Electrolyte imbalances
			Thyroid disease
<b>J. Multisystem Diseases and Injuries</b>			
<i>Cancer</i>			
	Malignancy	Malignancy	Malignancy

## Appendix 4 Pathophysiology

<i>Hematologic Disorders</i>			
		Anemia	Anemia
		Bleeding disorders	Bleeding disorders
			Leukemia
			Lymphomas (Hodgkins, non-Hodgkins)
			Multiple myeloma
			Sickle cell disease
<i>Infectious Diseases</i>			
		Acquired immune deficiency syndrome	Acquired immune deficiency syndrome
		Antibiotic resistant infection	Antibiotic resistant infection
		Influenza virus	Influenza virus
			Malaria
		Meningococccemia / bacteremia	Meningococccemia / bacteremia
		Tetanus	Tetanus
		Toxic shock syndrome	Toxic shock syndrome
<i>Toxicologic Illness</i>			
		Prescription medication	Prescription medication
		Non-prescription medication	Non-prescription medication
		Recreational	Recreational
	Poisons (absorption, inhalation, ingestion)	Poisons (absorption, inhalation, ingestion)	Poisons (absorption, inhalation, ingestion)
	Acids and alkalis	Acids and alkalis	Acids and alkalis
			Hydrocarbons
			Asphyxiants
			Cyanide
			Organophosphates
			Alcohols
			Food poisoning
<i>Alcohol Related</i>			Chronic alcoholism
			Delerium tremens
			Korsakov's psychosis
			Wernicke's encephalopathy
<i>Environmental Disorders</i>			
		Barotrauma	Barotrauma
	Hyperthermal injuries	Hyperthermal injuries	Hyperthermal injuries
	Hypothermal injuries	Hypothermal injuries	Hypothermal injuries
			Air embolism

## Appendix 4 Pathophysiology

	Anaphylaxis	Anaphylaxis	Anaphylaxis / anaphylactoid reactions
			Decompression sickness
			Descent, ascent barotrauma
			Heat cramps
			Heat exhaustion
			Heat stroke
			High altitude cerebral edema
			High altitude pulmonary edema
			Local cold injuries
	Near drowning and drowning	Near drowning and drowning	Near drowning and drowning
			Radiation exposure
	Stings and bites	Stings and bites	Stings and bites
			Systemic hypothermia
	<i>Immunologic Disorders</i>		
			Autoimmune disorders
	<i>Shock Syndromes</i>		
	Anaphylactic	Anaphylactic	Anaphylactic
		Cardiogenic	Cardiogenic
	Hypovolemic	Hypovolemic	Hypovolemic
	Neurogenic	Neurogenic	Neurogenic
		Obstructive	Obstructive
		Septic	Septic
	<i>Trauma</i>		
	Assault	Assault	Assault
	Blast injuries	Blast injuries	Blast injuries
	Crush Injuries	Crush Injuries	Crush Injuries
	Falls	Falls	Falls
	Rapid deceleration injuries	Rapid deceleration injuries	Rapid deceleration injuries
	<b>K. Psychiatric Disorders</b>		
	<i>Anxiety Disorders</i>		
		Acute stress disorder	Acute stress disorder
		Generalized anxiety disorder	Generalized anxiety disorder
		Panic disorder	Panic disorder
		Post-traumatic stress disorder	Post-traumatic stress disorder
		Situational disturbances	Situational disturbances



## Appendix 4 Pathophysiology

<i>Childhood Psychiatric Disorders</i>			
		Attention-deficit disorder	Attention-deficit disorder
		Autistic disorder	Autistic disorder
<i>Cognitive Disorders</i>			
		Delirium	Delirium
<i>Eating Disorders</i>			
		Anorexia nervosa	Anorexia nervosa
		Bulimia nervosa	Bulimia nervosa
<i>Affective Disorders</i>			
		Bipolar disorder	Bipolar disorder
		Depressive disorders	Depressive disorders
	Suicidal ideation	Suicidal ideation	Suicidal ideation
<i>Psychotic Disorders</i>			
	Anxiety / depression		
	Psychosis		
		Delusional disorder	Delusional disorder
		Homicidal ideation	Homicidal ideation
		Schizophrenia	Schizophrenia
<i>Psychosocial disorders</i>			
		Antisocial disorder	Antisocial disorder
<b>L. Ears, Eyes, Nose and Throat</b>			
<i>Eyes - Traumatic Injuries</i>			
	Eye trauma		
		Burns / chemical exposure	Burns / chemical exposure
		Corneal injuries	Corneal injuries
		Hyphema	Hyphema
		Penetrating injury	Penetrating injury
<i>Eyes - Medical Illness</i>			
			Cataracts
			Central retinal artery occlusion
		Glaucoma	Glaucoma
			Infection
		Retinal detachment	Retinal detachment
<i>External, Middle and Inner Ear Disorders</i>			
		Otitis externa	Otitis externa
		Otitis media	Otitis media
		Traumatic ear injuries	Traumatic ear injuries

## Appendix 4 Pathophysiology

		Vertigo	Vertigo
<i>Face and Jaw Disorders</i>			
		Dental abscess	Dental abscess
	Trauma injury	Trauma injury	Trauma injury
		Trismus	Trismus
<i>Nasal and Sinus Disorders</i>			
	Epistaxis	Epistaxis	Epistaxis
		Sinusitis	Sinusitis
		Trauma injury	Trauma injury
<i>Oral and Dental Disorders</i>			
		Dental fractures	Dental fractures
		Penetrating injury	Penetrating injury
<i>Neck and Upper Airway Disorders</i>			
		Epiglottitis	Epiglottitis
		Obstruction	Obstruction
		Peritonsillar abscess	Peritonsillar abscess
		Retropharyngeal abscess	Retropharyngeal abscess
		Tonsillitis	Tonsillitis
		Tracheostomies	Tracheostomies
		Trauma injury- blunt / penetrating	Trauma injury- blunt / penetrating

## Area 5 Therapeutics

	EMR	PCP	ACP	CCP
<b>GENERAL COMPETENCY 5.1 Maintain patency of upper airway and trachea.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>5.1.a Use manual maneuvers and positioning to maintain airway patency.</b>	<b>S</b>	<b>C</b>	<b>C</b>	<b>C</b>
			Discuss the methods of the classifying and grading patient's airway.	Evaluate the methods of the classifying and grading patient's airway.
	Define methods of relieving the symptoms of airway obstruction.	Describe methods of relieving the symptoms of airway obstruction.	Discuss methods of relieving the symptoms of airway obstruction.	Explain the methods of relieving the symptoms of airway obstruction.
	Describe the types of airway opening maneuvers for various patients.	Describe the types of airway opening maneuvers for various patients.	Discuss the types of airway opening maneuvers for various patients.	Evaluate the types of airway opening maneuvers for various patients.
	Describe the indications, contraindications and precautions of performing airway maneuvers.	Discuss the indications, contraindications and precautions of performing airway maneuvers.	Analyze the indications, contraindications and precautions of performing airway maneuvers.	Analyze the indications, contraindications and precautions of performing airway maneuvers.
	Apply problem-solving techniques required with various types of patients.	Apply problem-solving techniques required with various types of patients.	Apply problem-solving techniques required with various types of patients.	Apply problem-solving techniques required with various types of patients.
	Demonstrate maneuvers and positioning for head, neck & jaw positioning which improve airway patency.	Adapt maneuvers and positioning for head, neck & jaw positioning which improve airway patency.	Adapt maneuvers and positioning for head, neck & jaw positioning which improve airway patency.	Adapt maneuvers and positioning for head, neck & jaw positioning which improve airway patency.
	Demonstrate manual airway maneuvers under a variety of patient and environmental presentations.	Perform manual airway maneuvers under a variety of patient and environmental presentations.	Perform manual airway maneuvers under a variety of patient and environmental presentations.	Perform manual airway maneuvers under a variety of patient and environmental presentations.

## Area 5 Therapeutics

	Adjust to changes in patient's airway patency.	Adjust to changes in patient's airway patency.	Adapt to changes in patient's airway patency.	Adapt to changes in patient's airway patency.
	Demonstrate management of potential complications of airway maneuvers.	Demonstrate management of potential complications of airway maneuvers.	Demonstrate management of potential complications of airway maneuvers.	Demonstrate management of potential complications of airway maneuvers.
<b>5.1.b Suction oropharynx.</b>	<b>S</b>	<b>S</b>	<b>C</b>	<b>C</b>
	Identify the purposes of and indications for oropharyngeal suctioning.	Explain the purposes of and indications for oropharyngeal suctioning.	Explain the purposes of and indications for oropharyngeal suctioning.	Explain the purposes of and indications for oropharyngeal suctioning.
	Describe suctioning equipment.	Describe suctioning equipment.	Describe suctioning equipment.	Describe suctioning equipment.
	Explain established standards of maintenance for suctioning equipment.	Explain established standards of maintenance for suctioning equipment.	Explain established standards of maintenance for suctioning equipment.	Explain established standards of maintenance for suctioning equipment.
	Identify pressure limitations for suctioning various age groups.	Identify pressure limitations for suctioning various age groups.	Identify pressure limitations for suctioning various age groups.	Identify pressure limitations for suctioning various age groups.
	Demonstrate operation of appropriate suctioning devices.	Demonstrate operation of appropriate suctioning devices.	Operate appropriate suctioning devices.	Operate appropriate suctioning devices.
	Demonstrate suctioning using safe technique.	Perform suctioning using safe technique.	Perform suctioning using safe technique.	Perform suctioning using safe technique.
	Adjust suctioning techniques to changes in patient's condition.	Adapt suctioning techniques to changes in patient's condition.	Adapt suctioning techniques to changes in patient's condition.	Adapt suctioning techniques to changes in patient's condition.
	List potential complications of suctioning.	Explain potential complications of suctioning.	Explain potential complications of suctioning.	Explain potential complications of suctioning.
	Demonstrate how to clean and disinfect suctioning equipment.	Perform cleaning and disinfection of suctioning equipment.	Perform cleaning and disinfection of suctioning equipment.	Perform cleaning and disinfection of suctioning equipment.

## Area 5 Therapeutics

<b>5.1.c Suction beyond oropharynx.</b>	<b>N</b>	<b>A</b>	<b>C</b>	<b>C</b>
		Identify indications for suctioning beyond the oropharynx.	Discuss indications for suctioning beyond the oropharynx.	Discuss indications for suctioning beyond the oropharynx.
		Identify equipment for suctioning beyond the oropharynx.	Describe equipment for suctioning beyond the oropharynx.	Describe equipment for suctioning beyond the oropharynx.
			Perform suctioning beyond oropharynx.	Perform suctioning beyond oropharynx.
<b>5.1 d Utilize oropharyngeal airway.</b>	<b>S</b>	<b>S</b>	<b>C</b>	<b>C</b>
	Identify the purpose and indications for inserting an oropharyngeal airway.	Explain the purpose and indications for inserting an oropharyngeal airway.	Explain the purpose and indications for inserting an oropharyngeal airway.	Explain the purpose and indications for inserting an oropharyngeal airway.
	Discuss oropharyngeal airway types and sizes.	Discuss oropharyngeal airway types and sizes.	Discuss oropharyngeal airway types and sizes.	Discuss oropharyngeal airway types and sizes.
	Perform oropharyngeal airway sizing procedures.	Perform oropharyngeal airway sizing procedures.	Perform oropharyngeal airway sizing procedures.	Perform oropharyngeal airway sizing procedures.
	Perform insertion of an oropharyngeal airway.	Perform insertion of an oropharyngeal airway.	Perform insertion of an oropharyngeal airway.	Perform insertion of an oropharyngeal airway.
	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.
<b>5.1.e Utilize nasopharyngeal airway.</b>	<b>X</b>	<b>S</b>	<b>S</b>	<b>S</b>
	List the indications for inserting a nasopharyngeal airway.	Explain the purposes of and indications for inserting a nasopharyngeal airway.	Explain the purposes of and indications for inserting a nasopharyngeal airway.	Explain the purposes of and indications for inserting a nasopharyngeal airway.
		Perform nasopharyngeal airway sizing procedures.	Perform nasopharyngeal airway sizing procedures.	Perform nasopharyngeal airway sizing procedures.
		Perform nasopharyngeal airway insertion.	Perform nasopharyngeal airway insertion.	Perform nasopharyngeal airway insertion.
		Adjust to changes in patient presentation.	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.

## Area 5 Therapeutics

<b>5.1.f Utilize airway devices not requiring visualization of vocal cords and not introduced endotracheally.</b>	<b>N</b>	<b>A</b>	<b>S</b>	<b>S</b>
		Explain the purposes of and indications for airway devices not requiring visualization of vocal cords and not introduced endotracheally.	Explain the purposes of and indications for airway devices not requiring visualization of vocal cords and not introduced endotracheally.	Explain the purposes of and indications for airway devices not requiring visualization of vocal cords and not introduced endotracheally.
		Describe various types of airway devices not requiring visualization of vocal cords and not introduced endotracheally.	Describe various types of airway devices not requiring visualization of vocal cords and not introduced endotracheally.	Describe various types of airway devices not requiring visualization of vocal cords and not introduced endotracheally.
			Perform sizing procedures for airway devices not requiring visualization of vocal cords and not introduced endotracheally.	Perform sizing procedures for airway devices not requiring visualization of vocal cords and not introduced endotracheally.
			Perform insertion of airway devices not requiring visualization of vocal cords and not introduced endotracheally.	Perform insertion of airway devices not requiring visualization of vocal cords and not introduced endotracheally.
			Adjust to changes in patient presentation.	Adjust to changes in patient presentation.
<b>5.1.g Utilize airway devices not requiring visualization of vocal cords and introduced endotracheally.</b>	<b>N</b>	<b>A</b>	<b>S</b>	<b>S</b>

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		Explain the purposes of and indications for airway devices not requiring visualization of vocal cords and introduced endotracheally.	Explain the purposes of and indications for airway devices not requiring visualization of vocal cords and introduced endotracheally.	Explain the purposes of and indications for airway devices not requiring visualization of vocal cords and introduced endotracheally.
		Describe various types of airway devices not requiring visualization of vocal cords and introduced endotracheally.	Describe various types of airway devices not requiring visualization of vocal cords and introduced endotracheally.	Describe various types of airway devices not requiring visualization of vocal cords and introduced endotracheally.
			Perform sizing procedures for airway devices not requiring visualization of vocal cords and introduced endotracheally.	Perform sizing procedures for airway devices not requiring visualization of vocal cords and introduced endotracheally.
			Demonstrate the insertion of various airway devices not requiring visualization of the vocal cords.	Demonstrate the insertion of various airway devices not requiring visualization of the vocal cords.
			Adjust to changes in patient presentation.	Adjust to changes in patient presentation.

