



## **Scope of Practice Essential Competency Profiles**

**Property of:**

The College of Paramedics of Nova Scotia  
315 – 380 Bedford Hwy  
Halifax, NS, B3M 2L4

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## **ACKNOWLEDGEMENT**

The College of Paramedics of Nova Scotia Essential Competency Profiles is a hybrid of the National Occupational Competency Profile (NOCP) for Paramedicine as developed by the Paramedic Association of Canada (PAC), as well as the Nova Scotia Essential Competence Profiles as developed by Emergency Health Services Nova Scotia (EHSNS). Therefore, the College recognizes and acknowledges that its' document is very similar to that of both of these two organizations with specific modifications to meet the requirements of the College.

## Table of Contents

Introduction.....	1
Scope of the Profession.....	1
Class of Licensure Scope.....	2
Individual Scope of Practice.....	2
Scope of Employment.....	2
Purpose of the Essential Competence Profiles.....	3
Development of the College’s Essential Competence Profiles.....	3
Classes of License.....	4
Essential Competencies.....	4
Reading the Essential Competence Profiles.....	7
Essential Competencies	
Area 1 - Professional Responsibilities.....	8
Area 2 – Communication.....	18
Area 3 - Health & Safety.....	28
Area 4 - Assessment and Diagnostics.....	35
Area 5 – Therapeutics.....	63
Area 6 – Integration.....	104
Area 7 – Transportation.....	121
Area 8 - Health Promotion and Public Safety.....	125

## **Introduction to the College of Paramedics of Nova Scotia**

The College of Paramedics of Nova Scotia (the College) was established as a statutory body corporate (corporation) pursuant to Bill No. 123 of the 2<sup>nd</sup> Session 62<sup>nd</sup> General Assembly Nova Scotia 64 Elizabeth II, 2015 Government Bill, Paramedics Act, on April 1, 2017 and assumed responsibility for regulating the practice of paramedicine from Emergency Health Services Nova Scotia (EHSNS).

The Council of the College of Paramedics of Nova Scotia, through the Paramedic Act, Regulations and College By-Laws has the legal obligation and authority to manage and regulate the affairs and business of the College (Paramedics Act 2015 section 6 (1)), including the approval of the essential competency profiles for each class of licensure.

### **Scope of the Profession**

The scope of the profession, or legislated scope of practice for paramedics, is established by the Paramedics Act. The scope of the profession generally refers to the roles, functions and procedures the profession as a whole, are educated and authorized to perform, in accordance with the essential competences, and includes:

- conducting prevention, education and advocacy activities related to the practices and procedures performed by a paramedic,
- developing and evaluating policies and systems related to the practices and procedures performed by a paramedic,
- conducting research and providing education, consultation, management, administration and regulation in relation to the practices and procedures performed by a paramedic.

As self-regulating professionals, paramedics are:

- prepared through their education to make independent decisions when appropriate,
- always responsible and accountable for their own practice and actions,
- expected to practice autonomously when matters are within their own individual scope of practice, and
- to practise collaboratively when they require advice or direction from others is appropriate.

The scope of the profession is also informed by the College's Code of Ethics and Standards of Practice, Guidelines and Position Statements of the profession as well as the Essential Competency Profiles.

Paramedics are also accountable through the College of Paramedics of Nova Scotia Code of Ethics and Standards of Practice to collaborate when suitable. An example of this includes the requirement for paramedics to have a physician, licensed under the Medical Act in Nova Scotia, to provide either direct or indirect supervision of their practice, pursuant to Paramedics Act 34(2). It is imperative a paramedic recognize that the direct or indirect supervision of practice by a medical practitioner licensed, in Nova Scotia, does not supersede their responsibility to practice within their scope of practice.

## **Class of Licensure Scope**

The class of licensure scope refers to the roles, functions and procedures specific to each of the four classes of licensure within the scope of the profession: Primary, Intermediate, Advanced and Critical Care. Each paramedic is licensed within a specific class of licensure and is expected to adhere to the roles, functions and procedures for that class of licensure.

## **Individual Scope of Practice**

The individual scope of practice is specific to each paramedic. A paramedic may only perform activities and provide care or services that the paramedic is educated, authorized and competent to carry out. The individual scope of practice can be expanded or minimized by changes in the practice context and/or employer policies. The individual scope of practice is based upon a paramedic's:

- entry to practice education,
- practice experience,
- current practice setting (clinical, education, prevention, advocacy, consultation, management, administration, research, regulation, etc.), and
- formal and informal education completed over the course of a paramedic's career.

As a paramedic moves between employers their individual scope of practice changes and they are required to maximize their individual scope of practice over time. Individual scope of practice can be expanded through new knowledge and qualifications or learning new activities and/or skills. However, it can never exceed the class of licensure scope or practice of the profession.

## **Scope of Employment**

Scope of employment is the description of a paramedic's role within the employment setting. It is defined through employer descriptions, policies, procedures, processes, education, evaluation, and guidelines. An individual's scope of practice is often confined or defined by scope of employment. Scope of employment often impacts the individual scope of practice by narrowing a paramedic's practice to activities that are specific to the employment setting. Scope of employment changes from employment setting to employment setting. Like the parameters around the individual scope of practice, the employment scope may not exceed the scope of the profession.

As a self-regulated health professional, a paramedic is responsible to govern their practice, accordingly, based on their knowledge, skills and role within the health care system or setting they practice in.

## **Purpose of Essential Competencies Profiles**

The term “competence” refers to an individual’s capability to apply a set of related knowledge, skills and abilities required to successfully perform a specific function. Therefore,

This Essential Competency Profiles document captures and identifies the competencies for each class of licensure within the Paramedics Legislation. The purpose of the competence profiles is to identify the skills, knowledge, and abilities required by each class of licensure.

Paramedics have an ongoing obligation to meet the standards established by the essential competency profile associated with their class of licensure and to demonstrate ongoing competency. Therefore, these essential competencies will:

- Identify and define the specific competencies for each class of license;
- Serve as a guide for paramedics to meet the College’s Continuing Competency Program Requirements; and,
- Identify the paramedics essential competencies to stakeholders, such as the public, other health care professionals and employers.

## **Development of the College’s Essential Competency Profiles**

In accordance with Paramedics Regulation 37 the Council is responsible for establishing the essential competencies for each class of license and in doing so, approved the College of Paramedics of Nova Scotia Essential Competency Profiles.

The College of Paramedics of Nova Scotia Essential Competency Profiles is a hybrid of the National Occupational Competency Profile (NOCP) for Paramedicine as developed by the Paramedic Association of Canada (PAC), as well as the Nova Scotia Essential Competency Profiles as developed by Emergency Health Services Nova Scotia (EHSNS). How the College developed its competency profiles is described below.

First, the College reviewed both the PAC NOCP and the EHSNS Essential Competency Profiles, the College:

- Acknowledged that prior to 2000, the Paramedic Association of Canada (PAC) had received support from, the Government of Canada, in the form of funding, as well as hundreds of paramedics, employers and other key stakeholders to create the National Occupational Competency Profile (NOCP). PAC released the initial document in 2000 with an update in 2001; then in October 2011, they released a revised NOCP.
- Recognized that prior to April 1, 2017 EHSNS, as the former regulator of the practice of paramedicine in NS, it had implemented its own Essential Competencies Document, separate from the PAC NOCP and that when the College assumed the responsibility for regulating the practice of paramedicine, EHSNS was revising its profiles.

It was during the review of these documents that the College recognized a few key points. First, neither document detailed the competencies that were to be performed by an Intermediate Care Paramedic and second, the EHSNS Essential Competencies Profiles detailed competencies for the Primary Care Paramedic,

Advanced Care Paramedic and Critical Care Paramedic beyond that of those described in the PAC NOCP. Finally, with respect to the PAC NOCP, the College felt that the language used for the various sub-competencies required more standardization across each class of licensure.

Next, the College engaged in meetings with EHSNS, as well as the largest paramedic employers in Nova Scotia, to obtain a clear understanding of the competencies being performed by paramedics in their various work environments, such as ground and air ambulance, emergency departments, and collaborative emergency centres.

It was based upon all this information that the College chose to establish its own Essential Competency Profiles, as opposed to strictly adhering to the NOCP developed by PAC or the Essential Competency Profiles developed by EHSNS.

### **Classes of Licensure**

Per Paramedics Regulation 3, the College recognizes four classes of licenses, they include:

- **Primary Care Paramedics (PCPs)**
- **Intermediate Care Paramedics (ICPs)**
- **Advanced Care Paramedics (ACPs)**
- **Critical Care Paramedics (CCPs)**

The classes of licensure are tiered, in that each successive class of license incorporates and exceeds the competencies of the previous level.

Note: The ICP class of license emerged in Nova Scotia during the development of the Emergency Health Services Nova Scotia (EHSNS) system. The ICP practitioner, generally completed an EHSNS, in-house, or recognized, educational program. This level of practitioner provides a higher level of care than the PCP, but not as high a level of care as the Advanced Care Paramedic. ICPs are no longer being registered; however, those currently in the College's Register will remain licensed as ICP's until they retire or their class of licensure changes.

### **Essential Competencies**

The Essential Competencies for each Class of Licensure are based upon eight (8) competency areas, each of which contains several general competencies, which in-turn, branch into more specific sub-competencies for that general competency. The eight (8) competency areas and their associated general competencies include:

- **Area 1 - Professional Responsibilities**
  - 1.1 Function as a professional.
  - 1.2 Participate in continuing education and professional development.
  - 1.3 Possess an understanding of the medicolegal aspects of the profession.
  - 1.4 Recognize and comply with relevant provincial and federal legislation.

- 1.5 Function effectively in a team environment.
- 1.6 Make decisions effectively.
- 1.7 Manage scenes with actual and potential forensic implications.
- Area 2 – Communication
  - 2.1 Practice effective oral communication skills.
  - 2.2 Practice effective written communication skills.
  - 2.3 Practice effective non-verbal communication skills.
  - 2.4 Practice effective interpersonal relations.
- Area 3 - Health & Safety
  - 3.1 Maintain good physical and mental health.
  - 3.2 Practice safe lifting and moving techniques.
  - 3.3 Create and maintain a safe work environment.
- Area 4 - Assessment and Diagnostics
  - 4.1 Conduct triage in a multiple-patient incident.
  - 4.2 Obtain patient history.
  - 4.3 Conduct complete physical assessment demonstrating appropriate use of inspection, palpation, percussion and auscultation.
  - 4.4 Assess vital signs.
  - 4.5 Utilize diagnostic tests.
- Area 5 – Therapeutics
  - 5.1 Maintain patency of upper airway and trachea.
  - 5.2 Prepare oxygen delivery devices.
  - 5.3 Deliver oxygen and administer manual ventilation.
  - 5.4 Utilize ventilation equipment.
  - 5.5 Implement measures to maintain hemodynamic stability.
  - 5.6 Provide basic care for soft tissue injuries.
  - 5.7 Immobilize actual and suspected fractures.
  - 5.8 Administer medications.
- Area 6 – Integration
  - 6.1 Utilize differential diagnosis skills, decision-making skills and psychomotor skills in providing care to patients.
  - 6.2 Provide care to meet the needs of unique patient groups.
  - 6.3 Conduct ongoing assessments and provide care.
- Area 7 – Transportation
  - 7.1 Prepare ambulance for service.
  - 7.2 Drive ambulance or emergency response vehicle.
  - 7.3 Transfer patient to air ambulance.
  - 7.4 Transport patient in air ambulance.

- Area 8 - Health Promotion and Public Safety
  - 8.1 Integrate professional practice into community care.
  - 8.2 Contribute to public safety through collaboration with other emergency response agencies.
  - 8.3 Participate in the management of a chemical, biological, radiological/nuclear, explosion (CBRNE) incident.

## Reading the Essential Competency Profiles

To read the Essential Competency Profiles first review the information and table below. Looking at the table below you can identify the following:

- Competency Area – in this table it is 1.0 Professional Responsibilities
- General Competence – in this table it is 1.1 Function as a Professional.
- Specific Competence – in this table it is 1.1.a Maintain patient dignity.
- Class of Licensure – Listed at the top of each column
- If the competence is applicable to the class of licensure – it is so indicated with a “Y” for yes, or “N” for no at the top of the column
- Sub-Competencies – Listed under each class of licensure

1.0 Professional Responsibilities				
1.1 Function as a professional				
1.1.a Maintain patient dignity				
	PCP	ICP	ACP	CCP
	Y	Y	Y	Y
I	Discuss "dignity".	Discuss "dignity".	Discuss "dignity".	Discuss "dignity".
II	Identify cultural characteristics that impact patient dignity.	Identify cultural characteristics that impact patient dignity.	Identify cultural characteristics that impact patient dignity.	Identify cultural characteristics that impact patient dignity.
III	Acknowledge cultural differences.	Acknowledge cultural differences.	Acknowledge cultural differences.	Acknowledge cultural differences.
IV	Acknowledge personal privacy.	Acknowledge personal privacy.	Acknowledge personal privacy.	Acknowledge personal privacy.
V	Demonstrate empathy.	Demonstrate empathy.	Demonstrate empathy.	Demonstrate empathy.
VI	Integrate care appropriate to situation.	Integrate care appropriate to situation.	Integrate care appropriate to situation.	Integrate care appropriate to situation.
VII	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.	Adapt care appropriate to the needs of special populations.