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<b>5.1.h Utilize airway devices requiring visualization of vocal cords and introduced endotracheally.</b>	<b>N</b>	<b>A</b>	<b>C</b>	<b>C</b>
		Explain the purposes of and indications for airway devices requiring visualization of vocal cords and introduced endotracheally.	Explain the purposes of and indications for airway devices requiring visualization of vocal cords and introduced endotracheally.	Explain the purposes of and indications for airway devices requiring visualization of vocal cords and introduced endotracheally.
		Describe the various types of airway devices requiring visualization of vocal cords and introduced endotracheally.	Describe the various types of airway devices requiring visualization of vocal cords and introduced endotracheally.	Describe the various types of airway devices requiring visualization of vocal cords and introduced endotracheally.
			Perform sizing procedures for airway devices requiring visualization of vocal cords and introduced endotracheally.	Perform sizing procedures for airway devices requiring visualization of vocal cords and introduced endotracheally.
			Perform insertion of airway devices requiring visualization of vocal cords and introduced endotracheally.	Perform insertion of airway devices requiring visualization of vocal cords and introduced endotracheally.
			Adjust to changes in patient presentation.	Adjust to changes in patient presentation.
<b>5.1.i Remove airway foreign bodies (AFB).</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Identify the indications for AFB removal.	Identify the indications for AFB removal.	Identify the indications for AFB removal.	Identify the indications for AFB removal.



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	Describe the methods of relieving airway obstructions.	Describe the methods of relieving airway obstructions.	Describe the methods of relieving airway obstructions.	Describe the methods of relieving airway obstructions.
	Describe the differences in technique required for AFB removal in various age groups.	Describe the differences in technique required for AFB removal in various age groups.	Describe the differences in technique required for AFB removal in various age groups.	Describe the differences in technique required for AFB removal in various age groups.
	Perform AFB removal under a variety of presentations.	Perform AFB removal under a variety of presentations.	Perform AFB removal under a variety of presentations.	Perform AFB removal under a variety of presentations.
	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.
	Identify potential complications of AFB removal.	Identify potential complications of AFB removal.	Discuss potential complications of AFB removal.	Discuss potential complications of AFB removal.
<b>5.1.j Remove foreign body by direct techniques.</b>	<b>N</b>	<b>X</b>	<b>S</b>	<b>S</b>
		List the purposes of and indications for foreign body removal by forceps.	Identify the purposes of and indications for foreign body removal by forceps.	Identify the purposes of and indications for foreign body removal by forceps.
			Describe equipment used for foreign body removal by direct techniques.	Describe equipment used for foreign body removal by direct techniques.
			Perform direct techniques to remove a foreign body.	Perform direct techniques to remove a foreign body.
			Adjust to changes in patient presentation.	Adjust to changes in patient presentation.
			Identify potential complications of AFB removal by direct techniques.	Identify potential complications of AFB removal by direct techniques.

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<b>5.1.k Conduct percutaneous cricothyroidotomy.</b>	<b>N</b>	<b>X</b>	<b>S</b>	<b>S</b>
		List the purposes of and indications for percutaneous cricothyroidotomy.	Identify the purposes of and indications for percutaneous cricothyroidotomy.	Identify the purposes of and indications for percutaneous cricothyroidotomy.
			Describe equipment used for percutaneous cricothyroidotomy.	Describe equipment used for percutaneous cricothyroidotomy.
			Perform percutaneous cricothyroidotomy.	Perform percutaneous cricothyroidotomy.
			Adjust to changes in patient presentation.	Adjust to changes in patient presentation.
			Identify potential complications of percutaneous cricothyroidotomy.	Identify potential complications of percutaneous cricothyroidotomy.
<b>5.1.l Conduct surgical cricothyroidotomy.</b>	<b>N</b>	<b>N</b>	<b>A</b>	<b>S</b>
			Identify the purposes of and indications for surgical cricothyroidotomy.	Identify the purposes of and indications for surgical cricothyroidotomy.
			Describe equipment used for surgical cricothyroidotomy.	Describe equipment used for surgical cricothyroidotomy.
				Perform surgical cricothyroidotomy.
				Adjust to changes in patient presentation.
				Identify potential complications of surgical cricothyroidotomy.
<b>GENERAL COMPETENCY 5.2 Prepare oxygen delivery devices.</b>				

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SPECIFIC COMPETENCY	SUB COMPETENCIES			
<b>5.2.a Recognize indications for oxygen administration.</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
	Identify indications for oxygen administration.	Describe indications for oxygen administration.	Discuss indications for oxygen administration.	Discuss indications for oxygen administration.
	Identify the purpose of oxygen administration.	Discuss the purpose of oxygen administration.	Explain the purpose of oxygen administration.	Explain the purpose of oxygen administration.
	Identify oxygen administration complications.	Discuss oxygen administration complications.	Explain oxygen administration complications.	Explain oxygen administration complications.
<b>5.2.b Take appropriate safety precautions.</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
	Describe the safe handling of oxygen delivery systems.	Describe the safe handling of oxygen delivery systems.	Describe the safe handling of oxygen delivery systems.	Describe the safe handling of oxygen delivery systems.
	Identify oxygen administration precautions.	Discuss oxygen administration precautions.	Discuss oxygen administration precautions.	Discuss oxygen administration precautions.
<b>5.2.c Ensure adequacy of oxygen supply.</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
	Identify different oxygen cylinder types and sizes.	Identify different oxygen cylinder types and sizes.	Identify different oxygen cylinder types and sizes.	Identify different oxygen cylinder types and sizes.
	Apply the formulas that determine oxygen cylinder factors, volume (or type) and maximum filling volumes and duration.	Apply the formulas that determine oxygen cylinder factors, volume (or type) and maximum filling volumes and duration.	Apply the formulas that determine oxygen cylinder factors, volume (or type) and maximum filling volumes and duration.	Apply the formulas that determine oxygen cylinder factors, volume (or type) and maximum filling volumes and duration.
<b>5.2.d Recognize different types of oxygen delivery systems.</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
	Identify various types of oxygen delivery systems.	Identify various types of oxygen delivery systems.	Identify various types of oxygen delivery systems.	Identify various types of oxygen delivery systems.

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	Explain the difference between portable and fixed delivery systems.	Explain the difference between portable and fixed delivery systems.	Explain the difference between portable and fixed delivery systems.	Explain the difference between portable and fixed delivery systems.
<b>5.2.e Utilize portable oxygen delivery systems.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Describe the sequential steps for setting up oxygen delivery systems.	Describe the sequential steps for setting up oxygen delivery systems.	Describe the sequential steps for setting up oxygen delivery systems.	Describe the sequential steps for setting up oxygen delivery systems.
	Operate oxygen delivery systems.	Operate oxygen delivery systems.	Operate oxygen delivery systems.	Operate oxygen delivery systems.
	Demonstrate cleaning and disinfection of oxygen delivery systems.	Demonstrate cleaning and disinfection of oxygen delivery systems.	Demonstrate cleaning and disinfection of oxygen delivery systems.	Demonstrate cleaning and disinfection of oxygen delivery systems.
<b>GENERAL COMPETENCY 5.3 Deliver oxygen and administer manual ventilation.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>5.3.a Administer oxygen using nasal cannula.</b>	<b>S</b>	<b>C</b>	<b>C</b>	<b>C</b>
	Identify the purposes of and indications for the use of a nasal cannula.	Identify the purposes of and indications for the use of a nasal cannula.	Identify the purposes of and indications for the use of a nasal cannula.	Identify the purposes of and indications for the use of a nasal cannula.
	List the steps for administration of oxygen by nasal cannula.	List the steps for administration of oxygen by nasal cannula.	List the steps for administration of oxygen by nasal cannula.	List the steps for administration of oxygen by nasal cannula.
	Perform oxygen administration using a nasal cannula.	Perform oxygen administration using a nasal cannula.	Perform oxygen administration using a nasal cannula.	Perform oxygen administration using a nasal cannula.
	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.
<b>5.3.b Administer oxygen using low concentration mask.</b>	<b>S</b>	<b>C</b>	<b>C</b>	<b>C</b>

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	Identify the purposes of and indications for the use of a low concentration mask.	Identify the purposes of and indications for the use of a low concentration mask.	Identify the purposes of and indications for the use of a low concentration mask.	Identify the purposes of and indications for the use of a low concentration mask.
	List the steps for administration of oxygen by a low concentration mask.	List the steps for administration of oxygen by a low concentration mask.	List the steps for administration of oxygen by a low concentration mask.	List the steps for administration of oxygen by a low concentration mask.
	Perform oxygen administration using a low concentration mask.	Perform oxygen administration using a low concentration mask.	Perform oxygen administration using a low concentration mask.	Perform oxygen administration using a low concentration mask.
	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.
<b>5.3.c Administer oxygen using controlled concentration mask.</b>	<b>N</b>	<b>X</b>	<b>X</b>	<b>X</b>
		Identify the purposes of and indications for the use of a controlled concentration oxygen mask.	Identify the purposes of and indications for the use of a controlled concentration oxygen mask.	Identify the purposes of and indications for the use of a controlled concentration oxygen mask.

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<b>5.3.d Administer oxygen using high concentration mask.</b>	<b>S</b>	<b>C</b>	<b>C</b>	<b>C</b>
	Identify the purposes of and indications for the use of a high concentration mask.	Identify the purposes of and indications for the use of a high concentration mask.	Identify the purposes of and indications for the use of a high concentration mask.	Identify the purposes of and indications for the use of a high concentration mask.
	List the steps for administration of oxygen by a high concentration mask.	List the steps for administration of oxygen by a high concentration mask.	List the steps for administration of oxygen by a high concentration mask.	List the steps for administration of oxygen by a high concentration mask.
	Perform oxygen administration using a high concentration mask.	Perform oxygen administration using a high concentration mask.	Perform oxygen administration using a high concentration mask.	Perform oxygen administration using a high concentration mask.
	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.
<b>5.3.e Administer oxygen using pocket mask.</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Identify the purposes of and indications for the use of a pocket mask.	Identify the purposes of and indications for the use of a pocket mask.	Identify the purposes of and indications for the use of a pocket mask.	Identify the purposes of and indications for the use of a pocket mask.
	List the steps for administration of oxygen by a pocket mask.	List the steps for administration of oxygen by a pocket mask.	List the steps for administration of oxygen by a pocket mask.	List the steps for administration of oxygen by a pocket mask.
	Perform oxygen administration using a pocket mask.	Perform oxygen administration using a pocket mask.	Perform oxygen administration using a pocket mask.	Perform oxygen administration using a pocket mask.
	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.

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<b>GENERAL COMPETENCY 5.4 Utilize ventilation equipment.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>5.4.a Provide oxygenation and ventilation using bag-valve-mask.</b>	<b>S</b>	<b>C</b>	<b>C</b>	<b>C</b>
	Identify the purposes of and indications for the use of a bag-valve-mask.	Identify the purposes of and indications for the use of a bag-valve-mask.	Identify the purposes of and indications for the use of a bag-valve-mask.	Identify the purposes of and indications for the use of a bag-valve-mask.
	List the steps for administration of oxygen by a bag-valve-mask.	List the steps for administration of oxygen by a bag-valve-mask.	List the steps for administration of oxygen by a bag-valve-mask.	List the steps for administration of oxygen by a bag-valve-mask.
		Discuss rate, rhythm, volume, compliance and positive end expiratory pressure.	Discuss rate, rhythm, volume, compliance and positive end expiratory pressure.	Discuss rate, rhythm, volume, compliance and positive end expiratory pressure.
	Perform ventilation using a bag-valve-mask.	Perform ventilation using a bag-valve-mask.	Perform ventilation using a bag-valve-mask.	Perform ventilation using a bag-valve-mask.
	Distinguish between one person or two person application of a bag-valve-mask.	Distinguish between one person or two person application of a bag-valve-mask.	Distinguish between one person or two person application of a bag-valve-mask.	Distinguish between one person or two person application of a bag-valve-mask.
		Evaluate the effectiveness of ventilation.	Evaluate the effectiveness of ventilation.	Evaluate the effectiveness of ventilation.
	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.
<b>5.4.b Recognize indications for mechanical ventilation.</b>	<b>N</b>	<b>A</b>	<b>A</b>	<b>A</b>
		Define "mechanical ventilation".	Define "mechanical ventilation".	Define "mechanical ventilation".
		Identify the various types of mechanical ventilation equipment.	Identify the various types of mechanical ventilation equipment.	Identify the various types of mechanical ventilation equipment.

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		List indications for mechanical ventilation.	Discuss indications for mechanical ventilation.	Evaluate whether patient may benefit from mechanical ventilation.
<b>5.4.c Prepare mechanical ventilation equipment.</b>	<b>N</b>	<b>A</b>	<b>A</b>	<b>A</b>
		Identify potential complications and safety issues when using mechanical ventilation.	Discuss potential complications and safety issues when using mechanical ventilation.	Explain potential complications and safety issues when using mechanical ventilation.
			Describe vent circuit, end-tidal carbon dioxide, manometer, respirometer.	Describe vent circuit, end-tidal carbon dioxide, manometer, respirometer.
			Differentiate between intermittent mandatory ventilation, continuous mandatory ventilation, assist control, inverse ratio.	Differentiate between intermittent mandatory ventilation, continuous mandatory ventilation, assist control, inverse ratio.
			Discuss continuous positive airway pressure, positive end expiratory pressure, non-invasive positive pressure ventilation.	Explain continuous positive airway pressure, positive end expiratory pressure, non-invasive positive pressure ventilation.
			Describe blender, saturated oxygen.	Describe blender, saturated oxygen.
			Describe compliance, resistance, plateau pressure, inspiratory pressure, expiratory pressure, peak expiratory pressure, tidal volume, respiratory rate.	Explain compliance, resistance, plateau pressure, inspiratory pressure, expiratory pressure, peak expiratory pressure, tidal volume, respiratory rate.



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			Set up mechanical ventilator based on patient presentation.	Set up mechanical ventilator based on patient presentation.
<b>5.4.d Provide mechanical ventilation.</b>	<b>N</b>	<b>N</b>	<b>C</b>	<b>C</b>
			Demonstrate use of mechanical ventilator based on patient presentation.	Demonstrate use of mechanical ventilator based on patient presentation.
			Adjust parameters to changes in ventilatory and hemodynamic status.	Adjust parameters to changes in ventilatory and hemodynamic status.
			Integrate the use of mechanical ventilator based on patient presentation.	Integrate the use of mechanical ventilator based on patient presentation.
				Integrate the use of pressure support, pressure control, manometry, respirometry and arterial blood gas analysis.
			Integrate the use of capnography and pulse oximetry.	Integrate the use of capnography and pulse oximetry.

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<b>GENERAL COMPETENCY 5.5 Implement measures to maintain hemodynamic stability.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>5.5.a Conduct cardiopulmonary resuscitation (CPR).</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Identify the purposes of and indications for CPR.	Identify the purposes of and indications for CPR.	Identify the purposes of and indications for CPR.	Identify the purposes of and indications for CPR.
	List the steps for CPR administration in a variety of presentations.	List the steps for CPR administration in a variety of presentations.	List the steps for CPR administration in a variety of presentations.	List the steps for CPR administration in a variety of presentations.
	Perform CPR on various age groups.	Perform CPR on various age groups.	Perform CPR on various age groups.	Perform CPR on various age groups.
	Perform CPR while moving a patient from site of collapse.	Perform CPR while moving a patient from site of collapse.	Perform CPR while moving a patient from site of collapse.	Perform CPR while moving a patient from site of collapse.
	Discuss potential complications of CPR.	Discuss potential complications of CPR.	Discuss potential complications of CPR.	Discuss potential complications of CPR.
	Adapt to changes in patient presentation.	Adapt to changes in patient presentation.	Adapt to changes in patient presentation.	Adapt to changes in patient presentation.
<b>5.5.b Control external hemorrhage through the use of direct pressure and patient positioning.</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Identify the purposes of and indications for hemorrhage control through the use of direct pressure and patient positioning.	Identify the purposes of and indications for hemorrhage control through the use of direct pressure and patient positioning.	Identify the purposes of and indications for hemorrhage control through the use of direct pressure and patient positioning.	Identify the purposes of and indications for hemorrhage control through the use of direct pressure and patient positioning.
	List the steps for hemorrhage control through the use of direct pressure and patient positioning.	List the steps for hemorrhage control through the use of direct pressure and patient positioning.	List the steps for hemorrhage control through the use of direct pressure and patient positioning.	List the steps for hemorrhage control through the use of direct pressure and patient positioning.

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	Perform hemorrhage control through the use of direct pressure and patient positioning.	Perform hemorrhage control through the use of direct pressure and patient positioning.	Perform hemorrhage control through the use of direct pressure and patient positioning.	Perform hemorrhage control through the use of direct pressure and patient positioning.
	Discuss potential complications of hemorrhage control through the use of direct pressure and patient positioning.	Discuss potential complications of hemorrhage control through the use of direct pressure and patient positioning.	Discuss potential complications of hemorrhage control through the use of direct pressure and patient positioning.	Discuss potential complications of hemorrhage control through the use of direct pressure and patient positioning.
	Adapt to changes in patient presentation.	Adapt to changes in patient presentation.	Adapt to changes in patient presentation.	Adapt to changes in patient presentation.
<b>5.5 c Maintain peripheral intravenous (IV) access devices and infusions of crystalloid solutions without additives.</b>	<b>N</b>	<b>C</b>	<b>P</b>	<b>P</b>
		Describe equipment for peripheral IV infusion.	Describe equipment for peripheral IV infusion.	Describe equipment for peripheral IV infusion.
		Identify factors that affect the flow rate.	Identify factors that affect the flow rate.	Identify factors that affect the flow rate.
		Demonstrate the ability to discontinue an infusion following sequential steps.	Demonstrate the ability to discontinue an infusion following sequential steps.	Demonstrate the ability to discontinue an infusion following sequential steps.
		Adjust devices as required to maintain flow rates.	Adjust devices as required to maintain flow rates.	Adjust devices as required to maintain flow rates.
<b>5.5.d Conduct peripheral intravenous cannulation.</b>	<b>N</b>	<b>A</b>	<b>P</b>	<b>P</b>
		Identify the purposes of and indications for peripheral IV cannulation.	Identify the purposes of and indications for peripheral IV cannulation.	Identify the purposes of and indications for peripheral IV cannulation.
			List the steps of peripheral IV cannulation.	List the steps of peripheral IV cannulation.

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			Perform peripheral IV cannulation.	Perform peripheral IV cannulation.
		Discuss potential complications of peripheral IV cannulation.	Discuss potential complications of peripheral IV cannulation.	Discuss potential complications of peripheral IV cannulation.
			Adapt to changes in patient presentation.	Adapt to changes in patient presentation.
<b>5.5.e Conduct intraosseous needle insertion.</b>	<b>N</b>	<b>X</b>	<b>S</b>	<b>S</b>
		List the purposes of and indications for intraosseous needle insertion.	Identify the purposes of and indications for intraosseous needle insertion.	Identify the purposes of and indications for intraosseous needle insertion.
			List the steps of intraosseous needle insertion.	List the steps of intraosseous needle insertion.
			Perform intraosseous needle insertion.	Perform intraosseous needle insertion.
			Discuss potential complications of intraosseous needle insertion.	Discuss potential complications of intraosseous needle insertion.
			Adapt to changes in patient presentation.	Adapt to changes in patient presentation.
<b>5.5.f Utilize direct pressure infusion devices with intravenous infusions.</b>	<b>N</b>	<b>A</b>	<b>S</b>	<b>S</b>
		Identify purposes of and indications for pressure infusion.	Discuss purposes of and indications for pressure infusion.	Discuss purposes of and indications for pressure infusion.
		Identify the principles and techniques for applying added pressure to an infusion line.	Discuss the principles and techniques for applying added pressure to an infusion line.	Explain the principles and techniques for applying added pressure to an infusion line.

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			Perform direct pressure infusions.	Perform direct pressure infusions.
			Adjust to changes in patient presentation.	Adjust to changes in patient presentation.
<b>5.5.g Administer volume expanders (colloid and non-crystalloid).</b>	<b>N</b>	<b>X</b>	<b>S</b>	<b>S</b>
		Describe the reasons for administration of volume expanders.	Explain the reasons for administration of volume expanders.	Explain the reasons for administration of volume expanders.
		List equipment for administration of volume expanders.	Set up equipment for administration of volume expanders.	Set up equipment for administration of volume expanders.
			Demonstrate the administration of volume expanders.	Demonstrate the administration of volume expanders.
<b>5.5 h Administer blood and/or blood products.</b>	<b>N</b>	<b>X</b>	<b>A</b>	<b>S</b>
		List the components of blood.	Describe the components of blood.	Describe the components of blood.
		List blood types.	Discuss blood types.	Discuss blood types.
			List products derived from blood.	Distinguish between products derived from blood.
		List precautions for handling blood.	List precautions for handling blood.	Demonstrate safe handling of blood.
			List potential complications of blood transfusions.	Discuss potential complications of blood transfusions.
				Perform the administration of blood and/or blood products.

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				Integrate the administration of blood and blood products with volume expanders.
				Adjust patient care based on presentation.
<b>5.5.i Conduct automated external defibrillation.</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Define “defibrillation”.	Explain defibrillation.	Explain defibrillation.	Explain defibrillation.
	Describe the purposes of automated external defibrillation.	Explain the purposes of automated external defibrillation.	Explain the purposes of automated external defibrillation.	Explain the purposes of automated external defibrillation.
	Discuss the indications for automated external defibrillation.	Discuss the indications for automated external defibrillation.	Discuss the indications for automated external defibrillation.	Discuss the indications for automated external defibrillation.
	Identify the various types of automated external defibrillator.	Discuss the various types of automated external defibrillator.	Discuss the various types of automated external defibrillator.	Discuss the various types of automated external defibrillator.
	List complications to the use of automated external defibrillation.	Explain complications to the use of automated external defibrillation.	Explain complications to the use of automated external defibrillation.	Explain complications to the use of automated external defibrillation.
	Apply the established standards of automated external defibrillation equipment maintenance.	Apply the established standards of automated external defibrillation equipment maintenance.	Apply the established standards of automated external defibrillation equipment maintenance.	Apply the established standards of automated external defibrillation equipment maintenance.
	Operate an automated external defibrillator.	Operate an automated external defibrillator.	Operate an automated external defibrillator.	Operate an automated external defibrillator.
	Integrate CPR procedures and automated external defibrillation procedures.	Integrate CPR procedures and automated external defibrillation procedures.	Integrate CPR procedures and automated external defibrillation procedures.	Integrate CPR procedures and automated external defibrillation procedures.
	Adapt procedures to patient presentation.	Integrate procedures to patient presentation.	Integrate procedures to patient presentation.	Integrate procedures to patient presentation.
<b>5.5.j Conduct manual defibrillation.</b>	<b>N</b>	<b>X</b>	<b>S</b>	<b>S</b>

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		Distinguish between automated external defibrillation and manual defibrillation.	Explain the differences between automated external defibrillation and manual defibrillation.	Explain the differences between automated external defibrillation and manual defibrillation.
			Explain the purposes of manual defibrillation.	Explain the purposes of manual defibrillation.
			Discuss the indications for manual defibrillation.	Discuss the indications for manual defibrillation.
			Discuss the various types of manual defibrillators.	Discuss the various types of manual defibrillators.
			Explain complications to the use of manual defibrillation.	Explain complications to the use of manual defibrillation.
			Apply the established standards of manual defibrillation equipment maintenance.	Apply the established standards of manual defibrillation equipment maintenance.
			Discuss situations where manual defibrillation is required.	Discuss situations where manual defibrillation is required.
			Operate a manual defibrillator.	Operate a manual defibrillator.
			Integrate CPR procedures and manual defibrillation procedures.	Integrate CPR procedures and manual defibrillation procedures.
			Adapt manual defibrillation procedures to patient presentation.	Adapt manual defibrillation procedures to patient presentation.
<b>5.5.k Conduct cardioversion.</b>	<b>N</b>	<b>X</b>	<b>S</b>	<b>S</b>
		Define "cardioversion".	Explain cardioversion.	Explain cardioversion.
		List the medical conditions that require cardioversion.	Discuss the medical conditions that require cardioversion.	Discuss the medical conditions that require cardioversion.

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			Discuss equipment required for cardioversion.	Discuss equipment required for cardioversion.
			Explain complications of cardioversion.	Explain complications of cardioversion.
			Set up equipment for cardioversion.	Set up equipment for cardioversion.
			Demonstrate cardioversion.	Demonstrate cardioversion.
			Adjust procedures to patient presentation.	Adjust procedures to patient presentation.
			Integrate CPR and manual cardioversion.	Integrate CPR and manual cardioversion.
			Integrate sedative and analgesic therapies with manual cardioversion.	Integrate sedative and analgesic therapies with manual cardioversion.
<b>5.5.I Conduct transcutaneous pacing.</b>	<b>N</b>	<b>X</b>	<b>S</b>	<b>S</b>
		Define "transcutaneous pacing".	Explain transcutaneous pacing.	Explain transcutaneous pacing.
			Discuss situations where transcutaneous pacing is indicated.	Discuss situations where transcutaneous pacing is indicated.
			Discuss equipment for transcutaneous pacing.	Discuss equipment for transcutaneous pacing.
			Explain complications of transcutaneous pacing.	Explain complications of transcutaneous pacing.
			Set up equipment required for transcutaneous pacing.	Set up equipment required for transcutaneous pacing.
			Demonstrate transcutaneous pacing.	Demonstrate transcutaneous pacing.
			Adjust procedures to patient presentation.	Adjust procedures to patient presentation.