## 1.0 Professional Responsibilities

### 1.1 Function as a professional

	PCP	ICP	ACP	CCP
<b>1.1.a Maintain patient dignity</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	Discuss "dignity".	Discuss "dignity".	Discuss "dignity".	Discuss "dignity".
II	Identify cultural characteristics that impact patient dignity.	Identify cultural characteristics that impact patient dignity.	Identify cultural characteristics that impact patient dignity.	Identify cultural characteristics that impact patient dignity.
III	Acknowledge cultural differences.	Acknowledge cultural differences.	Acknowledge cultural differences.	Acknowledge cultural differences.
IV	Acknowledge personal privacy.	Acknowledge personal privacy.	Acknowledge personal privacy.	Acknowledge personal privacy.
V	Demonstrate empathy.	Demonstrate empathy.	Demonstrate empathy.	Demonstrate empathy.
VI	Integrate care appropriate to situation.	Integrate care appropriate to situation.	Integrate care appropriate to situation.	Integrate care appropriate to situation.
VII	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.	Adapt care appropriate to the needs of special populations.
<b>1.1.b Reflect professionalism through use of appropriate language</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	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.	Distinguish language appropriate for patients, peers and other professions.
II	Choose language appropriate to situation.	Choose language appropriate to situation.	Choose language appropriate to situation.	Choose language appropriate to situation.
III	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>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	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.

II	Identify characteristics of personal hygiene.	Identify characteristics of personal hygiene.	Identify characteristics of personal hygiene.	Identify characteristics of personal hygiene.
III	Acknowledge appearance and personal hygiene.	Acknowledge appearance and personal hygiene.	Acknowledge appearance and personal hygiene.	Acknowledge appearance and personal hygiene.
IV	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.	Integrate knowledge of situation and environment to dress appropriately.
V	Demonstrate personal hygiene.	Demonstrate personal hygiene.	Demonstrate personal hygiene.	Demonstrate personal hygiene.
<b>1.1.d Maintain appropriate personal interaction with patients</b>				
	Y	Y	Y	Y
I	Discuss appropriate personal interaction.	Discuss appropriate personal interaction.	Discuss appropriate personal interaction.	Discuss appropriate personal interaction.
II	Discuss inappropriate personal interaction.	Discuss inappropriate personal interaction.	Discuss inappropriate personal interaction.	Discuss inappropriate personal interaction.
III	Demonstrate appropriate personal interaction with patients.	Demonstrate appropriate personal interaction with patients.	Demonstrate appropriate personal interaction with patients.	Demonstrate appropriate personal interaction with patients.
IV	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>				
	Y	Y	Y	Y
I	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.	Discuss legislative and regulatory requirements related to patient confidentiality.
II	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.
III	Integrate confidentiality into effective patient care.	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>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	Explain common quality assurance and enhancement processes.	Explain common quality assurance and enhancement processes.	Analyse common quality assurance and enhancement processes.	Analyse common quality assurance and enhancement processes.
II	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 Promote awareness of EMS system and profession</b>				
	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	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.
II	Describe characteristics of emergency medical services in Canada.	Describe characteristics of emergency medical services in Canada.	Describe characteristics of emergency medical services in Canada.	Describe characteristics of emergency medical services in Canada.
III	Discuss emergency medical services in Canada.	Discuss emergency medical services in Canada.	Analyse strengths and weaknesses of emergency medical services in Canada.	Analyse strengths and weaknesses of emergency medical services in Canada.
<b>1.1.h Participate in professional association</b>				
	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	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.
II	Describe the role of professional associations.	Describe the role of professional associations.	Describe the role of professional associations.	Describe the role of professional associations.
III	Discuss participation in professional association(s).	Discuss participation in professional association(s).	Discuss participation in professional association(s).	Discuss participation in professional association(s).
IV	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).

1.1.i Behave ethically				
	Y	Y	Y	Y
I	Define ethics.	Define ethics.	Define ethics.	Define ethics.
II	Evaluate "ethical behaviour".	Evaluate "ethical behaviour".	Evaluate "ethical behaviour".	Evaluate "ethical behaviour".
III	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.
IV	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.	Integrate ethical behaviour with patients, peers, co-workers, medical staff and allied agencies.
1.1.j Function as patient advocate				
	Y	Y	Y	Y
I	Define "patient advocacy".	Define "patient advocacy".	Define "patient advocacy".	Define "patient advocacy".
II	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.
III	Explain ways in which a practioner can advocate for patients.	Explain ways in which a practioner can advocate for patients.	Explain ways in which a practioner can advocate for patients.	Explain ways in which a practioner can advocate for patients.
IV	Value patient advocacy.	Value patient advocacy.	Value patient advocacy.	Value patient advocacy.
V	Integrate advocacy to patient care.	Integrate advocacy to patient care.	Integrate advocacy to patient care.	Integrate advocacy to patient care.
1.2 Participate in continuing education and professional development				
	PCP	ICP	ACP	CCP
1.2.a Develop personal plan for continuing professional development				
	Y	Y	Y	Y
I	Describe professional development.	Describe professional development.	Describe professional development.	Describe professional development.
II	Evaluate professional development options.	Evaluate professional development options.	Evaluate professional development options.	Evaluate professional development options.
III	Value professional development.	Value professional development.	Value professional development.	Value professional development.

1.2.b Self-evaluate and set goals for improvement, as related to professional practice				
	Y	Y	Y	Y
I	Discuss strategies for professional improvement.	Discuss strategies for professional improvement.	Discuss strategies for professional improvement.	Discuss strategies for professional improvement.
II	Value goal setting and self-evaluation.	Value goal setting and self-evaluation.	Value goal setting and self-evaluation.	Value goal setting and self-evaluation.
1.2.c Interpret evidence in medical literature and assess relevance to practice				
	Y	Y	Y	Y
I	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.	Explain the importance of research in emergency medical services.
II	Define academic research.	Define academic research.	Define academic research.	Define academic research.
III	Distinguish qualitative and quantitative research methodology.	Distinguish qualitative and quantitative research methodology.	Discuss qualitative and quantitative research methodology.	Discuss qualitative and quantitative research methodology.
IV	Identify ethical considerations in research.	Identify ethical considerations in research.	Discuss ethical considerations in research.	Discuss ethical considerations in research.
V	Define evidence based practice.	Define evidence based practice.	Define evidence based practice.	Define evidence based practice.
VI	Identify a research question.	Identify a research question.	Identify a research question.	Identify a research question.
VII	Identify sources of research evidence.	Identify sources of research evidence.	Identify sources of research evidence.	Discuss sources of research evidence.
VIII	Identify levels of evidence.	Identify levels of evidence.	Discuss levels of evidence.	Discuss levels of evidence.
IX	Review Literature.	Review Literature.	Review Literature.	Review Literature.
X	Analyse research evidence.	Analyse research evidence.	Analyse research evidence.	Evaluate research evidence.
XI	Discuss applicability of research findings to practice.	Discuss applicability of research findings to practice.	Apply research findings to personal practice.	Apply research findings to personal practice.
1.2.d Make Presentations				
	Y	Y	Y	Y
I	Present information to a group in a clear and organized fashion.	Present information to a group in a clear and organized fashion.	Present information to a group in a clear and organized fashion.	Present information to a group in a clear and organized fashion.
II	Facilitate group discussion.	Facilitate group discussion.	Facilitate group discussion.	Facilitate group discussion.

1.3 Possess an understanding of the medicolegal aspects of the profession				
	PCP	ICP	ACP	CCP
<b>1.3.a Value scope of practice</b>				
	Y	Y	Y	Y
I	Define "scope of practice".	Define "scope of practice".	Define "scope of practice".	Define "scope of practice".
II	Discuss the role of Medical Oversight.	Discuss the role of Medical Oversight.	Discuss the role of Medical Oversight.	Discuss the role of Medical Oversight.
III	Discuss protocols, standing orders, directives and guidelines.	Discuss protocols, standing orders, directives and guidelines.	Discuss protocols, standing orders, directives and guidelines.	Discuss protocols, standing orders, directives and guidelines.
IV	Identify variances in specific protocols / standing orders / advanced directives between various clinical sites.	Identify variances in specific protocols / standing orders / advanced directives between various clinical sites.	Identify variances in specific protocols / standing orders / advanced directives between various clinical sites.	Identify variances in specific protocols / standing orders / advanced directives between various clinical sites.
V	Discuss the process to be followed for situations not covered by protocols, standing orders, directives or guidelines.	Discuss the process to be followed for situations not covered by protocols, standing orders, directives or guidelines.	Discuss the process to be followed for situations not covered by protocols, standing orders, directives or guidelines.	Discuss the process to be followed for situations not covered by protocols, standing orders, directives or guidelines.
VI	Justify deviating from protocols, standing orders, directives and guidelines.	Justify deviating from protocols, standing orders, directives and guidelines.	Justify deviating from protocols, standing orders, directives and guidelines.	Justify deviating from protocols, standing orders, directives and guidelines.
VII	Communicate scope of practice.	Communicate scope of practice.	Communicate scope of practice.	Communicate scope of practice.
<b>1.3.b Recognize the rights of the patient and the implications on the role of the provider</b>				
	Y	Y	Y	Y
I	Identify legislative requirements.	Identify legislative requirements.	Identify legislative requirements.	Identify legislative requirements.
II	Discuss 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.
III	Value patient rights.	Value patient rights.	Value patient rights.	Value patient rights.

1.3.c Include all pertinent and required information on reports and medical records				
	Y	Y	Y	Y
I	Organize information for documentation.	Organize information for documentation.	Organize information for documentation.	Organize information for documentation.
II	Apply principles of correct documentation.	Apply principles of correct documentation.	Apply principles of correct documentation.	Apply principles of correct documentation.
III	Acknowledge the importance of appropriate documentation.	Acknowledge the importance of appropriate documentation.	Acknowledge the importance of appropriate documentation.	Acknowledge the importance of appropriate documentation.
IV	Perform proper documentation.	Perform proper documentation.	Perform proper documentation.	Perform proper documentation.
1.4 Recognize and comply with relevant provincial and federal legislation				
	PCP	ICP	ACP	CCP
1.4.a Function within relevant legislation, policies and procedures				
	Y	Y	Y	Y
I	Discuss legislation, policies and procedures.	Discuss legislation, policies and procedures.	Discuss legislation, policies and procedures.	Discuss legislation, policies and procedures.
II	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.
III	Perform in a manner consistent with legislation, policies and procedures.	Perform in a manner consistent with legislation, policies and procedures.	Perform in a manner consistent with legislation, policies and procedures.	Perform in a manner consistent with legislation, policies and procedures.
1.5 Function effectively in a team environment				
	PCP	ICP	ACP	CCP
1.5.a Work collaboratively with a partner				
	Y	Y	Y	Y
I	Discuss characteristics of interpersonal relationships.	Discuss characteristics of interpersonal relationships.	Discuss characteristics of interpersonal relationships.	Discuss characteristics of interpersonal relationships.
II	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.
III	Integrate teamwork into the provision of care.	Integrate teamwork into the provision of care.	Integrate teamwork into the provision of care.	Integrate teamwork into the provision of care.

IV	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.	Adapt to work co-operatively as a team member.
<b>1.5.b Accept and deliver constructive feedback</b>				
	Y	Y	Y	Y
I	Discuss constructive feedback.	Discuss constructive feedback.	Discuss constructive feedback.	Discuss constructive feedback.
II	Receive constructive feedback.	Receive constructive feedback.	Receive constructive feedback.	Receive constructive feedback.
III	Acknowledge constructive feedback.	Acknowledge constructive feedback.	Acknowledge constructive feedback.	Acknowledge constructive feedback.
IV	Communicate with the intent to provide 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.
V	Integrate constructive feedback within professional practice.	Integrate constructive feedback within professional practice.	Integrate constructive feedback within professional practice.	Integrate constructive feedback within professional practice.
<b>1.6 Make decisions effectively</b>				
	PCP	ICP	ACP	CCP
<b>1.6.a Employ reasonable and prudent judgment</b>				
	Y	Y	Y	Y
I	Discuss reasonable and prudent judgement.	Discuss reasonable and prudent judgement.	Discuss reasonable and prudent judgement.	Discuss reasonable and prudent judgement.
II	Value reasonable and prudent judgement.	Value reasonable and prudent judgement.	Value reasonable and prudent judgement.	Value reasonable and prudent judgement.
III	Integrate 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>				
	Y	Y	Y	Y
I	Discuss effective problem solving.	Discuss effective problem solving.	Discuss effective problem solving.	Discuss effective problem solving.
II	Apply effective problem solving.	Apply effective problem solving.	Apply effective problem solving.	Apply effective problem solving.
III	Value the process of problem solving.	Value the process of problem solving.	Value the process of problem solving.	Value the process of problem solving.

IV	Integrate problem solving.	Integrate problem solving.	Integrate problem solving.	Integrate problem solving.
<b>1.6.c Delegate tasks appropriately</b>				
	Y	Y	Y	Y
I	Discuss appropriate task delegation.	Discuss appropriate task delegation.	Discuss appropriate task delegation.	Discuss appropriate task delegation.
II	Discuss 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.
III	Value importance of leadership.	Value importance of leadership.	Value importance of leadership.	Value importance of leadership.
IV	Perform task delegation.	Perform task delegation.	Integrate task delegation.	Integrate task delegation.
<b>1.7 Manage scenes with actual or potential forensic implications</b>				
	PCP	ICP	ACP	CCP
<b>1.7.a Collaborate with law enforcement agencies in the management of crime scenes</b>				
	Y	Y	Y	Y
I	Discuss criminal law as it applies to paramedic practice.	Discuss criminal law as it applies to paramedic practice.	Discuss criminal law as it applies to paramedic practice.	Discuss criminal law as it applies to paramedic practice.
II	Discuss common characteristics of real or potential crime scenes.	Discuss common characteristics of real or potential crime scenes.	Discuss common characteristics of real or potential crime scenes.	Discuss common characteristics of real or potential crime scenes.
III	Discuss the role of the paramedic in the management of real or potential crime scenes.	Discuss the role of the paramedic in the management of real or potential crime scenes.	Discuss the role of the paramedic in the management of real or potential crime scenes.	Discuss the role of the paramedic in the management of real or potential crime scenes.
IV	Manage patients in real or potential crime scenes.	Manage patients in real or potential crime scenes.	Manage patients in real or potential crime scenes.	Manage patients in real or potential crime scenes.
V	Adapt scene management to the specific needs of a crime scene.	Adapt scene management to the specific needs of a crime scene.	Adapt scene management to the specific needs of a crime scene.	Adapt scene management to the specific needs of a crime scene.
VI	Discuss the potential roles of a paramedic in a specialized law enforcement team.	Discuss the potential roles of a paramedic in a specialized law enforcement team.	Discuss the potential roles of a paramedic in a specialized law enforcement team.	Discuss the potential roles of a paramedic in a specialized law enforcement team.

VII	Describe the benefits of accurate note taking in real or potential crime scenes.	Describe the benefits of accurate note taking in real or potential crime scenes.	Describe the benefits of accurate note taking in real or potential crime scenes.	Describe the benefits of accurate note taking in real or potential crime scenes.
VIII	Maintain notes appropriate to real or potential crime scenes.	Maintain notes appropriate to real or potential crime scenes.	Maintain notes appropriate to real or potential crime scenes.	Maintain notes appropriate to real or potential crime scenes.
IX	Discuss the requirements of legal testimony.	Discuss the requirements of legal testimony.	Discuss the requirements of legal testimony.	Discuss the requirements of legal testimony.
<b>1.7.b Comply with ethical and legal reporting requirements for situations of abuse</b>				
	Y	Y	Y	Y
I	Describe the ethical and legal requirements for reporting real or suspected situations of abuse from ethical and legal perspectives.	Describe the ethical and legal requirements for reporting real or suspected situations of abuse from ethical and legal perspectives.	Describe the ethical and legal requirements for reporting real or suspected situations of abuse from ethical and legal perspectives.	Describe the ethical and legal requirements for reporting real or suspected situations of abuse from ethical and legal perspectives.
II	Comply with reporting requirements.	Comply with reporting requirements.	Comply with reporting requirements.	Comply with reporting requirements.
III	Adapt care and scene management to fulfill reporting requirements.	Adapt care and scene management to fulfill reporting requirements.	Adapt care and scene management to fulfill reporting requirements.	Adapt care and scene management to fulfill reporting requirements.

## 2.0 Communication

### 2.1 Practice effective oral communication skills

PCP

ICP

ACP

CCP

#### 2.1.a Deliver an organized, accurate and relevant report utilizing telecommunication devices

Y

Y

Y

Y

I	Identify relevant legislation and regulations.	Identify relevant legislation and regulations.	Identify relevant legislation and regulations.	Identify relevant legislation and regulations.
II	List the components of effective telecommunication.	List the components of effective telecommunication.	List the components of effective telecommunication.	List the components of effective telecommunication.
III	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.
IV	Organize information for a telecommunication report.	Organize information for a telecommunication report.	Organize information for a telecommunication report.	Organize information for a telecommunication report.
V	Identify various telecommunication devices.	Identify various telecommunication devices.	Identify various telecommunication devices.	Identify various telecommunication devices.
VI	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.
VII	Operate various telecommunication devices.	Operate various telecommunication devices.	Operate various telecommunication devices.	Operate various telecommunication devices.
VIII	Perform 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.

#### 2.1.b Deliver an organized, accurate and relevant verbal report

Y

Y

Y

Y

I	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.
II	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.

III	Organize information for a verbal report.	Organize information for a verbal report.	Organize information for a verbal report.	Organize information for a verbal report.
IV	Perform 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>				
	Y	Y	Y	Y
I	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.
II	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.
III	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 cared for</b>				
	Y	Y	Y	Y
I	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.
II	Evaluate patient comprehension.	Evaluate patient comprehension.	Evaluate patient comprehension.	Evaluate patient comprehension.
III	Communicate to patient their situation and how they will be cared for.	Communicate to patient their situation and how they will be cared for.	Communicate to patient their situation and how they will be cared for.	Communicate to patient their situation and how they will be cared for.
IV	Adapt communication based on patient's apparent comprehension.	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>				
	Y	Y	Y	Y
I	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.

II	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.
III	Discuss 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.
IV	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.
V	Adapt 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>				
	Y	Y	Y	Y
I	Identify basic communication needs.	Identify basic communication needs.	Identify basic communication needs.	Identify basic communication needs.
II	Describe common communication barriers.	Describe common communication barriers.	Describe common communication barriers.	Describe common communication barriers.
III	Discuss 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.
IV	Adapt communication techniques effectively.	Adapt communication techniques effectively.	Adapt communication techniques effectively.	Adapt communication techniques effectively.
<b>2.1.g Use appropriate terminology</b>				
	Y	Y	Y	Y
I	Define common medical terminology.	Define common medical terminology.	Define common medical terminology.	Define common medical terminology.
II	Integrate medical and non medical terminology.	Integrate medical and non medical terminology.	Integrate medical and non medical terminology.	Integrate medical and non medical terminology.

2.2 Practice effective written communication skills				
	PCP	ICP	ACP	CCP
2.2.a Record organized, accurate and relevant patient information				
	Y	Y	Y	Y
I	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.
II	Communicate accurate, organized and relevant documentation.	Communicate accurate, organized and relevant documentation.	Communicate accurate, organized and relevant documentation.	Communicate accurate, organized and relevant documentation.
2.2.b Prepare professional correspondence				
	Y	Y	Y	Y
I	List common items of professional correspondence.	List common items of professional correspondence.	List common items of professional correspondence.	List common items of professional correspondence.
II	Describe essential elements of professional correspondence.	Describe essential elements of professional correspondence.	Describe essential elements of professional correspondence.	Describe essential elements of professional correspondence.
2.3 Practice effective non-verbal communication skills				
	PCP	ICP	ACP	CCP
2.3.a Employ effective non-verbal behaviour				
	Y	Y	Y	Y
I	Describe non-verbal behaviours.	Describe non-verbal behaviours.	Describe non-verbal behaviours.	Describe non-verbal behaviours.
II	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.
III	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
IV	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.

V	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 growth and development factors that may affect non-verbal communication.
VI	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.	Identify personal factors that may affect non-verbal communication.
VII	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.
VIII	Demonstrate non-verbal behaviour that positively impacts communication.	Demonstrate non-verbal behaviour that positively impacts communication.	Demonstrate non-verbal behaviour that positively impacts communication.	Demonstrate non-verbal behaviour that positively impacts communication.
<b>2.3.b Practice active listening techniques</b>				
	Y	Y	Y	Y
I	Define "active listening".	Define "active listening".	Define "active listening".	Define "active listening".
II	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.
III	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.	Perform active listening in interactions with colleagues, patients and others.
IV	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>				
	Y	Y	Y	Y
I	List behaviours that help establish trust.	List behaviours that help establish trust.	List behaviours that help establish trust.	List behaviours that help establish trust.
II	List behaviours that help establish rapport.	List behaviours that help establish rapport.	List behaviours that help establish rapport.	List behaviours that help establish rapport.

III	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.
IV	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.
V	Demonstrate behaviour that promotes trust and rapport.	Demonstrate behaviour that promotes trust and rapport.	Demonstrate behaviour that promotes trust and rapport.	Demonstrate behaviour that promotes trust and rapport.
<b>2.3.d Recognize and react appropriately to non-verbal behaviours</b>				
	Y	Y	Y	Y
I	Distinguish threatening and non-life-threatening behaviours.	Distinguish threatening and non-life-threatening behaviours.	Distinguish threatening and non-life-threatening behaviours.	Distinguish threatening and non-life-threatening behaviours.
II	Identify behaviours that diffuse hostility.	Identify behaviours that diffuse hostility.	Identify behaviours that diffuse hostility.	Identify behaviours that diffuse hostility.
III	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.	Discuss behaviours that may provoke hostile behaviour in others.
IV	Evaluate reactions to positive and negative patient behaviours.	Evaluate reactions to positive and negative patient behaviours.	Evaluate reactions to positive and negative patient behaviours.	Evaluate reactions to positive and negative patient behaviours.
V	Choose appropriate patient care options.	Choose appropriate patient care options.	Choose appropriate patient care options.	Choose appropriate patient care options.
VI	Demonstrate ability to manage hostile situations.	Demonstrate ability to manage hostile situations.	Demonstrate ability to manage hostile situations.	Demonstrate ability to manage hostile situations.
<b>2.4 Practice effective interpersonal relations</b>				
	PCP	ICP	ACP	CCP
<b>2.4.a Treat others with respect</b>				
	Y	Y	Y	Y
I	Define "respect".	Define "respect".	Define "respect".	Define "respect".
II	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.

III	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.
IV	Value respect in patient care.	Value respect in patient care.	Value respect in patient care.	Value respect in patient care.
V	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.
VI	Adjust actions as appropriate, consistent with other's expectations of respectful behaviour.	Adjust actions as appropriate, consistent with other's expectations of respectful behaviour.	Adjust actions as appropriate, consistent with other's expectations of respectful behaviour.	Adjust actions as appropriate, consistent with other's expectations of respectful behaviour.
<b>2.4.b Exhibit empathy and compassion while providing care</b>				
	Y	Y	Y	Y
I	Define "empathy".	Define "empathy".	Define "empathy".	Define "empathy".
II	Define "compassion".	Define "compassion".	Define "compassion".	Define "compassion".
III	Define "sympathy".	Define "sympathy".	Define "sympathy".	Define "sympathy".
IV	Distinguish between empathy, sympathy and compassion.	Distinguish between empathy, sympathy and compassion.	Distinguish between empathy, sympathy and compassion.	Distinguish between empathy, sympathy and compassion.
V	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.
VI	Value empathy and compassion.	Value empathy and compassion.	Value empathy and compassion.	Value empathy and compassion.
VII	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 persons exhibiting emotional reactions</b>				
	Y	Y	Y	Y
I	List common emotional reactions exhibited by patients, relatives, bystanders and paramedics.	List common emotional reactions exhibited by patients, relatives, bystanders and paramedics.	List common emotional reactions exhibited by patients, relatives, bystanders and paramedics.	List common emotional reactions exhibited by patients, relatives, bystanders and paramedics.
II	List common coping mechanisms.	List common coping mechanisms.	List common coping mechanisms.	List common coping mechanisms.