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			Integrate sedative and analgesic therapies with transcutaneous pacing.	Integrate sedative and analgesic therapies with transcutaneous pacing.
<b>5.5.m Maintain transvenous pacing.</b>	<b>N</b>	<b>N</b>	<b>A</b>	<b>S</b>
			Identify situations where transvenous pacing is indicated.	Discuss situations where transvenous pacing is indicated.
			Identify equipment required for transvenous pacing.	Identify equipment required for transvenous pacing.
				Explain complications of transvenous pacing.
				Set up equipment for transvenous pacing.
				Demonstrate transvenous pacing.
				Adjust procedures to patient presentation.
<b>5.5.n Maintain intra-aortic balloon pumps.</b>	<b>N</b>	<b>N</b>	<b>X</b>	<b>A</b>
			List the purpose of intra-aortic balloon pumps.	Explain the purpose of intra-aortic balloon pumps.
			List the complications of intra-aortic balloon pumps during transport.	Explain the complications of intra-aortic balloon pumps during transport.

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<b>5.5.o Provide routine care for patient with urinary catheter.</b>	<b>N</b>	<b>S</b>	<b>C</b>	<b>C</b>
		Identify the purpose of a urinary catheter.	Identify the purpose of a urinary catheter.	Identify the purpose of a urinary catheter.
		Identify equipment for catheterization.	Identify equipment for catheterization.	Identify equipment for catheterization.
		Explain how the size of the catheter can affect the patient.	Explain how the size of the catheter can affect the patient.	Explain how the size of the catheter can affect the patient.
		Explain relationship between urine output and patient condition.	Explain relationship between urine output and patient condition.	Explain relationship between urine output and patient condition.
		Demonstrate the appropriate technique when caring for equipment and patient.	Perform the appropriate technique when caring for equipment and patient.	Perform the appropriate technique when caring for equipment and patient.
		Explain potential complications to catheter care.	Explain potential complications to catheter care.	Explain potential complications to catheter care.
		Demonstrate how to drain and measure urine output.	Demonstrate how to drain and measure urine output.	Demonstrate how to drain and measure urine output.
		Adapt care procedures to patient presentation.	Adapt care procedures to patient presentation.	Adapt care procedures to patient presentation.
<b>5.5.p Provide routine care for patient with ostomy drainage system.</b>	<b>N</b>	<b>A</b>	<b>S</b>	<b>S</b>
		Identify the purpose of an ostomy drainage system.	Identify the purpose of an ostomy drainage system.	Identify the purpose of an ostomy drainage system.
		Identify equipment for ostomy drainage.	Identify equipment for ostomy drainage.	Identify equipment for ostomy drainage.
		Identify the site of the ostomy and relate to patient condition.	Explain the site of the ostomy and relate to patient condition.	Explain the site of the ostomy and relate to patient condition.

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		Describe the components of drainage bag.	Describe the components of drainage bag.	Describe the components of drainage bag.
			Demonstrate routine care for patient with an ostomy drainage system.	Demonstrate routine care for patient with an ostomy drainage system.
<b>5.5.q Provide routine care for patient with non-catheter urinary drainage system.</b>	<b>N</b>	<b>A</b>	<b>A</b>	<b>A</b>
		Identify equipment for non-catheter urinary drainage .	Discuss equipment for non-catheter urinary drainage.	Discuss equipment for non-catheter urinary drainage.
		Discuss urine output relative to patient condition.	Discuss urine output relative to patient condition.	Discuss urine output relative to patient condition.
		Identify the purpose of non-catheter urinary drainage.	Discuss the purpose of non-catheter urinary drainage.	Discuss the purpose of non-catheter urinary drainage.
		Describe procedures for the routine care of a patient with non-catheter drainage system.	Discuss procedures for the routine care of a patient with non-catheter drainage system.	Discuss procedures for the routine care of a patient with non-catheter drainage system.
<b>5.5.r Monitor chest tubes.</b>	<b>N</b>	<b>X</b>	<b>X</b>	<b>C</b>
		Identify the purpose of a chest tube.	Identify the purpose of a chest tube.	Explain the purpose of a chest tube.
		List indications for the use of chest tubes.	List indications for the use of chest tubes.	Explain indications for the use of chest tubes.
				Describe the components of a closed chest tube system.

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				Perform monitoring techniques for the application of existing chest drainage systems.
				Adapt techniques to all age groups and patient presentations.
<b>5.5.s Conduct needle thoracostomy.</b>	<b>N</b>	<b>X</b>	<b>S</b>	<b>S</b>
		List indications for needle thoracostomy.	Discuss indications for needle thoracostomy.	Discuss indications for needle thoracostomy.
		List equipment for needle thoracostomy.	Describe equipment for needle thoracostomy.	Describe equipment for needle thoracostomy.
			Demonstrate performance of needle thoracostomy.	Demonstrate performance of needle thoracostomy.
<b>5.5.t Conduct oral and nasal gastric tube insertion.</b>	<b>N</b>	<b>X</b>	<b>S</b>	<b>C</b>
		List indications for oral and nasal gastric intubation.	Discuss indications for oral and nasal gastric intubation.	Apply indications for oral and nasal gastric intubation.
		List equipment for oral and nasal gastric intubation.	Describe equipment for oral and nasal gastric intubation.	Describe equipment for oral and nasal gastric intubation.
			Demonstrate oral and nasal gastric tube insertion.	Perform oral and nasal gastric tube insertion.
			Adapt techniques to age groups and patient types.	Adapt techniques to age groups and patient types.
<b>5.5.u Conduct urinary catheterization.</b>	<b>N</b>	<b>X</b>	<b>A</b>	<b>S</b>
		List the indications for urinary catheterization.	List the indications for urinary catheterization.	Discuss the indications for urinary catheterization.

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		List the equipment needed for urinary catheterization.	List the equipment needed for urinary catheterization.	Describe the equipment needed for urinary catheterization.
			Describe the differences to catheterization between males and females.	Describe the differences to catheterization between males and females.
				Demonstrate urinary catheterization on males and females.
				Adapt techniques to various age groups and special situations.
<b>GENERAL COMPETENCY 5.6 Provide basic care for soft tissue injuries.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>5.6.a Treat soft tissue injuries.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Identify the purposes of and indications for soft tissue dressing, bandaging and immobilization.	Identify the purposes of and indications for soft tissue dressing, bandaging and immobilization.	Identify the purposes of and indications for soft tissue dressing, bandaging and immobilization.	Identify the purposes of and indications for soft tissue dressing, bandaging and immobilization.
	Describe the various types of dressings and bandages.	Describe the various types of dressings and bandages.	Describe the various types of dressings and bandages.	Describe the various types of dressings and bandages.
	Describe aseptic technique.	Describe aseptic technique.	Describe aseptic technique.	Describe aseptic technique.
	Demonstrate dressing, bandaging and immobilization procedures using aseptic technique.	Perform dressing, bandaging and immobilization procedures using aseptic technique.	Perform dressing, bandaging and immobilization procedures using aseptic technique.	Perform dressing, bandaging and immobilization procedures using aseptic technique.
		Adjust to changes in patient presentation.	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.
<b>5.6.b Treat burn.</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

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	Identify the purposes of and indications for dressing a burn.	Identify the purposes of and indications for dressing a burn.	Identify the purposes of and indications for dressing a burn.	Identify the purposes of and indications for dressing a burn.
	Describe types of burn dressings.	Describe types of burn dressings.	Describe types of burn dressings.	Describe types of burn dressings.
	Demonstrate application of burn dressing.	Demonstrate application of burn dressing.	Demonstrate application of burn dressing.	Demonstrate application of burn dressing.
		Adjust to changes in patient presentation.	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.
<b>5.6.c Treat eye injury.</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Identify the purposes of and indications for an eye dressing.	Identify the purposes of and indications for an eye dressing.	Identify the purposes of and indications for an eye dressing.	Identify the purposes of and indications for an eye dressing.
	Describe types of eye dressings.	Describe types of eye dressings.	Describe types of eye dressings.	Describe types of eye dressings.
	Demonstrate application of eye dressing.	Demonstrate application of eye dressing.	Demonstrate application of eye dressing.	Demonstrate application of eye dressing.
		Adjust to changes in patient presentation.	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.
<b>5.6.d Treat penetration wound.</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Identify the purposes of and indications for dressing a penetration wound.	Identify the purposes of and indications for dressing a penetration wound.	Identify the purposes of and indications for dressing a penetration wound.	Identify the purposes of and indications for dressing a penetration wound.
	Describe types of penetration wound dressings.	Describe types of penetration wound dressings.	Describe types of penetration wound dressings.	Describe types of penetration wound dressings.
	Demonstrate application of penetration wound dressing.	Demonstrate application of penetration wound dressing.	Demonstrate application of penetration wound dressing.	Demonstrate application of penetration wound dressing.
		Adjust to changes in patient presentation.	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.
<b>5.6.e Treat local cold injury.</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

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	Describe methods for local cold injury assessment.	Describe methods for local cold injury assessment.	Describe methods for local cold injury assessment.	Describe methods for local cold injury assessment.
	Identify the purposes of and indications for caring for local cold injury.	Identify the purposes of and indications for caring for local cold injury.	Identify the purposes of and indications for caring for local cold injury.	Identify the purposes of and indications for caring for local cold injury.
	Identify the types of tissue damage that may result from local cold injury.	Identify the types of tissue damage that may result from local cold injury.	Identify the types of tissue damage that may result from local cold injury.	Identify the types of tissue damage that may result from local cold injury.
	Demonstrate provision of care for local cold injury.	Demonstrate provision of care for local cold injury.	Demonstrate provision of care for local cold injury.	Demonstrate provision of care for local cold injury.
		Adjust to changes in patient presentation.	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.
<b>GENERAL COMPETENCY 5.7 Immobilize actual and suspected fractures.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>5.7.a Immobilize suspected fractures involving appendicular skeleton.</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Identify signs and symptoms of a possible fracture not involving the spinal column.	Identify signs and symptoms of possible fractures to the appendicular skeleton.	Identify signs and symptoms of possible fractures to the appendicular skeleton.	Identify signs and symptoms of possible fractures to the appendicular skeleton.
	Distinguish between open and closed fractures.	Distinguish between open and closed fractures.	Distinguish between open and closed fractures.	Distinguish between open and closed fractures.
		Evaluate commercially manufactured splints for use based on patient presentation.	Evaluate commercially manufactured splints for use based on patient presentation.	Evaluate commercially manufactured splints for use based on patient presentation.
	Adapt splints to meet patient needs.	Adapt splints to meet patient needs.	Adapt splints to meet patient needs.	Adapt splints to meet patient needs.

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		Explain how the mechanism of injury and illness can affect injuries to the appendicular skeleton.	Explain how the mechanism of injury and illness can affect injuries to the appendicular skeleton.	Explain how the mechanism of injury and illness can affect injuries to the appendicular skeleton.
	Demonstrate appropriate treatment to suspected fractures.	Perform appropriate treatment to suspected fractures.	Perform appropriate treatment to suspected fractures.	Perform appropriate treatment to suspected fractures.
<b>5.7.b Immobilize suspected fractures involving axial skeleton.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Identify signs and symptoms of possible injury to the spinal column.	Identify signs and symptoms of possible fracture injury to the axial skeleton.	Identify signs and symptoms of possible fracture injury to the axial skeleton.	Identify signs and symptoms of possible fracture injury to the axial skeleton.
		Describe the relationship of kinematics to potential spinal injury.	Describe the relationship of kinematics to potential spinal injury.	Describe the relationship of kinematics to potential spinal injury.
		Evaluate commercially manufactured immobilization devices for use based on patient presentation.	Evaluate commercially manufactured immobilization devices for use based on patient presentation.	Evaluate commercially manufactured immobilization devices for use based on patient presentation.
	Adapt immobilization devices to meet patient needs.	Adapt immobilization devices to meet patient needs.	Adapt immobilization devices to meet patient needs.	Adapt immobilization devices to meet patient needs.
	Demonstrate treatment of suspected fractures involving the axial skeleton.	Perform treatment of suspected fractures involving the axial skeleton.	Perform treatment of suspected fractures involving the axial skeleton.	Perform treatment of suspected fractures involving the axial skeleton.
<b>GENERAL COMPETENCY 5.8 Administer medications.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>5.8.a Recognize principles of pharmacology as applied to the medications listed in Appendix 5.</b>	<b>N</b>	<b>A</b>	<b>A</b>	<b>A</b>



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		Identify the sources for medications.	Identify the sources for medications.	Identify the sources for medications.
		Describe mechanisms of entry, absorption, site of action, metabolism and elimination.	Explain mechanisms of entry, absorption, site of action, metabolism and elimination.	Explain mechanisms of entry, absorption, site of action, metabolism and elimination.
		Perform calculation to determine the amount of medication required for expected action.	Perform calculation to determine the amount of medication required for expected action.	Perform calculation to determine the amount of medication required for expected action.
		Explain factors that affect the absorption, distribution and elimination of a medication.	Explain factors that affect the absorption, distribution and elimination of a medication.	Explain factors that affect the absorption, distribution and elimination of a medication.
		Identify indications, relative and absolute contraindications, side effects, dosage parameters, and safe administration process for each medication.	Discuss indications, relative and absolute contraindications, side effects, dosage parameters, and safe administration process for each medication.	Discuss indications, relative and absolute contraindications, side effects, dosage parameters, and safe administration process for each medication.
		Identify drug classification.	Identify drug classification.	Identify drug classification.
		Identify chemical, generic, trade and official names for all medications.	Identify chemical, generic, trade and official names for all medications.	Identify chemical, generic, trade and official names for all medications.
		Discuss the information found within an appropriate medication references.	Explain the information found within an appropriate medication references.	Explain the information found within an appropriate medication references.
		Explain formulations related to administration.	Explain formulations related to administration.	Explain formulations related to administration.