III	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.
IV	Identify verbal means of supporting others displaying emotional reactions and coping mechanisms.	Identify verbal means of supporting others displaying emotional reactions and coping mechanisms.	Identify verbal means of supporting others displaying emotional reactions and coping mechanisms.	Identify verbal means of supporting others displaying emotional reactions and coping mechanisms.
V	Identify non-verbal means of supporting others displaying emotional reactions and coping mechanisms.	Identify non-verbal means of supporting others displaying emotional reactions and coping mechanisms.	Identify non-verbal means of supporting others displaying emotional reactions and coping mechanisms.	Identify non-verbal means of supporting others displaying emotional reactions and coping mechanisms.
VI	Value the provision of emotional support.	Value the provision of emotional support.	Value the provision of emotional support.	Value the provision of emotional support.
VII	Demonstrate behaviours that provide emotional support.	Demonstrate behaviours that provide emotional support.	Demonstrate behaviours that provide emotional support.	Demonstrate behaviours that provide emotional support.
VIII	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.
<b>2.4.d Act in a confident manner</b>				
	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	Discuss confidence.	Discuss confidence.	Discuss confidence.	Discuss confidence.
II	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.
III	Identify risks associated with over confidence.	Identify risks associated with over confidence.	Identify risks associated with over confidence.	Identify risks associated with over confidence.
IV	Choose behaviours that display confidence.	Choose behaviours that display confidence.	Choose behaviours that display confidence.	Choose behaviours that display confidence.
V	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.

2.4.e Act assertively as required				
	Y	Y	Y	Y
I	Discuss assertive behaviour.	Discuss assertive behaviour.	Discuss assertive behaviour.	Discuss assertive behaviour.
II	Discuss aggressive behaviour.	Discuss aggressive behaviour.	Discuss aggressive behaviour.	Discuss aggressive behaviour.
III	Distinguish assertive and aggressive behaviour.	Distinguish assertive and aggressive behaviour.	Distinguish assertive and aggressive behaviour.	Distinguish assertive and aggressive behaviour.
IV	Describe techniques of assertive behaviour.	Describe techniques of assertive behaviour.	Describe techniques of assertive behaviour.	Describe techniques of assertive behaviour.
V	Evaluate assertive behaviour.	Evaluate assertive behaviour.	Evaluate assertive behaviour.	Evaluate assertive behaviour.
VI	Choose assertive behaviour when appropriate.	Choose assertive behaviour when appropriate.	Choose assertive behaviour when appropriate.	Choose assertive behaviour when appropriate.
VII	Perform appropriate assertive behaviour in interactions.	Perform appropriate assertive behaviour in interactions.	Perform appropriate assertive behaviour in interactions.	Perform appropriate assertive behaviour in interactions.
VIII	Adapt assertive behaviour as appropriate.	Adapt assertive behaviour as appropriate.	Adapt assertive behaviour as appropriate.	Adapt assertive behaviour as appropriate.
2.4.f Employ diplomacy, tact and discretion				
	Y	Y	Y	Y
I	Define "diplomacy".	Define "diplomacy".	Define "diplomacy".	Define "diplomacy".
II	Define "tact".	Define "tact".	Define "tact".	Define "tact".
III	Define "discretion".	Define "discretion".	Define "discretion".	Define "discretion".
IV	Evaluate the impact of diplomacy, tact and 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.
V	Value diplomacy, tact and discretion.	Value diplomacy, tact and discretion.	Value diplomacy, tact and discretion.	Value diplomacy, tact and discretion.
VI	Adapt behaviour to show 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.

2.4.g Employ conflict resolution skills				
	Y	Y	Y	Y
I	Define "conflict".	Define "conflict".	Define "conflict".	Define "conflict".
II	Identify situations of potential conflict.	Identify situations of potential conflict.	Identify situations of potential conflict.	Identify situations of potential conflict.
III	Discuss basic conflict resolution strategies.	Discuss basic conflict resolution strategies.	Discuss basic conflict resolution strategies.	Discuss basic conflict resolution strategies.
IV	Justify the use of basic conflict resolutions skills.	Justify the use of basic conflict resolutions skills.	Justify the use of basic conflict resolutions skills.	Justify the use of basic conflict resolutions skills.
V	Demonstrate basic conflict resolution skills.	Demonstrate basic conflict resolution skills.	Demonstrate basic conflict resolution skills.	Demonstrate basic conflict resolution skills.

3.0 Health and Safety				
3.1 Maintain balance in personal lifestyle				
PCP		ICP	ACP	CCP
3.1.a Maintain good physical and mental health				
Y		Y	Y	Y
I	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.
II	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.	Describe personal activities/habits which promote a balanced, healthy lifestyle.
III	Choose personal activities/habits which promote a balanced healthy lifestyle.	Choose personal activities/habits which promote a balanced healthy lifestyle.	Choose personal activities/habits which promote a balanced healthy lifestyle.	Choose personal activities/habits which promote a balanced healthy lifestyle.
3.1.b Develop and maintain an appropriate support system				
Y		Y	Y	Y
I	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.
II	Describe the benefits of a personal support system.	Describe the benefits of a personal support system.	Describe the benefits of a personal support system.	Describe the benefits of a personal support system.
III	Value 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.
3.1.c Manage personal stress				
Y		Y	Y	Y
I	Define “stress”.	Define “stress”.	Define “stress”.	Define “stress”.
II	Define "stress disorder".	Define "stress disorder".	Define "stress disorder".	Define "stress disorder".
III	Describe 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.
IV	Discuss techniques to manage stress.	Discuss techniques to manage stress.	Discuss techniques to manage stress.	Discuss techniques to manage stress.

V	Explain 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.
VI	Recognize behaviours suggesting a negative response to stress.	Recognize behaviours suggesting a negative response to stress.	Recognize behaviours suggesting a negative response to stress.	Recognize behaviours suggesting a negative response to stress.
VII	Choose techniques for managing personal stress.	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 career</b>				
	Y	Y	Y	Y
I	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.
II	Describe 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.
III	Choose 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>				
	Y	Y	Y	Y
I	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.
II	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.
III	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.
IV	Demonstrate adequate strength and fitness.	Demonstrate adequate strength and fitness.	Demonstrate adequate strength and fitness.	Demonstrate adequate strength and fitness.

3.2 Practice safe lifting and moving techniques				
PCP		ICP	ACP	CCP
3.2.a Practice safe biomechanics				
Y		Y	Y	Y
I	Define "safe biomechanics".	Define "safe biomechanics".	Define "safe biomechanics".	Define "safe biomechanics".
II	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.
III	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.
IV	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.
V	Adapt proper lifting techniques.	Adapt proper lifting techniques.	Adapt proper lifting techniques.	Adapt proper lifting techniques.
3.2.b Transfer patient from various positions using applicable equipment and / or techniques				
Y		Y	Y	Y
I	List equipment for patient transfer.	List equipment for patient transfer.	List equipment for patient transfer.	List equipment for patient transfer.
II	Describe indications for equipment use.	Describe indications for equipment use.	Describe indications for equipment use.	Describe indications for equipment use.
III	Identify specifications of the equipment to be used, including special patient populations.	Identify specifications of the equipment to be used, including special patient populations.	Identify specifications of the equipment to be used, including special patient populations.	Identify specifications of the equipment to be used, including special patient populations.
IV	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.
V	Perform patient transfers.	Perform patient transfers.	Perform patient transfers.	Perform patient transfers.
3.2.c Transfer patient using emergency evacuation techniques				
Y		Y	Y	Y
I	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.

II	Describe emergency lifting and moving techniques.	Describe emergency lifting and moving techniques.	Describe emergency lifting and moving techniques.	Describe emergency lifting and moving techniques.
III	Distinguish 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.
IV	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>				
	Y	Y	Y	Y
I	Identify safe and secure methods.	Identify safe and secure methods.	Identify safe and secure methods.	Identify safe and secure methods.
II	Integrate 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.
<b>3.3 Create and maintain a safe work environment</b>				
	PCP	ICP	ACP	CCP
<b>3.3.a Assess scene for safety</b>				
	Y	Y	Y	Y
I	Define “scene safety”.	Define “scene safety”.	Define “scene safety”.	Define “scene safety”.
II	Describe factors contributing to scene safety.	Describe factors contributing to scene safety.	Describe factors contributing to scene safety.	Describe factors contributing to scene safety.
III	Apply techniques for assessing scene safety.	Apply techniques for assessing scene safety.	Apply techniques for assessing scene safety.	Apply techniques for assessing scene safety.
IV	Integrate 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>				
	Y	Y	Y	Y
I	List potential occupational hazards.	List potential occupational hazards.	List potential occupational hazards.	List potential occupational hazards.
II	Describe ways to manage occupational hazards.	Describe ways to manage occupational hazards.	Describe ways to manage occupational hazards.	Describe ways to manage occupational hazards.
III	Adapt 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>				
	Y	Y	Y	Y
I	Describe basic patient extrication principles.	Describe basic patient extrication principles.	Describe basic patient extrication principles.	Describe basic patient extrication principles.
II	Apply basic, non-mechanical patient extrication principles.	Apply basic, non-mechanical patient extrication principles.	Apply basic, non-mechanical patient extrication principles.	Apply basic, non-mechanical patient extrication principles.
III	Integrate basic non-mechanical extrication principles.	Integrate basic non-mechanical extrication principles.	Integrate basic non-mechanical extrication principles.	Integrate basic non-mechanical extrication principles.
<b>3.3.d Exhibit defusing and self-protection behaviours appropriate for use with patients and bystanders</b>				
	Y	Y	Y	Y
I	Describe methods of defusing.	Describe methods of defusing.	Describe methods of defusing.	Describe methods of defusing.
II	Describe methods of self-protection.	Describe methods of self-protection.	Describe methods of self-protection.	Describe methods of self-protection.
III	Apply methods of defusing.	Apply methods of defusing.	Apply methods of defusing.	Apply methods of defusing.
IV	Apply methods of self-protection.	Apply methods of self-protection.	Apply methods of self-protection.	Apply methods of self-protection.
V	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.
VI	Adapt 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.
VII	Apply safety precautions when dealing with patients suffering from psychiatric illness.	Apply safety precautions when dealing with patients suffering from psychiatric illness.	Apply safety precautions when dealing with patients suffering from psychiatric illness.	Apply safety precautions when dealing with patients suffering from psychiatric illness.
<b>3.3.e Conduct procedures and operations consistent with Workplace Hazardous Materials Information System and hazardous materials management requirements</b>				
	Y	Y	Y	Y
I	Describe applicable legislation and regulations.	Describe applicable legislation and regulations.	Describe applicable legislation and regulations.	Describe applicable legislation and regulations.
II	Apply regulations.	Apply regulations.	Apply regulations.	Apply regulations.

3.3.f Practice infection control techniques				
	Y	Y	Y	Y
I	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.	Describe common routes for transmission of disease and infection.
II	Define "infection control precautions".	Define "infection control precautions".	Define "infection control precautions".	Define "infection control precautions".
III	Apply infection control precautions.	Apply infection control precautions.	Apply infection control precautions.	Apply infection control precautions.
IV	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.
V	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.
VI	Integrate infection control precautions and safe handling procedures.	Integrate infection control precautions and safe handling procedures.	Integrate infection control precautions and safe handling procedures.	Integrate infection control precautions and safe handling procedures.
VII	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.
3.3.g Clean and disinfect equipment				
	Y	Y	Y	Y
I	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.
II	Describe 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.
III	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.

3.3.h Clean and disinfect work environment				
	Y	Y	Y	Y
I	List equipment and supplies required to clean and disinfect work environment.	List equipment and supplies required to clean and disinfect work environment.	List equipment and supplies required to clean and disinfect work environment.	List equipment and supplies required to clean and disinfect work environment.
II	Describe methods to clean and disinfect work environment.	Describe methods to clean and disinfect work environment.	Describe methods to clean and disinfect work environment.	Describe methods to clean and disinfect work environment.
III	Demonstrate correct cleaning and disinfecting techniques.	Demonstrate correct cleaning and disinfecting techniques.	Demonstrate correct cleaning and disinfecting techniques.	Demonstrate correct cleaning and disinfecting techniques.

## 4.0 Assessment and Diagnostics

### 4.1 Conduct triage in a multiple-patient incident

	PCP	ICP	ACP	CCP
<b>4.1.a Rapidly assess an incident based on the principles of a triage system</b>				
	Y	Y	Y	Y
I	Discuss triage.	Discuss triage.	Discuss triage.	Discuss triage.
II	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.
III	Evaluate a triage system.	Evaluate a triage system.	Evaluate a triage system.	Evaluate a triage system.
IV	Apply the equipment and materials used to sort patients.	Apply the equipment and materials used to sort patients.	Apply the equipment and materials used to sort patients.	Apply the equipment and materials used to sort patients.
V	Perform targeted patient assessment based on a triage system.	Perform targeted patient assessment based on a triage system.	Perform targeted patient assessment based on a triage system.	Perform targeted patient assessment based on a triage system.
VI	Communicate with other responders.	Communicate with other responders.	Communicate with other responders.	Communicate with other responders.
VII	Adapt triage decision making processes.	Adapt triage decision making processes.	Adapt triage decision making processes.	Adapt triage decision making processes.
<b>4.1.b Assume different roles in a multiple patient incident</b>				
	Y	Y	Y	Y
I	Distinguish between the EMS practitioner roles involved when managing a multiple patient incident.	Distinguish between the EMS practitioner roles involved when managing a multiple patient incident.	Distinguish between the EMS practitioner roles involved when managing a multiple patient incident.	Distinguish between the EMS practitioner roles involved when managing a multiple patient incident.
II	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.
<b>4.1.c Manage a multiple patient incident</b>				
	Y	Y	Y	Y
I	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.

II	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>4.2 Obtain patient history</b>				
	<b>PCP</b>	<b>ICP</b>	<b>ACP</b>	<b>CCP</b>
<b>4.2.a Obtain list of patient's allergies</b>				
	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	List common examples of allergens.	List common examples of allergens.	List common examples of allergens.	List common examples of allergens.
II	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.
III	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.
IV	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.	Integrate the skill of obtaining information about allergies into history gathering procedures.
<b>4.2.b Obtain patient's medication profile</b>				
	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	Apply various methods of discovering a patient's medication profile.	Apply various methods of discovering a patient's medication profile.	Apply various methods of discovering a patient's medication profile.	Apply various methods of discovering a patient's medication profile.
II	Evaluate relationship of medication, dosage and frequency to patient history.	Evaluate relationship of medication, dosage and frequency to patient history.	Evaluate relationship of medication, dosage and frequency to patient history.	Evaluate relationship of medication, dosage and frequency to patient history.
III	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.	Integrate the skill of obtaining a list of medications into history gathering procedures.
IV	Assess patient compliance.	Assess patient compliance.	Assess patient compliance.	Assess patient compliance.
V	Discuss methods of ascertaining drug/drug and drug/disease interactions.	Discuss methods of ascertaining drug/drug and drug/disease interactions.	Discuss methods of ascertaining drug/drug and drug/disease interactions.	Discuss methods of ascertaining drug/drug and drug/disease interactions.

<b>4.2.c Obtain chief complaint and / or incident history from patient, family members and / or bystanders</b>				
	Y	Y	Y	Y
I	Describe 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.
II	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.
III	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.	Integrate the skill of obtaining incident history into the overall patient assessment.
IV	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.
V	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>				
	Y	Y	Y	Y
I	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.
II	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.
III	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.	Integrate the skill of obtaining medical history into the overall patient assessment.
IV	Adapt interview techniques 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.

V	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.
VI	Assess current health status with respect to past medical history.	Assess current health status with respect to past medical history.	Evaluate current health status with respect to past medical history.	Evaluate current health status with respect to past medical history.
<b>4.2.e Obtain information about patient's last oral intake</b>				
	Y	Y	Y	Y
I	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.
II	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.
III	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.	Integrate the skill of obtaining information regarding last oral intake into the overall patient assessment.
<b>4.2.f Obtain information regarding incident through accurate and complete scene assessment</b>				
	Y	Y	Y	Y
I	Describe methods of discovering incident information.	Describe methods of discovering incident information.	Describe methods of discovering incident information.	Describe methods of discovering incident information.
II	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.	Integrate the skill of obtaining incident information into the overall scene assessment.
III	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.

IV	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>4.3 Conduct complete physical assessment demonstrating appropriate use of inspection, palpation, percussion &amp; auscultation, and interpret findings</b>				
	<b>PCP</b>	<b>ICP</b>	<b>ACP</b>	<b>CCP</b>
<b>4.3.a Conduct primary patient assessment and interpret findings</b>				
	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	Explain primary assessment.	Explain primary assessment.	Explain primary assessment.	Explain primary assessment.
II	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.
III	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.
IV	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.
V	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
VI	Perform techniques for primary assessment.	Perform techniques for primary assessment.	Perform techniques for primary assessment.	Perform techniques for primary assessment.
VII	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.
VIII	Analyse initial assessments to determine patient's level of distress and severity of illness or injury.	Analyse initial assessments to determine patient's level of distress and severity of illness or injury.	Analyse initial assessments to determine patient's level of distress and severity of illness or injury.	Analyse initial assessments to determine patient's level of distress and severity of illness or injury.
IX	Infer a provisional diagnosis.	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>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	Explain secondary assessment.	Explain secondary assessment.	Explain secondary assessment.	Explain secondary assessment.

II	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.
III	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.
IV	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.
V	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.
VI	Perform techniques for secondary assessment.	Perform techniques for secondary assessment.	Perform techniques for secondary assessment.	Perform techniques for secondary assessment.
VII	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.
VIII	Infer a provisional diagnosis.	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>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	Explain the pathophysiology of specific cardiovascular illnesses and injuries.	Explain the pathophysiology of specific cardiovascular illnesses and injuries.	Explain the pathophysiology of specific cardiovascular illnesses and injuries.	Explain the pathophysiology of specific cardiovascular illnesses and injuries.
II	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.
III	Evaluate findings related to the etiology, pathophysiology and manifestations of cardiovascular illnesses and injuries.	Evaluate findings related to the etiology, pathophysiology and manifestations of cardiovascular illnesses and injuries.	Evaluate findings related to the etiology, pathophysiology and manifestations of cardiovascular illnesses and injuries.	Evaluate findings related to the etiology, pathophysiology and manifestations of cardiovascular illnesses and injuries.
IV	Perform 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.

V	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>				
	Y	Y	Y	Y
I	Explain the pathophysiology of specific neurological illnesses and injuries.	Explain the pathophysiology of specific neurological illnesses and injuries.	Explain the pathophysiology of specific neurological illnesses and injuries.	Explain the pathophysiology of specific neurological illnesses and injuries.
II	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.
III	Evaluate findings related to the etiology, pathophysiology and manifestations of the neurological illnesses and injuries.	Evaluate findings related to the etiology, pathophysiology and manifestations of the neurological illnesses and injuries.	Evaluate findings related to the etiology, pathophysiology and manifestations of the neurological illnesses and injuries.	Evaluate findings related to the etiology, pathophysiology and manifestations of the neurological illnesses and injuries.
IV	Perform 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.
V	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.
<b>4.3.e Conduct respiratory system assessment and interpret findings</b>				
	Y	Y	Y	Y
I	Explain the pathophysiology of specific respiratory illnesses and injuries.	Explain the pathophysiology of specific respiratory illnesses and injuries.	Explain the pathophysiology of specific respiratory illnesses and injuries.	Explain the pathophysiology of specific respiratory illnesses and injuries.
II	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.

III	Evaluate findings related to the etiology, pathophysiology and manifestations of the respiratory illnesses and injuries.	Evaluate findings related to the etiology, pathophysiology and manifestations of the respiratory illnesses and injuries.	Evaluate findings related to the etiology, pathophysiology and manifestations of the respiratory illnesses and injuries.	Evaluate findings related to the etiology, pathophysiology and manifestations of the respiratory illnesses and injuries.
IV	Evaluate significance of normal and adventitious breath sounds identified on auscultation.	Evaluate significance of normal and adventitious breath sounds identified on auscultation.	Evaluate significance of normal and adventitious breath sounds identified on auscultation.	Evaluate significance of normal and adventitious breath sounds identified on auscultation.
V	Perform assessment techniques for respiratory illnesses and injuries.	Perform assessment techniques for respiratory illnesses and injuries.	Perform assessment techniques for respiratory illness and injuries.	Perform assessment techniques for respiratory illness and injuries.
VI	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>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	Explain the pathophysiology of specific illnesses and injuries to the female reproductive system.	Explain the pathophysiology of specific illnesses and injuries to the female reproductive system.	Explain the pathophysiology of specific illnesses and injuries to the female reproductive system.	Explain the pathophysiology of specific illnesses and injuries to the female reproductive system.
II	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.
III	Evaluate findings related to the etiology, pathophysiology and manifestations of the illnesses and injuries of the female reproductive system.	Evaluate findings related to the etiology, pathophysiology and manifestations of the illnesses and injuries of the female reproductive system.	Evaluate findings related to the etiology, pathophysiology and manifestations of the illnesses and injuries of the female reproductive system.	Evaluate findings related to the etiology, pathophysiology and manifestations of the illnesses and injuries of the female reproductive system.
IV	Demonstrate assessment techniques for obstetrical-related illnesses and injuries.	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.

V	Adapt assessment techniques to obstetrical history findings.	Adapt assessment techniques to obstetrical history findings.	Adapt assessment techniques to obstetrical history findings.	Adapt assessment techniques to obstetrical history findings.
<b>4.3.g Conduct gastrointestinal system assessment and interpret findings</b>				
	Y	Y	Y	Y
I	Explain the pathophysiology of specific gastrointestinal illnesses and injuries.	Explain the pathophysiology of specific gastrointestinal illnesses and injuries.	Explain the pathophysiology of specific gastrointestinal illnesses and injuries.	Explain the pathophysiology of specific gastrointestinal illnesses and injuries.
II	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.
III	Evaluate findings related to the etiology, pathophysiology and manifestations of the gastrointestinal illnesses and injuries.	Evaluate findings related to the etiology, pathophysiology and manifestations of the gastrointestinal illnesses and injuries.	Evaluate findings related to the etiology, pathophysiology and manifestations of the gastrointestinal illnesses and injuries.	Evaluate findings related to the etiology, pathophysiology and manifestations of the gastrointestinal illnesses and injuries.
IV	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.
V	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.
<b>4.3.h Conduct genitourinary / reproductive system assessment and interpret findings</b>				
	Y	Y	Y	Y
I	Explain the pathophysiology of specific genitourinary/ reproductive illnesses and injuries.	Explain the pathophysiology of specific genitourinary/ reproductive illnesses and injuries.	Explain the pathophysiology of specific genitourinary/ reproductive illnesses and injuries.	Explain the pathophysiology of specific genitourinary/ reproductive illnesses and injuries.
II	Apply assessment techniques specific to the genitourinary / reproductive system.	Apply assessment techniques specific to the genitourinary / reproductive system.	Apply assessment techniques specific to the genitourinary / reproductive system.	Apply assessment techniques specific to the genitourinary / reproductive system.

III	Evaluate findings related to the etiology, pathophysiology and manifestations of the genitourinary / reproductive illnesses and injuries.	Evaluate findings related to the etiology, pathophysiology and manifestations of the genitourinary / reproductive illnesses and injuries.	Evaluate findings related to the etiology, pathophysiology and manifestations of the genitourinary / reproductive illnesses and injuries.	Evaluate findings related to the etiology, pathophysiology and manifestations of the genitourinary / reproductive illnesses and injuries.
IV	Demonstrate assessment techniques for genitourinary / reproductive illnesses and injuries.	Demonstrate assessment techniques for genitourinary / reproductive illnesses and injuries.	Perform assessment techniques for genitourinary / reproductive illnesses and injuries.	Perform assessment techniques for genitourinary / reproductive illnesses and injuries.
V	Adapt assessment techniques to genitourinary / reproductive history findings.	Adapt assessment techniques to genitourinary / reproductive history findings.	Adapt assessment techniques to genitourinary/reproductive history findings.	Adapt assessment techniques to genitourinary / reproductive history findings.
<b>4.3.i Conduct integumentary system assessment and interpret findings</b>				
	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	Explain the pathophysiology of specific integumentary illnesses and injuries.	Explain the pathophysiology of specific integumentary illnesses and injuries.	Explain the pathophysiology of specific integumentary illnesses and injuries.	Explain the pathophysiology of specific integumentary illnesses and injuries.
II	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.
III	Evaluate findings related to the etiology, pathophysiology and manifestations of the integumentary illnesses and injuries.	Evaluate findings related to the etiology, pathophysiology and manifestations of the integumentary illnesses and injuries.	Evaluate findings related to the etiology, pathophysiology and manifestations of the integumentary illnesses and injuries.	Evaluate findings related to the etiology, pathophysiology and manifestations of the integumentary illnesses and injuries.
IV	Demonstrate assessment techniques for integumentary illnesses and injuries.	Demonstrate assessment techniques for integumentary illnesses and injuries.	Demonstrate assessment techniques for integumentary illnesses and injuries.	Demonstrate assessment techniques for integumentary illnesses and injuries.
V	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.