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		Define pharmacological terminology and abbreviations.	Define pharmacological terminology and abbreviations.	Define pharmacological terminology and abbreviations.
		List the signs, symptoms and side-effects of iatrogenic overdose.	Discuss the signs, symptoms and side-effects of iatrogenic overdose.	Analyze the signs, symptoms and side-effects of iatrogenic overdose.
<b>5.8.b Follow safe process for responsible medication administration.</b>	<b>N</b>	<b>S</b>	<b>P</b>	<b>P</b>
		Explain the “Five Rights” of medication administration.	Explain the “Five Rights” of medication administration.	Explain the “Five Rights” of medication administration.
		Distinguish between the different drug administration routes.	Distinguish between the different drug administration routes.	Distinguish between the different drug administration routes.
		Describe how medication administration protocols are applied to specific patient presentations.	Discuss how medication administration protocols are applied to specific patient presentations.	Explain how medication administration protocols are applied to specific patient presentations.
		Apply policies when medication administration errors occur.	Apply policies when medication administration errors occur.	Apply policies when medication administration errors occur.
		Explain the role of the paramedic in medication administration.	Explain the role of the paramedic in medication administration.	Explain the role of the paramedic in medication administration.
		Demonstrate how to provide medications using a sequential step method of administration.	Demonstrate how to provide medications using a sequential step method of administration.	Demonstrate how to provide medications using a sequential step method of administration.

## Area 5 Therapeutics

		Demonstrate how to prepare a patient for medication administration.	Demonstrate how to prepare a patient for medication administration.	Demonstrate how to prepare a patient for medication administration.
		Demonstrate how to measure the required quantity of medication.	Demonstrate how to measure the required quantity of medication.	Demonstrate how to measure the required quantity of medication.
		Set up the supplies required for the specific route of drug administration.	Set up the supplies required for the specific route of drug administration.	Set up the supplies required for the specific route of drug administration.
		Receive consent before administration of medications.	Receive consent before administration of medications.	Receive consent before administration of medications.
<b>5.8.c Administer medication via subcutaneous route.</b>	<b>N</b>	<b>S</b>	<b>C</b>	<b>C</b>
		Identify medical conditions and indications for subcutaneous administration of a medication.	Evaluate medical conditions and indications for subcutaneous administration of a medication.	Evaluate medical conditions and indications for subcutaneous administration of a medication.
		Apply proper calculations for correct medication requirement for the patient presentation.	Apply proper calculations for correct medication requirement for the patient presentation.	Apply proper calculations for correct medication requirement for the patient presentation.
		Distinguish those approved drugs that are given via subcutaneous routes.	Distinguish those approved drugs that are given via subcutaneous routes.	Distinguish those approved drugs that are given via subcutaneous routes.
		Evaluate appropriate site for the injection.	Evaluate appropriate site for the injection.	Evaluate appropriate site for the injection.

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		Discuss the benefit of medication administration via subcutaneous route in comparison to other routes.	Evaluate the benefit of medication administration via subcutaneous route in comparison to other routes.	Evaluate the benefit of medication administration via subcutaneous route in comparison to other routes.
		Demonstrate how to provide subcutaneous medications using a sequential step method of administration.	Demonstrate how to provide subcutaneous medications using a sequential step method of administration.	Demonstrate how to provide subcutaneous medications using a sequential step method of administration.
		Demonstrate how to prepare a patient for subcutaneous medication administration.	Demonstrate how to prepare a patient for subcutaneous medication administration.	Demonstrate how to prepare a patient for subcutaneous medication administration.
		Demonstrate how to measure the required quantity of medication.	Demonstrate how to measure the required quantity of medication.	Demonstrate how to measure the required quantity of medication.

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5.8.d Administer medication via intramuscular route.	N	S	C	C
		Identify medical conditions, and indications for intramuscular administration of a medication.	Evaluate medical conditions, and indications for intramuscular administration of a medication.	Evaluate medical conditions, and indications for intramuscular administration of a medication.
		Apply proper calculations for correct medication requirement for the patient presentation.	Apply proper calculations for correct medication requirement for the patient presentation.	Apply proper calculations for correct medication requirement for the patient presentation.
		Distinguish those approved drugs that are given via intramuscular routes.	Distinguish those approved drugs that are given via intramuscular routes.	Distinguish those approved drugs that are given via intramuscular routes.
		Evaluate appropriate site for the injection.	Evaluate appropriate site for the injection.	Evaluate appropriate site for the injection.
		Discuss the benefit of medication administration via intramuscular route in comparison to other routes.	Evaluate the benefit of medication administration via intramuscular route in comparison to other routes.	Evaluate the benefit of medication administration via intramuscular route in comparison to other routes.
		Demonstrate how to provide intramuscular medications using a sequential step method of administration.	Demonstrate how to provide intramuscular medications using a sequential step method of administration.	Demonstrate how to provide intramuscular medications using a sequential step method of administration.
		Demonstrate how to prepare a patient for intramuscular medication administration.	Demonstrate how to prepare a patient for intramuscular medication administration.	Demonstrate how to prepare a patient for intramuscular medication administration.

## Area 5 Therapeutics

		Demonstrate how to measure the required quantity of medication.	Demonstrate how to measure the required quantity of medication.	Demonstrate how to measure the required quantity of medication.
<b>5.8.e Administer medication via intravenous route.</b>	<b>N</b>	<b>X</b>	<b>P</b>	<b>P</b>
		List medical conditions and patient indications for intravenous administration of a medication.	Evaluate medical conditions and patient indications for intravenous administration of a medication.	Evaluate medical conditions and patient indications for intravenous administration of a medication.
			Apply proper calculations for correct medication requirement for the patient presentation.	Apply proper calculations for correct medication requirement for the patient presentation.
			Distinguish those approved drugs that are given via intravenous routes.	Distinguish those approved drugs that are given via intravenous routes.
			Evaluate the benefit of medication administration via intravenous route in comparison to other routes.	Evaluate the benefit of medication administration via intravenous route in comparison to other routes.
			Demonstrate how to provide intravenous medications using a sequential step method.	Demonstrate how to provide intravenous medications using a sequential step method.
			Demonstrate how to prepare a patient for intravenous administration of a medication.	Demonstrate how to prepare a patient for intravenous administration of a medication.

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			Demonstrate how to measure the required quantity of intravenous medication.	Demonstrate how to measure the required quantity of intravenous medication.
<b>5.8.f Administer medication via intraosseous route.</b>	<b>N</b>	<b>X</b>	<b>S</b>	<b>S</b>
		List medical conditions and patient indications for intraosseous administration of a medication.	List medical conditions and patient indications for intraosseous administration of a medication.	List medical conditions and patient indications for intraosseous administration of a medication.
			Apply proper calculations for correct medication requirement for the patient presentation.	Apply proper calculations for correct medication requirement for the patient presentation.
			Distinguish those approved drugs that are given via intraosseous routes.	Distinguish those approved drugs that are given via intraosseous routes.
			Evaluate appropriate site for the injection.	Evaluate appropriate site for the injection.
			Evaluate the benefit of medication administration via intraosseous route in comparison to other routes.	Evaluate the benefit of medication administration via intraosseous route in comparison to other routes.
			Demonstrate how to provide intraosseous medications using a sequential step method.	Demonstrate how to provide intraosseous medications using a sequential step method.

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			Demonstrate how to prepare a patient for intraosseous administration of a medication.	Demonstrate how to prepare a patient for intraosseous administration of a medication.
			Demonstrate how to measure the required quantity of intraosseous medication.	Demonstrate how to measure the required quantity of intraosseous medication.
<b>5.8.g Administer medication via endotracheal route.</b>	<b>N</b>	<b>X</b>	<b>S</b>	<b>S</b>
		List medical conditions and patient indications for endotracheal administration of a medication.	List medical conditions and patient indications for endotracheal administration of a medication.	List medical conditions and patient indications for endotracheal administration of a medication.
			Apply proper calculations for correct medication requirement for the patient presentation.	Apply proper calculations for correct medication requirement for the patient presentation.
			Evaluate the benefit of medication administration via endotracheal route in comparison to other routes.	Evaluate the benefit of medication administration via endotracheal route in comparison to other routes.
			Distinguish those approved drugs that are given via endotracheal route.	Distinguish those approved drugs that are given via endotracheal route.



## Area 5 Therapeutics

			Evaluate the benefit of medication administration via endotracheal route in comparison to other routes.	Evaluate the benefit of medication administration via endotracheal route in comparison to other routes.
			Demonstrate how to provide endotracheal medications using a sequential step method.	Demonstrate how to provide endotracheal medications using a sequential step method.
			Demonstrate how to prepare a patient for endotracheal administration of a medication.	Demonstrate how to prepare a patient for endotracheal administration of a medication.
			Demonstrate how to measure the required quantity of endotracheal medication.	Demonstrate how to measure the required quantity of endotracheal medication.
<b>5.8.h Administer medication via sublingual route.</b>	<b>N</b>	<b>S</b>	<b>C</b>	<b>C</b>
		Evaluate medical conditions, and indications for sublingual administration of a medication.	Evaluate medical conditions, and indications for sublingual administration of a medication.	Evaluate medical conditions, and indications for sublingual administration of a medication.
		Apply proper calculations for correct medication requirement for the patient presentation.	Apply proper calculations for correct medication requirement for the patient presentation.	Apply proper calculations for correct medication requirement for the patient presentation.
		Distinguish those approved drugs that are given via sublingual routes.	Distinguish those approved drugs that are given via sublingual routes.	Distinguish those approved drugs that are given via sublingual routes.

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		Discuss the benefit of medication administration via sublingual route in comparison to other routes.	Evaluate the benefit of medication administration via sublingual route in comparison to other routes.	Evaluate the benefit of medication administration via sublingual route in comparison to other routes.
		Demonstrate how to provide sublingual medications using a sequential step method of administration.	Demonstrate how to provide sublingual medications using a sequential step method of administration.	Demonstrate how to provide sublingual medications using a sequential step method of administration.
		Demonstrate how to prepare a patient for sublingual medication administration.	Demonstrate how to prepare a patient for sublingual medication administration.	Demonstrate how to prepare a patient for sublingual medication administration.
		Demonstrate how to measure the required quantity of sublingual medication.	Demonstrate how to measure the required quantity of sublingual medication.	Demonstrate how to measure the required quantity of sublingual medication.

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5.8.i Administer medication via topical route.	N	X	S	S
		List medical conditions and patient indications for topical administration of a drug.	Evaluate medical conditions, and indications for topical administration of a medication.	Evaluate medical conditions, and indications for topical administration of a medication.
			Apply proper calculations for correct medication requirement for the patient presentation.	Apply proper calculations for correct medication requirement for the patient presentation.
			Distinguish those approved drugs that are given via topical routes.	Distinguish those approved drugs that are given via topical routes.
			Evaluate the rate of absorption of medication administered via topical route in comparison to other routes.	Evaluate the rate of absorption of medication administered via topical route in comparison to other routes.
			Evaluate the benefit of medication administration via topical route in comparison to other routes.	Evaluate the benefit of medication administration via topical route in comparison to other routes.
			Demonstrate how to provide topical medications using a sequential step method of administration.	Demonstrate how to provide topical medications using a sequential step method of administration.
			Demonstrate how to prepare a patient for topical medication administration.	Demonstrate how to prepare a patient for topical medication administration.

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			Demonstrate how to measure the required quantity of topical medication.	Demonstrate how to measure the required quantity of topical medication.
<b>5.8.j Administer medication via oral route.</b>	<b>N</b>	<b>S</b>	<b>C</b>	<b>C</b>
		Evaluate medical conditions and indications for oral administration of a medication.	Evaluate medical conditions and indications for oral administration of a medication.	Evaluate medical conditions and indications for oral administration of a medication.
		Apply proper calculations for correct medication requirement for the patient presentation.	Apply proper calculations for correct medication requirement for the patient presentation.	Apply proper calculations for correct medication requirement for the patient presentation.
		Distinguish those approved drugs that are given via oral routes.	Distinguish those approved drugs that are given via oral routes.	Distinguish those approved drugs that are given via oral routes.
			Evaluate the rate of absorption of medication administered via oral route in comparison to other routes.	Evaluate the rate of absorption of medication administered via oral route in comparison to other routes.
		Discuss the benefit of medication administration via oral route in comparison to other routes.	Evaluate the benefit of medication administration via oral route in comparison to other routes.	Evaluate the benefit of medication administration via oral route in comparison to other routes.
		Demonstrate how to provide oral medications using a sequential step method.	Demonstrate how to provide oral medications using a sequential step method.	Demonstrate how to provide oral medications using a sequential step method.

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		Demonstrate how to prepare a patient for oral administration of a medication.	Demonstrate how to prepare a patient for oral administration of a medication.	Demonstrate how to prepare a patient for oral administration of a medication.
		Demonstrate how to measure the required quantity of oral medication.	Demonstrate how to measure the required quantity of oral medication.	Demonstrate how to measure the required quantity of oral medication.
<b>5.8.k Administer medication via rectal route.</b>	<b>N</b>	<b>X</b>	<b>A</b>	<b>A</b>
		List medical conditions and indications for rectal administration of a medication.	List medical conditions and indications for rectal administration of a medication.	List medical conditions and indications for rectal administration of a medication.
			Apply proper calculations for correct medication requirement for the patient presentation.	Apply proper calculations for correct medication requirement for the patient presentation.
			Distinguish those approved drugs that are given via rectal routes.	Distinguish those approved drugs that are given via rectal routes.
			Evaluate the rate of absorption of medication administered via rectal route in comparison to other routes.	Evaluate the rate of absorption of medication administered via rectal route in comparison to other routes.
			Evaluate the benefit of medication administration via rectal route in comparison to other routes.	Evaluate the benefit of medication administration via rectal route in comparison to other routes.