4.3.j Conduct musculoskeletal assessment and interpret findings				
	Y	Y	Y	Y
I	Explain the pathophysiology of specific musculoskeletal illnesses and injuries.	Explain the pathophysiology of specific musculoskeletal illnesses and injuries.	Explain the pathophysiology of specific musculoskeletal illnesses and injuries.	Explain the pathophysiology of specific musculoskeletal illnesses and injuries.
II	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.
III	Evaluate findings related to the etiology, pathophysiology and manifestations of the musculoskeletal illnesses and injuries.	Evaluate findings related to the etiology, pathophysiology and manifestations of the musculoskeletal illnesses and injuries.	Evaluate findings related to the etiology, pathophysiology and manifestations of the musculoskeletal illnesses and injuries.	Evaluate findings related to the etiology, pathophysiology and manifestations of the musculoskeletal illnesses and injuries.
IV	Perform 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.
V	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.
4.3.k Conduct assessment of the ears, eyes, nose and throat and interpret findings				
	Y	Y	Y	Y
I	Explain the pathophysiology of specific illnesses and injuries to the ears, eyes, nose and throat.	Explain the pathophysiology of specific illnesses and injuries to the ears, eyes, nose and throat.	Explain the pathophysiology of specific illnesses and injuries to the ears, eyes, nose and throat.	Explain the pathophysiology of specific illnesses and injuries to the ears, eyes, nose and throat.
II	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, throat.	Apply assessment techniques specific to the ears, eyes, nose, throat.

III	Evaluate findings related to the etiology, pathophysiology and manifestations of the illnesses and injuries of 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.	Evaluate findings related to the etiology, pathophysiology and manifestations of the illnesses and injuries of 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.
IV	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.	Perform assessment techniques for illnesses and injuries to the ears, eyes, nose and throat.	Perform assessment techniques for illnesses and injuries to the ears, eyes, nose and throat.
V	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.
<b>4.3.I Conduct neonatal assessment and interpret findings</b>				
	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	Define "neonatal patient".	Define "neonatal patient".	Define "neonatal patient".	Define "neonatal patient".
II	Explain the pathophysiology of illnesses and injuries to the neonate.	Explain the pathophysiology of illnesses and injuries to the neonate.	Explain the pathophysiology of illnesses and injuries to the neonate.	Explain the pathophysiology of illnesses and injuries to the neonate.
III	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.
IV	Evaluate findings related to the etiology, pathophysiology and manifestations of illnesses and injuries of the neonate.	Evaluate findings related to the etiology, pathophysiology and manifestations of illnesses and injuries of the neonate.	Evaluate findings related to the etiology, pathophysiology and manifestations of illnesses and injuries of the neonate.	Evaluate findings related to the etiology, pathophysiology and manifestations of illnesses and injuries of the neonate.
V	Perform appropriate techniques for neonatal patients.	Perform appropriate techniques for neonatal patients.	Perform appropriate techniques for neonatal patients.	Perform appropriate techniques for neonatal patients.
VI	Adjust assessment techniques as required.	Adjust assessment techniques as required.	Adjust assessment techniques as required.	Adjust assessment techniques as required.

4.3.m Conduct psychiatric assessment and interpret findings				
	Y	Y	Y	Y
I	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.
II	Explain the pathophysiology of the psychiatric disorders.	Explain the pathophysiology of the psychiatric disorders.	Explain the pathophysiology of the psychiatric disorders.	Explain the pathophysiology of the psychiatric disorders.
III	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.
IV	Evaluate psychiatric assessment findings.	Evaluate psychiatric assessment findings.	Evaluate psychiatric assessment findings.	Evaluate psychiatric assessment findings.
V	Demonstrate assessment techniques for psychiatric disorders.	Demonstrate assessment techniques for psychiatric disorders.	Demonstrate assessment techniques for psychiatric disorders.	Demonstrate assessment techniques for psychiatric disorders.
VI	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.
VII	Communicate appropriately with other health care providers when dealing with a patient suffering from psychiatric disorders.	Communicate appropriately with other health care providers when dealing with a patient suffering from psychiatric disorders.	Communicate appropriately with other health care providers when dealing with a patient suffering from psychiatric disorders.	Communicate appropriately with other health care providers when dealing with a patient suffering from psychiatric disorders.
4.3.n Conduct paediatric assessment and interpret findings				
	Y	Y	Y	Y
I	Define "paediatric patient".	Define "paediatric patient".	Define "paediatric patient".	Define "paediatric patient".
II	Explain developmental parameters.	Explain developmental parameters.	Explain developmental parameters.	Explain developmental parameters.
III	Describe the anatomical and physiological differences between the paediatric and adult patient.	Describe the anatomical and physiological differences between the paediatric and adult patient.	Explain the anatomical and physiological differences between the paediatric and adult patient.	Explain the anatomical and physiological differences between the paediatric and adult patient.
IV	Explain variations in assessment findings.	Explain variations in assessment findings.	Explain variations in assessment findings.	Explain variations in assessment findings.

V	Modify assessment approach.	Modify assessment approach.	Modify assessment approach.	Modify assessment approach.
<b>4.3.o Conduct geriatric assessment and interpret findings</b>				
	Y	Y	Y	Y
I	Define "geriatric patient".	Define "geriatric patient".	Define "geriatric patient".	Define "geriatric patient".
II	Discuss the effects of the aging process.	Discuss the effects of the aging process.	Discuss the effects of the aging process.	Discuss the effects of the aging process.
III	Explain variations in assessment findings.	Explain variations in assessment findings.	Explain variations in assessment findings.	Explain variations in assessment findings.
IV	Demonstrate 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.
V	Modify assessment approach.	Modify assessment approach.	Modify assessment approach.	Modify assessment approach.
<b>4.3.p Conduct bariatric assessment and interpret findings</b>				
	Y	Y	Y	Y
I	Define "bariatric patient".	Define "bariatric patient".	Define "bariatric patient".	Define "bariatric patient".
II	Discuss the effects of obesity.	Discuss the effects of obesity.	Discuss the effects of obesity.	Discuss the effects of obesity.
III	Explain variations in assessment findings.	Explain variations in assessment findings.	Explain variations in assessment findings.	Explain variations in assessment findings.
IV	Demonstrate appropriate assessment techniques for the bariatric patient.	Demonstrate appropriate assessment techniques for the bariatric patient.	Perform appropriate assessment techniques for the bariatric patient.	Perform appropriate assessment techniques for the bariatric patient.
V	Modify assessment approach.	Modify assessment approach.	Modify assessment approach.	Modify assessment approach.
<b>4.4 Assess vital signs</b>				
	PCP	ICP	ACP	CCP
<b>4.4.a Assess pulse</b>				
	Y	Y	Y	Y
I	Define "pulse".	Define "pulse".	Define "pulse".	Define "pulse".
II	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.
III	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.
IV	Evaluate arterial pulse for rate, rhythm and quality.	Evaluate arterial pulse for rate, rhythm and quality.	Evaluate arterial pulse for rate, rhythm and quality.	Evaluate arterial pulse for rate, rhythm and quality.

V	Distinguish between normal and abnormal findings.	Distinguish between normal and abnormal findings.	Distinguish between normal and abnormal findings.	Distinguish between normal and abnormal findings.
VI	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.
VII	Perform pulse assessment.	Perform pulse assessment.	Perform pulse assessment.	Perform pulse assessment.
VIII	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>				
	Y	Y	Y	Y
I	Explain the physiology of respiration.	Explain the physiology of respiration.	Explain the physiology of respiration.	Explain the physiology of respiration.
II	Modify respiratory assessment to patient age.	Modify respiratory assessment to patient age.	Modify respiratory assessment to patient age.	Modify respiratory assessment to patient age.
III	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.
IV	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.
V	Explain 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.
VI	Perform respiratory assessment.	Perform respiratory assessment.	Perform respiratory assessment.	Perform respiratory assessment.
VII	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>				
	Y	Y	Y	Y
I	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.	Identify sites where temperature may be assessed by non-invasive methods.

II	Modify temperature check to age of patient.	Modify temperature check to age of patient.	Modify temperature check to age of patient.	Modify temperature check to age of patient.
III	Distinguish between normal and abnormal findings.	Distinguish between normal and abnormal findings.	Distinguish between normal and abnormal findings.	Distinguish between normal and abnormal findings.
IV	Discuss factors that influence body temperature.	Discuss factors that influence body temperature.	Discuss factors that influence body temperature.	Discuss factors that influence body temperature.
V	Perform temperature assessment.	Perform temperature assessment.	Perform temperature assessment.	Perform temperature assessment.
VI	Adapt techniques of obtaining temperature to patient situation.	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 (BP) by auscultation</b>				
	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	Describe the physiology of blood pressure.	Describe the physiology of blood pressure.	Explain the physiology of blood pressure.	Explain the physiology of blood pressure.
II	Analyse the strengths and limitations of an auscultated blood pressure.	Analyse the strengths and limitations of an auscultated blood pressure.	Analyse the strengths and limitations of an auscultated blood pressure.	Analyse the strengths and limitations of an auscultated blood pressure.
III	Distinguish between a blood pressure taken by auscultation and palpation.	Distinguish between a blood pressure taken by auscultation and palpation.	Distinguish between a blood pressure taken by auscultation and palpation.	Distinguish between a blood pressure taken by auscultation and palpation.
IV	Explain 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.
V	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.	Explain factors that may influence patient's blood pressure.
VI	Perform auscultated determination of blood pressure.	Perform auscultated determination of blood pressure.	Perform auscultated determination of blood pressure.	Perform auscultated determination of blood pressure.
VII	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.

4.4.e Measure blood pressure by palpation				
	Y	Y	Y	Y
I	Describe the physiology of pulse points.	Describe the physiology of pulse points.	Describe the physiology of pulse points.	Describe the physiology of pulse points.
II	Analyse the strengths and weaknesses of palpated blood pressure.	Analyse the strengths and weaknesses of palpated blood pressure.	Analyse the strengths and weaknesses of palpated blood pressure.	Analyse the strengths and weaknesses of palpated blood pressure.
III	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.	Explain factors that may influence a palpated blood pressure.
IV	Demonstrate palpated determination of blood pressure.	Demonstrate palpated determination of blood pressure.	Demonstrate palpated determination of blood pressure.	Demonstrate palpated determination of blood pressure.
V	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.
4.4.f Measure BP with non-invasive BP monitor				
	Y	Y	Y	Y
I	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.	Explain rationale for measuring blood pressure with non-invasive monitor.
II	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.	Describe techniques to obtain blood pressure with non-invasive monitor.
III	Explain calculation and significance of Mean Arterial Pressure (MAP) and pulse pressure.	Explain calculation and significance of Mean Arterial Pressure (MAP) and pulse pressure.	Explain calculation and significance of Mean Arterial Pressure (MAP) and pulse pressure.	Explain calculation and significance of Mean Arterial Pressure (MAP) and pulse pressure.
IV	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.	Distinguish normal and abnormal findings of blood pressure determined with non-invasive monitor.

V	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 blood pressure measurement using non-invasive monitor.
VI	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.	Perform trouble shooting when using a non-invasive blood pressure monitor.
<b>4.4.g Assess skin condition</b>				
	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	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.	List the four parameters used to assess skin condition.
II	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.	Identify the factors that affect skin temperature, colour, moisture and turgor.
III	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.
IV	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.
V	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.
VI	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.
VII	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.	Distinguish between normal and abnormal findings when assessing skin turgor.
VIII	Perform assessment of skin condition utilizing four 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.
IX	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.

4.4.h Assess pupils				
	Y	Y	Y	Y
I	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.
II	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 the cranial nerves that regulate eye movement and contraction.
III	Discuss 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.
IV	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.
V	Perform 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.
VI	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.
4.4.i Assess Level of consciousness				
	Y	Y	Y	Y
I	Identify 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.
II	Apply methods of assessing level of consciousness.	Apply methods of assessing level of consciousness.	Apply methods of assessing level of consciousness.	Apply methods of assessing level of consciousness.
III	Apply "Alert Verbal Pain Unresponsive" (AVPU) scale to mental status assessment.	Apply "Alert Verbal Pain Unresponsive" (AVPU) scale to mental status assessment.	Apply "Alert Verbal Pain Unresponsive" (AVPU) scale to mental status assessment.	Apply "Alert Verbal Pain Unresponsive" (AVPU) scale to mental status assessment.
IV	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.	Apply the "Glasgow Coma Scale" (GCS) to mental status assessment.
V	Perform assessment of level of consciousness.	Perform assessment of level of consciousness.	Perform assessment of level of consciousness.	Perform assessment of level of consciousness.