## Area 5 Therapeutics

5.8.I Administer medication via inhalation.	N	S	C	C
		Evaluate medical conditions, and indications for inhalation administration of a medication.	Evaluate medical conditions, and indications for inhalation administration of a medication.	Evaluate medical conditions, and indications for inhalation administration of a medication.
		Apply proper calculations for correct medication requirement for the patient presentation.	Apply proper calculations for correct medication requirement for the patient presentation.	Apply proper calculations for correct medication requirement for the patient presentation.
		Distinguish those approved drugs that are given via inhalation.	Distinguish those approved drugs that are given via inhalation.	Distinguish those approved drugs that are given via inhalation.
		Discuss the benefit of medication administration via inhalation in comparison to other routes.	Evaluate the benefit of medication administration via inhalation in comparison to other routes.	Evaluate the benefit of medication administration via inhalation in comparison to other routes.

## Area 5 Therapeutics

		Demonstrate how to provide inhalation medications using a sequential step method.	Demonstrate how to provide inhalation medications using a sequential step method.	Demonstrate how to provide inhalation medications using a sequential step method.
		Demonstrate how to prepare a patient for inhalation administration of a medication.	Demonstrate how to prepare a patient for inhalation administration of a medication.	Demonstrate how to prepare a patient for inhalation administration of a medication.
		Demonstrate how to measure the required quantity of inhalation medication.	Demonstrate how to measure the required quantity of inhalation medication.	Demonstrate how to measure the required quantity of inhalation medication.

## Appendix 5 Medications

<p>This list is marked with an "X" to indicate the groups of pharmacologic agents with which Primary, Advanced and Critical Care Paramedics should be familiar. The technical skill of medication administration is included in the profile as General Competency 5.8.</p> <p><b>The administration of any medication by a paramedic is at the sole discretion of the respective Medical Director.</b></p>				
		<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>A. Medications affecting the central nervous system.</b>				
A.1	Opioid Antagonists	X	X	X
A.2	Anaesthetics			X
A.3	Anticonvulsants		X	X
A.4	Antiparkinsonism Agents		X	X
A.5	Anxiolytics, Hypnotics and Antagonists		X	X
A.6	Neuroleptics		X	X
A.7	Non-narcotic Analgesics	X	X	X
A.8	Opioid Analgesics		X	X
A.9	Paralytics			X
<b>B. Medications affecting the autonomic nervous system.</b>				
B.1	Adrenergic Agonists	X	X	X
B.2	Adrenergic Antagonists		X	X
B.3	Cholinergic Agonists		X	X
B.4	Cholinergic Antagonists		X	X
B.5	Antihistamines		X	X
<b>C. Medications affecting the respiratory system.</b>				
C.1	Bronchodilators	X	X	X
<b>D. Medications affecting the cardiovascular system.</b>				
D.1	Antihypertensive Agents		X	X
D.2	Cardiac Glycosides		X	X
D.3	Diuretics		X	X
D.4	Class 1 Antidysrhythmics		X	X
D.5	Class 2 Antidysrhythmics		X	X
D.6	Class 3 Antidysrhythmics		X	X
D.7	Class 4 Antidysrhythmics		X	X
D.8	Antianginal Agents	X	X	X



## Appendix 5 Medications

<b>E. Medications affecting blood clotting mechanisms.</b>				
E.1	Anticoagulants		X	X
E.2	Thrombolytics		X	X
E.3	Platelet Inhibitors	X	X	X
<b>F. Medications affecting the gastrointestinal system.</b>				
F.1	Antiemetics		X	X
<b>G. Medications affecting labour, delivery and postpartum hemorrhage.</b>				
G.1	Uterotonics		X	X
G.2	Tocolytics		X	X
<b>H. Medications used to treat electrolyte and substrate imbalances.</b>				
H.1	Vitamin and Electrolyte Supplements		X	X
H.2	Antihypoglycemic Agents	X	X	X
H.3	Insulin		X	X
<b>I. Medications used to treat / prevent inflammatory responses and infections.</b>				
I.1	Corticosteroids		X	X
I.2	NSAID		X	X
I.3	Antibiotics		X	X
I.4	Immunizations		X	X
<b>J. Medications used to treat poisoning and overdose.</b>				
J.1	Antidotes or Neutralizing Agents		X	X

## Area 6 Integration

	EMR	PCP	ACP	CCP
<b>GENERAL COMPETENCY 6.1 Utilize differential diagnosis skills, decision-making skills and psychomotor skills in providing care to patients.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>6.1.a Provide care to patient experiencing illness or injury primarily involving cardiovascular system.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Describe the approach to a patient presenting with illness or injury involving the cardiovascular system.	Explain the approach to a patient presenting with illness or injury involving the cardiovascular system.	Explain the approach to a patient presenting with illness or injury involving the cardiovascular system.	Explain the approach to a patient presenting with illness or injury involving the cardiovascular system.
	Identify how patient history relates to patient presentation.	Explain how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.
		Explain how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.
		Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.
		Discuss potential complications of illnesses and injuries to the cardiovascular system.	Explain potential complications of illnesses and injuries to the cardiovascular system.	Infer potential complications of illnesses and injuries to the cardiovascular system.
		Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.
	Communicate information to patient regarding care.	Communicate information to patient regarding care.	Communicate information to patient regarding care.	Communicate information to patient regarding care.

## Area 6 Integration

	Demonstrate the ability to approach, assess, treat and transport a patient.	Integrate the approach, assessment, treatment and transportation of a patient.	Integrate the approach, assessment, treatment and transportation of a patient.	Integrate the approach, assessment, treatment and transportation of a patient.
	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.
<b>6.1.b Provide care to patient experiencing illness or injury primarily involving neurological system.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Describe the approach to a patient presenting with illness or injury involving the neurological system.	Explain the approach to a patient presenting with illness or injury involving the neurological system.	Explain the approach to a patient presenting with illness or injury involving the neurological system.	Explain the approach to a patient presenting with illness or injury involving the neurological system.
	Identify how patient history relates to patient presentation.	Explain how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.
		Explain how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.
		Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.
		Discuss potential complications of illnesses and injuries to the neurological system.	Explain potential complications of illnesses and injuries to the neurological system.	Infer potential complications of illnesses and injuries to the neurological system.
		Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.

## Area 6 Integration

	Communicate information to patient regarding care.	Communicate information to patient regarding care.	Communicate information to patient regarding care.	Communicate information to patient regarding care.
	Demonstrate the ability to approach, assess, treat and transport a patient.	Integrate the approach, assessment, treatment and transportation of a patient.	Integrate the approach, assessment, treatment and transportation of a patient.	Integrate the approach, assessment, treatment and transportation of a patient.
	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.
<b>6.1.c Provide care to patient experiencing illness or injury primarily involving respiratory system.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Describe the approach to a patient presenting with illness or injury involving the respiratory system.	Explain the approach to a patient presenting with illness or injury involving the respiratory system.	Explain the approach to a patient presenting with illness or injury involving the respiratory system.	Explain the approach to a patient presenting with illness or injury involving the respiratory system.
	Identify how patient history relates to patient presentation.	Explain how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.
		Explain how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.
		Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.
		Discuss potential complications of illnesses and injuries to the respiratory system.	Explain potential complications of illnesses and injuries to the respiratory system.	Infer potential complications of illnesses and injuries to the respiratory system.
		Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.

## Area 6 Integration

	Communicate information to patient regarding care.	Communicate information to patient regarding care.	Communicate information to patient regarding care.	Communicate information to patient regarding care.
	Demonstrate the ability to approach, assess, treat and transport a patient.	Integrate the approach, assessment, treatment and transportation of a patient.	Integrate the approach, assessment, treatment and transportation of a patient.	Integrate the approach, assessment, treatment and transportation of a patient.
	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.
<b>6.1.d Provide care to patient experiencing illness or injury primarily involving genitourinary / reproductive systems.</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Describe the approach to a patient presenting with illness or injury involving the genitourinary / reproductive systems.	Explain the approach to a patient presenting with illness or injury involving the genitourinary / reproductive systems.	Explain the approach to a patient presenting with illness or injury involving the genitourinary / reproductive systems.	Explain the approach to a patient presenting with illness or injury involving the genitourinary / reproductive systems.
	Identify how patient history relates to patient presentation.	Explain how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.
		Explain how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.
		Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.

## Area 6 Integration

		Discuss potential complications of illnesses and injuries to the genitourinary / reproductive systems.	Explain potential complications of illnesses and injuries to the genitourinary / reproductive systems.	Infer potential complications of illnesses and injuries to the genitourinary / reproductive systems.
		Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.
	Communicate information to patient regarding care.	Communicate information to patient regarding care.	Communicate information to patient regarding care.	Communicate information to patient regarding care.
	Demonstrate the ability to approach, assess, treat and transport a patient.	Integrate the approach, assessment, treatment and transportation of a patient.	Integrate the approach, assessment, treatment and transportation of a patient.	Integrate the approach, assessment, treatment and transportation of a patient.
	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.
<b>6.1.e Provide care to patient experiencing illness or injury primarily involving gastrointestinal system.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Describe the approach to a patient presenting with illness or injury involving the gastrointestinal system.	Explain the approach to a patient presenting with illness or injury involving the gastrointestinal system.	Explain the approach to a patient presenting with illness or injury involving the gastrointestinal system.	Explain the approach to a patient presenting with illness or injury involving the gastrointestinal system.
	Identify how patient history relates to patient presentation.	Explain how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.
		Explain how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.

## Area 6 Integration

		Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.
		Discuss potential complications of illnesses and injuries to the gastrointestinal system.	Explain potential complications of illnesses and injuries to the gastrointestinal system.	Infer potential complications of illnesses and injuries to the gastrointestinal system.
		Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.
	Communicate information to patient regarding care.	Communicate information to patient regarding care.	Communicate information to patient regarding care.	Communicate information to patient regarding care.
	Demonstrate the ability to approach, assess, treat and transport a patient.	Integrate the approach, assessment, treatment and transportation of a patient.	Integrate the approach, assessment, treatment and transportation of a patient.	Integrate the approach, assessment, treatment and transportation of a patient.
	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.
<b>6.1.f Provide care to patient experiencing illness or injury primarily involving integumentary system.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Describe the approach to a patient presenting with illness or injury involving the integumentary system.	Explain the approach to a patient presenting with illness or injury involving the integumentary system.	Explain the approach to a patient presenting with illness or injury involving the integumentary system.	Explain the approach to a patient presenting with illness or injury involving the integumentary system.
	Identify how patient history relates to patient presentation.	Explain how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.

## Area 6 Integration

		Explain how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.
		Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.
		Discuss potential complications of illnesses and injuries to the integumentary system.	Explain potential complications of illnesses and injuries to the integumentary system.	Infer potential complications of illnesses and injuries to the integumentary system.
		Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.
	Communicate information to patient regarding care.	Communicate information to patient regarding care.	Communicate information to patient regarding care.	Communicate information to patient regarding care.
	Demonstrate the ability to approach, assess, treat and transport a patient.	Integrate the approach, assessment, treatment and transportation of a patient.	Integrate the approach, assessment, treatment and transportation of a patient.	Integrate the approach, assessment, treatment and transportation of a patient.
	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.



## Area 6 Integration

6.1.g Provide care to patient experiencing illness or injury primarily involving musculoskeletal system.	S	P	P	P
	Describe the approach to a patient presenting with illness or injury involving the musculoskeletal system.	Explain the approach to a patient presenting with illness or injury involving the musculoskeletal system.	Explain the approach to a patient presenting with illness or injury involving the musculoskeletal system.	Explain the approach to a patient presenting with illness or injury involving the musculoskeletal system.
	Identify how patient history relates to patient presentation.	Explain how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.
		Explain how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.
		Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.
		Discuss potential complications of illnesses and injuries to the musculoskeletal system.	Explain potential complications of illnesses and injuries to the musculoskeletal system.	Infer potential complications of illnesses and injuries to the musculoskeletal system.
		Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.
	Communicate information to patient regarding care.	Communicate information to patient regarding care.	Communicate information to patient regarding care.	Communicate information to patient regarding care.
	Demonstrate the ability to approach, assess, treat and transport a patient.	Integrate the approach, assessment, treatment and transportation of a patient.	Integrate the approach, assessment, treatment and transportation of a patient.	Integrate the approach, assessment, treatment and transportation of a patient.

## Area 6 Integration

	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.
<b>6.1.h Provide care to patient experiencing illness primarily involving immune system.</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Describe the approach to a patient presenting with illness involving the immune system.	Explain the approach to a patient presenting with illness involving the immune system.	Explain the approach to a patient presenting with illness involving the immune system.	Explain the approach to a patient presenting with illness involving the immune system.
	Identify how patient history relates to patient presentation.	Explain how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.
		Explain how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.
		Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.
		Discuss potential complications of illnesses to the immune system.	Explain potential complications of illnesses to the immune system.	Infer potential complications of illnesses to the immune system.
		Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.
	Communicate information to patient regarding care.	Communicate information to patient regarding care.	Communicate information to patient regarding care.	Communicate information to patient regarding care.
	Demonstrate the ability to approach, assess, treat and transport a patient.	Integrate the approach, assessment, treatment and transportation of a patient.	Integrate the approach, assessment, treatment and transportation of a patient.	Integrate the approach, assessment, treatment and transportation of a patient.

## Area 6 Integration

	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.
<b>6.1.i Provide care to patient experiencing illness primarily involving endocrine system.</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Describe the approach to a patient presenting with illness involving the endocrine system.	Explain the approach to a patient presenting with illness involving the endocrine system.	Explain the approach to a patient presenting with illness involving the endocrine system.	Explain the approach to a patient presenting with illness involving the endocrine system.
	Identify how patient history relates to patient presentation.	Explain how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.
		Explain how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.
		Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.
		Discuss potential complications of illnesses to the endocrine system.	Explain potential complications of illnesses to the endocrine system.	Infer potential complications of illnesses to the endocrine system.
		Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.
	Communicate information to patient regarding care.	Communicate information to patient regarding care.	Communicate information to patient regarding care.	Communicate information to patient regarding care.
	Demonstrate the ability to approach, assess, treat and transport a patient.	Integrate the approach, assessment, treatment and transportation of a patient.	Integrate the approach, assessment, treatment and transportation of a patient.	Integrate the approach, assessment, treatment and transportation of a patient.

## Area 6 Integration

	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.
<b>6.1.j Provide care to patient experiencing illness or injury primarily involving the eyes, ears, nose or throat.</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Describe the approach to a patient presenting with illness or injury involving the ears, eyes, nose or throat.	Explain the approach to a patient presenting with illness or injury involving the ears, eyes, nose or throat.	Explain the approach to a patient presenting with illness or injury involving the ears, eyes, nose or throat.	Explain the approach to a patient presenting with illness or injury involving the ears, eyes, nose or throat.
	Identify how patient history relates to patient presentation.	Explain how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.
		Explain how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.
		Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.
		Discuss potential complications of illnesses and injuries to the ears, eyes, nose or throat.	Explain potential complications of illnesses and injuries to the ears, eyes, nose or throat.	Infer potential complications of illnesses and injuries to the ears, eyes, nose or throat.
		Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.
	Communicate information to patient regarding care.	Communicate information to patient regarding care.	Communicate information to patient regarding care.	Communicate information to patient regarding care.

## Area 6 Integration

	Demonstrate the ability to approach, assess, treat and transport a patient.	Integrate the approach, assessment, treatment and transportation of a patient.	Integrate the approach, assessment, treatment and transportation of a patient.	Integrate the approach, assessment, treatment and transportation of a patient.
	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.
<b>6.1.k Provide care to patient experiencing illness or injury due to poisoning or overdose.</b>	<b>S</b>	<b>S</b>	<b>P</b>	<b>P</b>
	Describe the approach to a patient presenting with medical or physical disorders created from a poisoning or overdose event.	Explain the approach to a patient presenting with medical or physical disorders created from a poisoning or overdose event.	Explain the approach to a patient presenting with medical or physical disorders created from a poisoning or overdose event.	Explain the approach to a patient presenting with medical or physical disorders created from a poisoning or overdose event.
	List the signs and symptoms of specific poisons and overdoses listed in Appendix 4A.	Describe the pathophysiology and presentations of the specific poisons and overdoses listed in Appendix 4B.	Explain the pathophysiology and presentations of the specific poisons and overdoses listed in Appendix 4C.	Explain the pathophysiology and presentations of the specific poisons and overdoses listed in Appendix 4C.
	Identify how patient history relates to patient presentation.	Explain how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.
		Explain how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.
		Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.
		Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.

## Area 6 Integration

	Communicate information to patient regarding care.	Communicate information to patient regarding care.	Communicate information to patient regarding care.	Communicate information to patient regarding care.
	Demonstrate the ability to approach, assess, treat and transport a patient.	Integrate the approach, assessment, treatment and transportation of a patient.	Integrate the approach, assessment, treatment and transportation of a patient.	Integrate the approach, assessment, treatment and transportation of a patient.
	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.
<b>6.1.I Provide care to patient experiencing non-urgent medical problem.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Describe the approach to a patient presenting with a non-urgent medical problem.	Explain the approach to a patient presenting with a non-urgent medical problem.	Explain the approach to a patient presenting with a non-urgent medical problem.	Explain the approach to a patient presenting with a non-urgent medical problem.
	Distinguish between urgent and non-urgent illnesses and injuries.	Distinguish between urgent and non-urgent illnesses and injuries.	Distinguish between urgent and non-urgent illnesses and injuries.	Distinguish between urgent and non-urgent illnesses and injuries.
	Identify how patient history relates to patient presentation.	Explain how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.
		Explain how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.
		Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.
		Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.

## Area 6 Integration

	Communicate information to patient regarding care.	Communicate information to patient regarding care.	Communicate information to patient regarding care.	Communicate information to patient regarding care.
	Demonstrate the ability to approach, assess, treat and transport a patient.	Integrate the approach, assessment, treatment and transportation of a patient.	Integrate the approach, assessment, treatment and transportation of a patient.	Integrate the approach, assessment, treatment and transportation of a patient.
	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.
<b>6.1.m Provide care to patient experiencing terminal illness.</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Describe the approach to a patient presenting with a terminal illness.	Explain the approach to a patient presenting with a terminal illness.	Explain the approach to a patient presenting with a terminal illness.	Explain the approach to a patient presenting with a terminal illness.
	Identify disease processes that contribute to terminal illness.	Identify disease processes that contribute to terminal illness.	Identify disease processes that contribute to terminal illness.	Identify disease processes that contribute to terminal illness.
	Identify how patient history relates to patient presentation.	Explain how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.
		Explain how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.
		Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.
		Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.
	Communicate information to patient regarding care.	Communicate information to patient regarding care.	Communicate information to patient regarding care.	Communicate information to patient regarding care.

## Area 6 Integration

	Demonstrate the ability to approach, assess, treat and transport a patient.	Integrate the approach, assessment, treatment and transportation of a patient.	Integrate the approach, assessment, treatment and transportation of a patient.	Integrate the approach, assessment, treatment and transportation of a patient.
	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.
<b>6.1.n Provide care to patient experiencing illness or injury due to extremes of temperature or adverse environments.</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Describe the approach to a patient presenting with illness or injury created by extreme temperatures or adverse environments.	Explain the approach to a patient presenting with illness or injury created by extreme temperatures or adverse environments.	Explain the approach to a patient presenting with illness or injury created by extreme temperatures or adverse environments.	Explain the approach to a patient presenting with illness or injury created by extreme temperatures or adverse environments.
	Identify disease processes that are created by extreme temperatures or adverse environments.	Discuss disease processes that are created by extreme temperatures or adverse environments.	Discuss disease processes that are created by extreme temperatures or adverse environments.	Discuss disease processes that are created by extreme temperatures or adverse environments.
	Identify how patient history relates to patient presentation.	Explain how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.
		Explain how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.
		Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.
		Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.



## Area 6 Integration

	Communicate information to patient regarding care.	Communicate information to patient regarding care.	Communicate information to patient regarding care.	Communicate information to patient regarding care.
	Demonstrate the ability to approach, assess, treat and transport a patient.	Integrate the approach, assessment, treatment and transportation of a patient.	Integrate the approach, assessment, treatment and transportation of a patient.	Integrate the approach, assessment, treatment and transportation of a patient.
	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.
<b>6.1.o 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.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	List the trauma indices (scores) for triage, transport and destination decisions.	Discuss how the trauma indices (scores) relate to triage, transport and destination decisions.	Explain how the trauma indices (scores) relate to triage, transport and destination decisions.	Explain how the trauma indices (scores) relate to triage, transport and destination decisions.
		Explain how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.
	Demonstrate the ability to prioritize the treatment and transport decisions.	Demonstrate the ability to prioritize the treatment and transport decisions.	Demonstrate the ability to prioritize the treatment and transport decisions.	Demonstrate the ability to prioritize the treatment and transport decisions.
		Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.

## Area 6 Integration

	Communicate information to patient regarding care.	Communicate information to patient regarding care.	Communicate information to patient regarding care.	Communicate information to patient regarding care.
	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.
<b>6.1.p Provide care for patient experiencing psychiatric crisis.</b>	<b>S</b>	<b>S</b>	<b>P</b>	<b>P</b>
	Describe the approach to a patient presenting with psychiatric crisis.	Explain the approach to a patient presenting with psychiatric crisis.	Explain the approach to a patient presenting with psychiatric crisis.	Explain the approach to a patient presenting with psychiatric crisis.
		Discuss conditions that may precipitate psychiatric crisis.	Discuss conditions that may precipitate psychiatric crisis.	Discuss conditions that may precipitate psychiatric crisis.
	Identify how patient history relates to patient presentation.	Explain how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.
		Explain how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.
		Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.
		Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.
	Demonstrate the ability to approach, assess, treat and transport a patient.	Integrate the approach, assessment, treatment and transportation of a patient.	Integrate the approach, assessment, treatment and transportation of a patient.	Integrate the approach, assessment, treatment and transportation of a patient.
	Communicate information to patient regarding care.	Communicate information to patient regarding care.	Communicate information to patient regarding care.	Communicate information to patient regarding care.

## Area 6 Integration

	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.
<b>6.1.q Provide care for patient in labour.</b>	<b>S</b>	<b>S</b>	<b>C</b>	<b>C</b>
	Describe the approach to a pregnant patient.	Explain the approach to a pregnant patient.	Explain the approach to a pregnant patient.	Explain the approach to a pregnant patient.
		Describe disease processes that interfere with the labour and delivery.	Discuss disease processes that interfere with the labour and delivery.	Explain disease processes that interfere with the labour and delivery.
	List complications of labour and delivery.	Describe complications of labour and delivery.	Discuss complications of labour and delivery.	Explain complications of labour and delivery.
	Identify how patient history relates to patient presentation.	Explain how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.
		Explain how age and health status relate to patient presentation.	Analyze how age and health status relate to patient presentation.	Analyze how age and health status relate to patient presentation.
	List indications that suggest the need to prepare for imminent delivery.	Discuss indications that suggest the need to prepare for imminent delivery.	Discuss indications that suggest the need to prepare for imminent delivery.	Discuss indications that suggest the need to prepare for imminent delivery.
		Adapt care based on fetal and maternal presentation.	Adjust care based on fetal and maternal presentation.	Integrate care based on fetal and maternal presentation.
	Demonstrate the ability to manage an imminent delivery.	Demonstrate the ability to manage an imminent delivery.	Adapt care to manage an imminent delivery.	Adapt care to manage an imminent delivery.
	Demonstrate the ability to approach, assess, treat and transport a patient.	Integrate the approach, assessment, treatment and transportation of a patient.	Integrate the approach, assessment, treatment and transportation of a patient.	Integrate the approach, assessment, treatment and transportation of a patient.

## Area 6 Integration

	Communicate information to patient regarding care.	Communicate information to patient regarding care.	Communicate information to patient regarding care.	Communicate information to patient regarding care.
	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.
<b>GENERAL COMPETENCY 6.2. Provide care to meet the needs of unique patient groups.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>6.2.a Provide care for neonatal patient.</b>	<b>S</b>	<b>S</b>	<b>C</b>	<b>C</b>
		Describe disease processes that interfere with neonatal life functions.	Discuss disease processes that interfere with neonatal life functions.	Explain disease processes that interfere with neonatal life functions.
		Describe relationship between gestational age, presentation and care.	Discuss relationship between gestational age, presentation and care.	Explain relationship between gestational age, presentation and care.
				Infer a differential diagnosis.
		Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.
	List potential complications with neonatal patients.	Describe potential complications with neonatal patients.	Discuss potential complications with neonatal patients.	Explain potential complications with neonatal patients.
	Demonstrate the ability to approach, assess, treat and transport a patient.	Integrate the approach, assessment, treatment and transportation of a patient.	Integrate the approach, assessment, treatment and transportation of a patient.	Integrate the approach, assessment, treatment and transportation of a patient.
	Communicate information to patient's parent(s) regarding care.	Communicate information to patient's parent(s) regarding care.	Communicate information to patient's parent(s) regarding care.	Communicate information to patient's parent(s) regarding care.

## Area 6 Integration

	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.
<b>6.2.b Provide care for pediatric patient.</b>	<b>A</b>	<b>C</b>	<b>C</b>	<b>C</b>
	Define "pediatric patient".	Define "pediatric patient".	Define "pediatric patient".	Define "pediatric patient".
		List developmental parameters for specific age groups.	Identify developmental parameters for specific age groups.	Identify developmental parameters for specific age groups.
	List the anatomical and physiological differences between the pediatric and adult patient.	Describe the anatomical and physiological differences between the pediatric and adult patient.	Explain the anatomical and physiological differences between the pediatric and adult patient.	Explain the anatomical and physiological differences between the pediatric and adult patient.
		Modify assessment approach.	Modify assessment approach.	Modify assessment approach.
	List common signs and symptoms associated with pediatric emergencies.	Identify common signs and symptoms associated with pediatric emergencies.	Discuss common signs and symptoms associated with pediatric emergencies.	Explain common signs and symptoms associated with pediatric emergencies.
	List common pediatric medical emergencies.	Identify common pediatric medical emergencies.	Discuss common pediatric medical emergencies.	Explain common pediatric medical emergencies.
	List common pediatric trauma emergencies.	Identify common pediatric trauma emergencies.	Discuss common pediatric trauma emergencies.	Discuss common pediatric trauma emergencies.
	Identify possible abuse or neglect of the pediatric patient.	Identify possible abuse or neglect of the pediatric patient.	Identify possible abuse or neglect of the pediatric patient.	Identify possible abuse or neglect of the pediatric patient.