VI	Adapt technique of assessing level of consciousness to patient age.	Adapt technique of assessing level of consciousness to patient age.	Adapt technique of assessing level of consciousness to patient age.	Adapt technique of assessing level of consciousness to patient age.
<b>4.5 Utilize diagnostic tests</b>				
	<b>PCP</b>	<b>ICP</b>	<b>ACP</b>	<b>CCP</b>
<b>4.5.a Conduct oximetry testing and interpret findings</b>				
	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	Identify the factors that affect accuracy of pulse oximeters.	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.
II	Describe the physiologic properties of oxygen.	Describe the physiologic properties of oxygen.	Explain the physiologic properties of oxygen.	Explain the physiologic properties of oxygen.
III	Describe the function of a pulse oximeter.	Describe the function of a pulse oximeter.	Describe the function of a pulse oximeter.	Describe the function of a pulse oximeter.
IV	Identify normal and abnormal findings when performing oximetry testing.	Identify normal and abnormal findings when performing oximetry testing.	Describe oximetry waveforms.	Evaluate oximetry waveforms.
V	Identify indications for oxygen administration relative to saturated oxygen values.	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.
VI	Perform oximetry testing.	Perform oximetry testing.	Perform oximetry testing.	Perform oximetry testing.
VII	Adapt technique of oximetry testing to patient age.	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 CO2 monitoring and interpret findings</b>				
	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	Differentiate between various end-tidal carbon various end-tidal carbon dioxide monitoring.	Differentiate between various end-tidal carbon various end-tidal carbon dioxide monitoring.	Differentiate between various end-tidal carbon various end-tidal carbon dioxide monitoring.	Differentiate between various end-tidal carbon various end-tidal carbon dioxide monitoring.
II	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.	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.

III	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.	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.
IV	Differentiate between side stream, micro stream and mainstream end-tidal carbon dioxide.	Differentiate between side stream, micro stream and mainstream end-tidal carbon dioxide.	Differentiate between side stream, micro stream and mainstream end-tidal carbon dioxide.	Differentiate between side stream, micro stream and mainstream end-tidal carbon dioxide.
V	Evaluate capnographic waveforms.	Evaluate capnographic waveforms.	Evaluate capnographic waveforms.	Evaluate capnographic waveforms.
VI	Perform end-tidal carbon dioxide monitoring.	Perform end-tidal carbon dioxide monitoring.	Perform end-tidal carbon dioxide monitoring.	Perform end-tidal carbon dioxide monitoring.
<b>4.5.c Conduct glucometric testing and interpret findings</b>				
	Y	Y	Y	Y
I	Identify indications for glucometric testing.	Identify indications for glucometric testing.	Explain indications for glucometric testing.	Explain indications for glucometric testing.
II	Identify the factors that affect accuracy of 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.
III	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.	Identify normal and abnormal findings when performing glucometric testing.
IV	Describe the physiologic mechanism of glucose.	Describe the physiologic mechanism of glucose.	Describe the physiologic mechanism of glucose.	Describe the physiologic mechanism of glucose.
V	Describe the function of a glucometer.	Describe the function of a glucometer.	Describe the function of a glucometer.	Describe the function of a glucometer.
VI	Perform glucometric testing.	Perform glucometric testing.	Perform glucometric testing.	Perform glucometric testing.
VII	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.	Adapt the techniques of glucometric testing to patient age.

4.5.d Conduct peripheral venipuncture				
	Y	Y	Y	Y
I	Discuss indications and rationale for performing peripheral venipuncture.	Discuss indications and rationale for performing peripheral venipuncture.	Discuss indications and rationale for performing peripheral venipuncture.	Discuss indications and rationale for performing peripheral venipuncture.
II	Perform collection venous blood specimens.	Perform collection venous blood specimens.	Perform collection venous blood specimens.	Perform collection venous blood specimens.
4.5.e Obtain arterial blood samples via radial artery puncture				
	N	N	Y	Y
I	NO	NO	Explain indications and rationale for performing radial artery puncture.	Explain indications and rationale for performing radial artery puncture.
II	NO	NO	Describe specific physical assessments to be performed prior to radial artery puncture.	Describe specific physical assessments to be performed prior to radial artery puncture.
III	NO	NO	Demonstrate the collection of blood specimen by radial artery puncture.	Demonstrate the collection of blood specimen by radial artery puncture.
4.5.f Obtain arterial blood samples via arterial line access				
	N	N	Y	Y
I	NO	NO	Identify indications for and purpose of collecting arterial blood specimens from an arterial line.	Explain indications and rationale for collecting arterial blood specimens via arterial line access.
II	NO	NO	Describe arterial blood specimen collection from an arterial line.	Describe arterial blood specimen collection from an arterial line.
III	NO	NO	NO	Perform collection of blood specimen from an arterial line, including safe maintenance of the arterial line during and following specimen collection.

4.5.g Conduct invasive core temperature monitoring and interpret findings				
	Y	Y	Y	Y
I	Differentiate between core and peripheral temperature monitoring.	Differentiate between core and peripheral temperature monitoring.	Differentiate between core and peripheral temperature monitoring.	Differentiate between core and peripheral temperature monitoring.
II	NO	NO	Explain indications and rationale for measuring core body temperature.	Explain indications and rationale for measuring core body temperature.
III	NO	NO	Explain various means of measuring core body temperature.	Explain various means of measuring core body temperature.
IV	NO	NO	NO	Perform measurement of core temperature using invasive method
4.5.h Conduct pulmonary artery catheter monitoring and interpret findings				
	N	N	Y	Y
I	NO	NO	Define "pulmonary artery catheter monitoring".	Define "pulmonary artery catheter monitoring".
II	NO	NO	Identify normal pulmonary artery catheters.	Identify normal pulmonary artery catheters.
III	NO	NO	Explain indications and rationale for use of pulmonary artery catheter.	Explain indications and rationale for use of pulmonary artery catheter.
IV	NO	NO	Explain the assessment and management of pulmonary artery catheters.	Explain the assessment and management of pulmonary artery catheters.
V	NO	NO	NO	Analyse waveforms.
VI	NO	NO	NO	Explain complications of pulmonary artery catheters, and their management.
VII	NO	NO	NO	Perform routine management of patients with pulmonary artery catheters.

4.5.i Conduct central venous pressure monitoring and interpret findings				
	N	N	Y	Y
I	NO	NO	Define "central venous pressure".	Define "central venous pressure".
II	NO	NO	Identify normal central venous pressure values.	Identify normal central venous pressure values.
III	NO	NO	Explain indications and rationale for central venous pressure monitoring.	Explain indications and rationale for central venous pressure monitoring.
IV	NO	NO	NO	Analyse waveforms.
V	NO	NO	NO	Explain complications of central venous pressure monitoring, and their management.
VI	NO	NO	NO	Perform routine management of patients central venous pressure catheters.
4.5.j Central Venous Access				
	Y	Y	Y	Y
I	Define "central venous catheterization".	Define "central venous catheterization".	Define "central venous catheterization".	Define "central venous catheterization".
II	Discuss indications and rationale for performing central venous catheterization.	Discuss indications and rationale for performing central venous catheterization.	Discuss indications and rationale for performing central venous catheterization.	Discuss indications and rationale for performing central venous catheterization.
III	NO	NO	Identify types of central venous catheterization's and their specific uses.	Identify types of central venous catheterization's and their specific uses.
IV	NO	NO	Describe the proper procedure for conducting central venous catheterization.	Describe the proper procedure for conducting central venous catheterization.

V	NO	NO	Identify possible hazards and complications of central venous catheterization's.	Identify possible hazards and complications of central venous catheterization's.
<b>4.5.k Conduct arterial line monitoring and interpret findings</b>				
	N	N	Y	Y
I	NO	NO	Define "arterial pressure".	Define "arterial pressure".
II	NO	NO	Identify normal arterial pressure values.	Identify normal arterial pressure values.
III	NO	NO	Explain indications and rationale for arterial pressure monitoring.	Explain indications and rationale for arterial pressure monitoring.
IV	NO	NO	NO	Analyse waveforms.
V	NO	NO	NO	Describe the steps to be taken to ensure the accuracy of arterial pressure values.
VI	NO	NO	NO	Explain complications of arterial line monitoring, and their management.
VII	NO	NO	NO	Perform routine management of patients with indwelling arterial catheters.
<b>4.5.l Interpret laboratory data</b>				
	Y	Y	Y	Y
I	Describe common laboratory tests.	Describe common laboratory tests.	Explain common laboratory tests.	Explain common laboratory tests.
II	Differentiate normal from abnormal results.	Differentiate normal from abnormal results.	Differentiate normal from abnormal results.	Differentiate normal from abnormal results.
III	NO	NO	Describe implications of abnormal results.	Describe implications of abnormal results.
IV	NO	NO	NO	Adapt care based on test results.

4.5.m Conduct 3-lead ECG and interpret findings				
	Y	Y	Y	Y
I	Explain the electro-physiologic principles of the heart, and cardiac conduction.	Explain the electro-physiologic principles of the heart, and cardiac conduction.	Explain the electro-physiologic principles of the heart, and cardiac conduction.	Explain the electro-physiologic principles of the heart, and cardiac conduction.
II	Explain indications for ECG monitoring.	Explain indications for ECG monitoring.	Explain indications for ECG monitoring.	Explain indications for ECG monitoring.
III	Perform 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.	Perform the technique of obtaining a 3-lead ECG.
IV	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.	Adapt technique of obtaining a 3-lead ECG to patient age and gender.
V	Describe the principles of interpretation of cardiac rhythms.	Describe the principles of interpretation of cardiac rhythms.	Explain the principles of interpretation of cardiac rhythms.	Explain the principles of interpretation of cardiac rhythms.
VI	List possible causes of abnormal cardiac rhythms.	List possible causes of abnormal cardiac rhythms.	List possible causes of abnormal cardiac rhythms.	List possible causes of abnormal cardiac rhythms.
VII	Analyse cardiac rhythms.	Analyse cardiac rhythms.	Analyse cardiac rhythms.	Analyse cardiac rhythms.
VIII	Identify potentially lethal cardiac rhythms.	Identify potentially lethal cardiac rhythms.	Identify potentially lethal cardiac rhythms.	Identify potentially lethal cardiac rhythms.
4.5.n Obtain 12-lead ECG and interpret findings				
	Y	Y	Y	Y
I	Explain the difference 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.	Explain the difference between a 3-lead and a 12-lead ECG.
II	Identify indications for use of a 12-lead ECG.	Identify indications for use of a 12-lead ECG.	Identify indications for use of a 12-lead ECG.	Identify indications for use of a 12-lead ECG.
III	Perform the technique of obtaining a 12-lead ECG.	Perform the technique of obtaining a 12-lead ECG.	Perform the technique of obtaining a 12-lead ECG.	Perform the technique of obtaining a 12-lead ECG.
IV	Adapt technique of obtaining a 12 lead ECG to patients age and gender.	Adapt technique of obtaining a 12 lead ECG to patients age and gender.	Adapt technique of obtaining a 12 lead ECG to patients age and gender.	Adapt technique of obtaining a 12 lead ECG to patients age and gender.

V	Identify the steps involved in interpreting 12-lead ECGs, and ECGs obtained with additional leads.	Identify the steps involved in interpreting 12-lead ECGs, and ECGs obtained with additional leads.	Describe the steps involved in interpreting 12 lead ECG's and ECG's obtained with additional leads.	Describe the steps involved in interpreting 12 lead ECG's and ECG's obtained with additional leads.
VI	NO	NO	Identify indications for the use of additional leads.	Identify indications for the use of additional leads.
VII	NO	NO	Describe the technique of obtaining ECG's with additional leads.	Describe the technique of obtaining ECG's with additional leads.
<b>4.5.o Interpret radiological data</b>				
	Y	Y	Y	Y
I	Describe common radiological data.	Describe common radiological data.	Explain common radiological data.	Explain common radiological data.
II	Differentiate normal from abnormal results.	Differentiate normal from abnormal results.	Differentiate normal from abnormal results.	Differentiate normal from abnormal results.
III	NO	NO	Describe implications of abnormal results.	Describe implications of abnormal results.
IV	NO	NO	NO	Adapt care based on radiological data.
<b>4.5.p Interpret data from CT, ultrasound and MRI</b>				
	Y	Y	Y	Y
I	Describe common findings.	Describe common findings.	Describe common findings.	Describe common findings.
<b>4.5.q Conduct urinalysis by macroscopic method</b>				
	Y	Y	Y	Y
I	Identify indications and rationale for performing urinalysis.	Identify indications and rationale for performing urinalysis.	Discuss indications and rationale for performing urinalysis.	Discuss indications and rationale for performing urinalysis.
II	Identify common assessments associated with urinalysis by qualitative method.	Identify common assessments associated with urinalysis by qualitative method.	Describe common assessments associated with urinalysis by qualitative method.	Describe common assessments associated with urinalysis by qualitative method.
III	NO	NO	Obtain sample using appropriate technique.	Obtain sample using appropriate technique.