## Area 6 Integration

	List appropriate assessment techniques for the pediatric patient.	Demonstrate appropriate assessment techniques for the pediatric patient.	Perform appropriate assessment techniques for the pediatric patient.	Perform appropriate assessment techniques for the pediatric patient.
	List the approach, treatment and transportation methods appropriate to the pediatric patient.	Integrate the approach, assessment, treatment and transportation of the patient.	Integrate the approach, assessment, treatment and transportation of the patient.	Integrate the approach, assessment, treatment and transportation of the patient.
	Describe communication techniques for use with patient, parents or primary caregiver(s).	Communicate information regarding care to patient, parents or primary caregiver(s).	Communicate information regarding care to patient, parents or primary caregiver(s).	Communicate information regarding care to patient, parents or primary caregiver(s).
	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.
<b>6.2.c Provide care for geriatric patient.</b>	<b>A</b>	<b>C</b>	<b>C</b>	<b>C</b>
	Define “geriatric patient”.	Define “geriatric patient”.	Define “geriatric patient”.	Define “geriatric patient”.
		Describe the aging process and its effect on the body.	Describe the aging process and its effect on the body.	Describe the aging process and its effect on the body.
	List normal assessment findings.	Describe normal assessment findings.	Describe normal assessment findings.	Describe normal assessment findings.
		Modify assessment approach.	Modify assessment approach.	Modify assessment approach.
	List common signs and symptoms associated with geriatric emergencies.	Identify common signs and symptoms associated with geriatric emergencies.	Discuss common signs and symptoms associated with geriatric emergencies.	Explain common signs and symptoms associated with geriatric emergencies.
	List common geriatric medical emergencies.	Identify common geriatric medical emergencies.	Discuss common geriatric medical emergencies.	Explain common geriatric medical emergencies.

## Area 6 Integration

	List common geriatric trauma emergencies.	Identify common geriatric trauma emergencies.	Discuss common geriatric trauma emergencies.	Discuss common geriatric trauma emergencies.
	Identify possible abuse or neglect of the geriatric patient.	Identify possible abuse or neglect of the geriatric patient.	Identify possible abuse or neglect of the geriatric patient.	Identify possible abuse or neglect of the geriatric patient.
	List appropriate assessment techniques for the geriatric patient.	Demonstrate appropriate assessment techniques for the geriatric patient.	Perform appropriate assessment techniques for the geriatric patient.	Perform appropriate assessment techniques for the geriatric patient.
	List the approach, treatment and transportation methods appropriate to the geriatric patient.	Integrate the approach, assessment, treatment and transportation of the patient.	Integrate the approach, assessment, treatment and transportation of the patient.	Integrate the approach, assessment, treatment and transportation of the patient.
	Describe communication techniques for use with patient, relatives or primary caregiver(s).	Communicate information regarding care to patient, relatives or primary caregiver(s).	Communicate information regarding care to patient, relatives or primary caregiver(s).	Communicate information regarding care to patient, relatives or primary caregiver(s).
	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.
<b>6.2.d Provide care for physically-challenged patient.</b>	<b>A</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Define "physically challenged patient".	Define "physically challenged patient".	Define "physically challenged patient".	Define "physically challenged patient".
		Modify assessment approach.	Modify assessment approach.	Modify assessment approach.
	List common medical emergencies associated with physically-challenged patients.	Identify common medical emergencies associated with physically-challenged patients.	Discuss common medical emergencies associated with physically-challenged patients.	Explain common medical emergencies associated with physically-challenged patients.

## Area 6 Integration

	List common trauma emergencies associated with physically-challenged patients.	Identify common trauma emergencies associated with physically-challenged patients.	Discuss common trauma emergencies associated with physically-challenged patients.	Discuss common trauma emergencies associated with physically-challenged patients.
	Identify possible abuse or neglect of the physically-challenged patient.	Identify possible abuse or neglect of the physically-challenged patient.	Identify possible abuse or neglect of the physically-challenged patient.	Identify possible abuse or neglect of the physically-challenged patient.
	List appropriate assessment techniques for the physically-challenged patient.	Demonstrate appropriate assessment techniques for the physically-challenged patient.	Perform appropriate assessment techniques for the physically-challenged patient.	Perform appropriate assessment techniques for the physically-challenged patient.
	List the approach, treatment and transportation methods appropriate to the physically-challenged patient.	Integrate the approach, assessment, treatment and transportation of the patient.	Integrate the approach, assessment, treatment and transportation of the patient.	Integrate the approach, assessment, treatment and transportation of the patient.
	Describe communication techniques for use with patient, relatives or primary caregiver(s).	Communicate information regarding care to patient, relatives or primary caregiver(s).	Communicate information regarding care to patient, relatives or primary caregiver(s).	Communicate information regarding care to patient, relatives or primary caregiver(s).
	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.
<b>6.2.e Provide care for mentally-challenged patient.</b>	<b>A</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Define "mentally-challenged patient".	Define "mentally-challenged patient".	Define "mentally-challenged patient".	Define "mentally-challenged patient".
		Modify assessment approach.	Modify assessment approach.	Modify assessment approach.



## Area 6 Integration

	List common medical emergencies associated with mentally-challenged patients.	Identify common medical emergencies associated with mentally-challenged patients.	Discuss common medical emergencies associated with mentally-challenged patients.	Explain common medical emergencies associated with mentally-challenged patients.
	List common trauma emergencies associated with mentally-challenged patients.	Identify common trauma emergencies associated with mentally-challenged patients.	Discuss common trauma emergencies associated with mentally-challenged patients.	Discuss common trauma emergencies associated with mentally-challenged patients.
	Identify possible abuse or neglect of the mentally-challenged patient.	Identify possible abuse or neglect of the mentally-challenged patient.	Identify possible abuse or neglect of the mentally-challenged patient.	Identify possible abuse or neglect of the mentally-challenged patient.
	List appropriate assessment techniques for the mentally-challenged patient.	Demonstrate appropriate assessment techniques for the mentally-challenged patient.	Perform appropriate assessment techniques for the mentally-challenged patient.	Perform appropriate assessment techniques for the mentally-challenged patient.
	List the approach, treatment and transportation methods appropriate to the mentally-challenged patient.	Integrate the approach, assessment, treatment and transportation of the patient.	Integrate the approach, assessment, treatment and transportation of the patient.	Integrate the approach, assessment, treatment and transportation of the patient.
	Describe communication techniques for use with patient, relatives or primary caregiver(s).	Communicate information regarding care to patient, relatives or primary caregiver(s).	Communicate information regarding care to patient, relatives or primary caregiver(s).	Communicate information regarding care to patient, relatives or primary caregiver(s).
	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.

## Area 6 Integration

<b>GENERAL COMPETENCY 6.3 Conduct ongoing assessments and provide care.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>6.3.a Conduct ongoing assessments based on patient presentation and interpret findings.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Demonstrate ongoing assessments based on patient presentation.	Adapt ongoing assessments based on patient presentation.	Adjust ongoing assessments based on patient presentation.	Integrate ongoing assessments based on patient presentation.
	Evaluate results of ongoing assessments.	Evaluate results of ongoing assessments.	Evaluate results of ongoing assessments.	Evaluate results of ongoing assessments.
	Integrate assessment and patient care procedures.	Integrate assessment and patient care procedures.	Integrate assessment and patient care procedures.	Integrate assessment and patient care procedures.
	Justify ongoing assessment decisions.	Justify ongoing assessment decisions.	Justify ongoing assessment decisions.	Justify ongoing assessment decisions.
<b>6.3.b Re-direct priorities based on assessment findings.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Demonstrate management priorities.	Adapt management priorities.	Adjust management priorities.	Integrate management priorities.
	Communicate changes to patient, family, or primary caregiver(s).	Communicate changes to patient, family, or primary caregiver(s).	Communicate changes to patient, family, or primary caregiver(s).	Communicate changes to patient, family, or primary caregiver(s).
	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.	Justify approach, assessment, care and transportation decisions.

## Area 7 Transportation

	EMR	PCP	ACP	CCP
<b>GENERAL COMPETENCY 7.1 Prepare ambulance for service.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>7.1a Conduct vehicle maintenance and safety check.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Identify components of a maintenance check.	Identify components of a maintenance check.	Identify components of a maintenance check.	Identify components of a maintenance check.
	Identify components of a safety check.	Identify components of a safety check.	Identify components of a safety check.	Identify components of a safety check.
	Demonstrate a maintenance check.	Perform a maintenance check.	Perform a maintenance check.	Perform a maintenance check.
	Demonstrate a safety check.	Perform a safety check.	Perform a safety check.	Perform a safety check.
<b>7.1.b Recognize conditions requiring removal of vehicle from service.</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
	List the conditions that require removal of a vehicle from service.	List the conditions that require removal of a vehicle from service.	List the conditions that require removal of a vehicle from service.	List the conditions that require removal of a vehicle from service.
<b>7.1.c Utilize all vehicle equipment &amp; vehicle devices within ambulance.</b>	<b>A</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Describe the purpose of all vehicle equipment.	Explain the purpose of all vehicle equipment.	Explain the purpose of all vehicle equipment.	Explain the purpose of all vehicle equipment.
	Describe the purpose of all vehicle devices.	Explain the purpose of all vehicle devices.	Explain the purpose of all vehicle devices.	Explain the purpose of all vehicle devices.
		Operate vehicle equipment correctly.	Operate vehicle equipment correctly.	Operate vehicle equipment correctly.
		Operate all vehicle devices correctly.	Operate all vehicle devices correctly.	Operate all vehicle devices correctly.
<b>GENERAL COMPETENCY 7.2 Drive ambulance or similar type vehicle.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>7.2.a Utilize defensive driving techniques.</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
	Describe principles of defensive driving.	Describe principles of defensive driving.	Describe principles of defensive driving.	Describe principles of defensive driving.
	Apply techniques of defensive driving.	Apply techniques of defensive driving.	Apply techniques of defensive driving.	Apply techniques of defensive driving.

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<b>7.2.b Utilize safe emergency driving techniques.</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
	Distinguish between driving characteristics of an ambulance and a passenger vehicle.	Distinguish between driving characteristics of an ambulance and a passenger vehicle.	Distinguish between driving characteristics of an ambulance and a passenger vehicle.	Distinguish between driving characteristics of an ambulance and a passenger vehicle.
	Distinguish between emergency driving and driving under normal conditions.	Distinguish between emergency driving and driving under normal conditions.	Distinguish between emergency driving and driving under normal conditions.	Distinguish between emergency driving and driving under normal conditions.
	Apply appropriate driving techniques.	Apply appropriate driving techniques.	Apply appropriate driving techniques.	Apply appropriate driving techniques.
	Describe relevant legislative requirements regarding the operation of an emergency vehicle.	Describe relevant legislative requirements regarding the operation of an emergency vehicle.	Describe relevant legislative requirements regarding the operation of an emergency vehicle.	Describe relevant legislative requirements regarding the operation of an emergency vehicle.
	Discuss potential reactions from other drivers.	Discuss potential reactions from other drivers.	Discuss potential reactions from other drivers.	Discuss potential reactions from other drivers.
<b>7.2.c Drive in a manner that ensures patient comfort and a safe environment for all passengers.</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
	Describe driving techniques for maximizing the safety of the working environment.	Describe driving techniques for maximizing the safety of the working environment.	Describe driving techniques for maximizing the safety of the working environment.	Describe driving techniques for maximizing the safety of the working environment.
<b>GENERAL COMPETENCY 7.3 Transfer patient to air ambulance.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>7.3.a Create safe landing zone for rotary-wing aircraft.</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
	List the required elements of a safe landing zone.	List the required elements of a safe landing zone.	List the required elements of a safe landing zone.	List the required elements of a safe landing zone.
	Describe procedure to create a safe landing zone.	Describe procedure to create a safe landing zone.	Describe procedure to create a safe landing zone.	Describe procedure to create a safe landing zone.

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<b>7.3.b Safely approach stationary rotary-wing aircraft.</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
	Describe the technique for safely approaching a rotary wing aircraft.	Describe the technique for safely approaching a rotary wing aircraft.	Describe the technique for safely approaching a rotary wing aircraft.	Describe the technique for safely approaching a rotary wing aircraft.
<b>7.3.c Safely approach stationary fixed-wing aircraft.</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
	Describe the technique for safely approaching a fixed-wing aircraft.	Describe the technique for safely approaching a fixed-wing aircraft.	Describe the technique for safely approaching a fixed-wing aircraft.	Describe the technique for safely approaching a fixed-wing aircraft.
<b>GENERAL COMPETENCY 7.4 Transport patient in air ambulance.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>7.4.a Prepare patient for air medical transport.</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
	Identify the unique patient care principles for air medical transport.	Identify the unique patient care principles for air medical transport.	Identify the unique patient care principles for air medical transport.	Identify the unique patient care principles for air medical transport.
	Describe the preparation of patient for air medical transport.	Describe the preparation of patient for air medical transport.	Describe the preparation of patient for air medical transport.	Describe the preparation of patient for air medical transport.
<b>7.4.b Recognize the stressors of flight on patient, crew and equipment, and the implications for patient care.</b>	<b>N</b>	<b>A</b>	<b>A</b>	<b>A</b>
		List the environmental factors and stresses experienced in flight.	List the environmental factors and stresses experienced in flight.	Adapt to the environmental factors and stresses experienced in flight.
		Describe how environmental factors and stresses may affect air medical patients.	Describe how environmental factors and stresses may affect air medical patients.	Evaluate how environmental factors and stresses may affect air medical patients.
		Modify techniques of care during flight.	Modify techniques of care during flight.	Modify techniques of care during flight.