IV	NO	NO	Demonstrate urinalysis by macroscopic method.	Perform urinalysis by macroscopic method.
V	NO	NO	Interpret findings associated with urinalysis by macroscopic method.	Interpret findings associated with urinalysis by macroscopic method.

## 5.0 Therapeutics

### 5.1 Maintain patency of upper airway and trachea

	PCP	ICP	ACP	CCP
<b>5.1.a Use manual manoeuvres and positioning to maintain airway patency</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	NO	NO	Discuss the methods of the classifying and grading patient's airway.	Evaluate the methods of the classifying and grading patient's airway.
II	Describe methods of relieving the symptoms of airway obstruction.	Describe methods of relieving the symptoms of airway obstruction.	Discuss methods of relieving the symptoms of an airway obstruction.	Explain the methods of relieving the symptoms of airway obstruction.
III	Describe the types of airway opening manoeuvres for various patients.	Describe the types of airway opening manoeuvres for various patients.	Discuss the types of airway opening manoeuvres for various patients.	Evaluate the types of airway opening manoeuvres for various patients.
IV	Discuss the indications, contraindications and precautions of performing airway manoeuvres.	Discuss the indications, contraindications and precautions of performing airway manoeuvres.	Analyse the indications, contraindications and precautions of performing airway manoeuvres.	Analyse the indications, contraindications and precautions of performing airway manoeuvres.
V	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.
VI	Adapt manoeuvres and positioning for head, neck & jaw positioning which improve airway patency.	Adapt manoeuvres and positioning for head, neck & jaw positioning which improve airway patency.	Adapt manoeuvres and positioning for head, neck & jaw positioning which improve airway patency.	Adapt manoeuvres and positioning for head, neck & jaw positioning which improve airway patency.
VII	Perform manual airway manoeuvres under a variety of patient and environmental presentations.	Perform manual airway manoeuvres under a variety of patient and environmental presentations.	Perform manual airway manoeuvres under a variety of patient and environmental presentations.	Perform manual airway manoeuvres under a variety of patient and environmental presentations.
VIII	Adapt to changes in patient's airway patency.	Adapt to changes in patient's airway patency.	Adapt to changes in patient's airway patency.	Adapt to changes in patient's airway patency.

IX	Demonstrate management of potential complications of airway manoeuvres.	Demonstrate management of potential complications of airway manoeuvres.	Demonstrate management of potential complications of airway manoeuvres.	Demonstrate management of potential complications of airway manoeuvres.
<b>5.1.b Suction oropharynx</b>				
	Y	Y	Y	Y
I	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.	Explain the purposes of and indications for oropharyngeal suctioning.
II	Describe suctioning equipment.	Describe suctioning equipment.	Describe suctioning equipment.	Describe suctioning equipment.
III	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.
IV	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.
V	Operate appropriate suctioning devices.	Operate appropriate suctioning devices.	Operate appropriate suctioning devices.	Operate appropriate suctioning devices.
VI	Perform suctioning using safe technique.	Perform suctioning using safe technique.	Perform suctioning using safe technique.	Perform suctioning using safe technique.
VII	Adapt suctioning techniques to change in patient's condition.	Adapt suctioning techniques to change in patient's condition.	Adapt suctioning techniques to change in patient's condition.	Adapt suctioning techniques to change in patient's condition.
VIII	Explain potential complications of suctioning.	Explain potential complications of suctioning.	Explain potential complications of suctioning.	Explain potential complications of suctioning.
IX	Perform cleaning and disinfection of suctioning equipment.	Perform cleaning and disinfection of suctioning equipment.	Perform cleaning and disinfection of suctioning equipment.	Perform cleaning and disinfection of suctioning equipment.
<b>5.1.c Suction beyond oropharynx</b>				
	Y	Y	Y	Y
I	Identify indications for suctioning beyond the oropharynx.	Identify indications for suctioning beyond the oropharynx.	Discuss indications for suctioning behind the oropharynx.	Discuss indications for suctioning behind the oropharynx.

II	Identify equipment 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.
III	NO	Perform suctioning beyond oropharynx.	Perform suctioning beyond oropharynx.	Perform suctioning beyond oropharynx.
<b>5.1.d Utilize oropharyngeal airway</b>				
	Y	Y	Y	Y
I	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.	Explain the purpose and indications for inserting an oropharyngeal airway.
II	Discuss oropharyngeal airway types and sizes.	Discuss oropharyngeal airway types and sizes.	Discuss oropharyngeal airway types and sizes.	Discuss oropharyngeal airway types and sizes.
III	Perform oropharyngeal airway sizing procedures.	Perform oropharyngeal airway sizing procedures.	Perform oropharyngeal airway sizing procedures.	Perform oropharyngeal airway sizing procedures.
IV	Perform insertion of an oropharyngeal airway.	Perform insertion of an oropharyngeal airway.	Perform insertion of an oropharyngeal airway.	Perform insertion of an oropharyngeal airway.
V	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>				
	Y	Y	Y	Y
I	Explain the purposes of and indications for inserting an nasopharyngeal airway.	Explain the purposes of and indications for inserting an nasopharyngeal airway.	Explain the purposes of and indications for inserting an nasopharyngeal airway.	Explain the purposes of and indications for inserting an nasopharyngeal airway.
II	Perform nasopharyngeal airway sizing procedures.	Perform nasopharyngeal airway sizing procedures.	Perform nasopharyngeal airway sizing procedures.	Perform nasopharyngeal airway sizing procedures.
III	Perform nasopharyngeal airway insertion.	Perform nasopharyngeal airway insertion.	Perform nasopharyngeal airway insertion.	Perform nasopharyngeal airway insertion.
IV	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.

5.1.f Utilize airway devices not requiring visualization of vocal cords and not introduced endotracheally				
	Y	Y	Y	Y
I	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.	Explain the purposes of and indications for airway devices not requiring visualization of vocal cords and not introduced endotracheally.
II	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.	Describe various types of airway devices not requiring visualization of vocal cords and not introduced endotracheally.
III	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 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.
IV	Perform insertion of airway devices not requiring visualization of vocal cords and introduced endotracheally.	Perform insertion of airway devices not requiring visualization of vocal cords and introduced endotracheally.	Perform insertion of airway devices not requiring visualization of vocal cords and introduced endotracheally.	Perform insertion of airway devices not requiring visualization of vocal cords and introduced endotracheally.
V	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.
5.1.g Utilize airway devices not requiring visualization of vocal cords and introduced endotracheally				
	Y	Y	Y	Y
I	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.	Explain the purposes of and indications for airway devices not requiring visualization of vocal cords and introduced endotracheally.

II	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.	Describe various types of airway devices not requiring visualization of vocal cords and introduced endotracheally.
III	NO	Perform sizing procedures for the tracheal tube introducer airway device 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.
IV	NO	Demonstrate the insertion of the tracheal tube introducer airway device not requiring visualization of vocal cords and introduced endotracheally.	Demonstrate the insertion of various airway devices not requiring visualization of vocal cords and introduced endotracheally.	Demonstrate the insertion of various airway devices not requiring visualization of vocal cords and introduced endotracheally.
V	NO	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.
<b>5.1.h Utilize airway devices requiring visualization of vocal cords and introduced endotracheally</b>				
	Y	Y	Y	Y
I	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.	Explain the purposes of and indications for airway devices requiring visualization of vocal cords and introduced endotracheally.
II	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.	Describe the various types of airway devices requiring visualization of vocal cords and introduced endotracheally.

III	NO	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 sizing procedures for airway devices requiring visualization of vocal cords and introduced endotracheally.
IV	NO	Perform insertion of airway devices requiring visualization	Perform insertion of airway devices requiring visualization	Perform insertion of airway devices requiring visualization
V	NO	Adjust to changes in patient presentation	Adjust to changes in patient presentation	Adjust to changes in patient presentation
<b>5.1.i Remove airway foreign bodies (AFB)</b>				
	Y	Y	Y	Y
I	Identify the indications for AFB removal.	Identify the indications for AFB removal.	Identify the indications for AFB removal.	Identify the indications for AFB removal.
II	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.
III	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.
IV	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.
V	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.
VI	Identify potential complications of AFB removal.	Discuss 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>				
	Y	Y	Y	Y
I	Identify 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.	Identify the purposes of and indications for foreign body removal by forceps.

II	Describe equipment used for foreign removal by direct techniques.	Describe equipment used for foreign removal by direct techniques.	Describe equipment used for foreign removal by direct techniques.	Describe equipment used for foreign removal by direct techniques.
III	NO	Perform direct techniques to remove a foreign body.	Perform direct techniques to remove a foreign body.	Perform direct techniques to remove a foreign body.
IV	NO	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.
V	Identify potential complications of AFB removal by direct techniques.	Identify potential complications of AFB removal by direct techniques.	Identify potential complications of AFB removal by direct techniques.	Identify potential complications of AFB removal by direct techniques.
<b>5.1.k Conduct percutaneous cricothyroidotomy</b>				
	Y	Y	Y	Y
I	Identify 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.	Identify the purposes of and indications for percutaneous cricothyroidotomy.
II	Describe equipment used for percutaneous cricothyroidotomy.	Describe equipment used for percutaneous cricothyroidotomy.	Describe equipment used for percutaneous cricothyroidotomy.	Describe equipment used for percutaneous cricothyroidotomy.
III	NO	NO	Perform percutaneous cricothyroidotomy.	Perform percutaneous cricothyroidotomy.
IV	NO	NO	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.
V	Identify potential complications of percutaneous cricothyroidotomy.	Identify potential complications of percutaneous cricothyroidotomy.	Identify potential complications of percutaneous cricothyroidotomy.	Identify potential complications of percutaneous cricothyroidotomy.
<b>5.1.l Conduct surgical cricothyroidotomy</b>				
	Y	Y	Y	Y
I	Identify the purposes of and indications for surgical cricothyroidotomy.	Identify the purposes of and indications for surgical cricothyroidotomy.	Identify the purposes of and indications for surgical cricothyroidotomy.	Identify the purposes of and indications for surgical cricothyroidotomy.
II	Describe equipment used for surgical cricothyroidotomy.	Describe equipment used for surgical cricothyroidotomy.	Describe equipment used for surgical cricothyroidotomy.	Describe equipment used for surgical cricothyroidotomy.

III	NO	NO	Perform surgical cricothyroidotomy.	Perform surgical cricothyroidotomy.
IV	NO	NO	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.
V	NO	NO	Identify potential complications of surgical cricothyroidotomy.	Identify potential complications of surgical cricothyroidotomy.
<b>5.2 Prepare oxygen delivery devices</b>				
	<b>PCP</b>	<b>ICP</b>	<b>ACP</b>	<b>CCP</b>
<b>5.2.a Prepare oxygen delivery devices</b>				
	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	Describe indications for oxygen administration.	Describe indications for oxygen administration.	Discuss indications for oxygen administration.	Discuss indications for oxygen administration.
II	Discuss the purpose of oxygen administration.	Discuss the purpose of oxygen administration.	Explain the purpose of oxygen administration.	Explain the purpose of oxygen administration.
III	Explain oxygen administration complications.	Explain oxygen administration complications.	Explain oxygen administration complications.	Explain oxygen administration complications.
IV	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.
V	Discuss oxygen administration precautions.	Discuss oxygen administration precautions.	Discuss oxygen administration precautions.	Discuss oxygen administration precautions.
VI	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.
VII	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.
VIII	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.
IX	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.

5.2.b Utilize portable oxygen delivery systems				
	Y	Y	Y	Y
I	Describe the sequential steps for setting up oxygen delivery	Describe the sequential steps for setting up oxygen delivery	Describe the sequential steps for setting up oxygen delivery	Describe the sequential steps for setting up oxygen delivery
II	Operate oxygen delivery systems.	Operate oxygen delivery systems.	Operate oxygen delivery systems.	Operate oxygen delivery systems.
III	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.
5.3 Deliver oxygen and administer manual ventilation				
	PCP	ICP	ACP	CCP
5.3.a Administer oxygen using nasal cannula				
	Y	Y	Y	Y
I	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.
II	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.
III	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.
IV	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.
5.3.b Administer oxygen using low concentration mask				
	Y	Y	Y	Y
I	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.
II	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.

III	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.
IV	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>				
	Y	Y	Y	Y
I	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.	Identify the purposes of and indications for the use of a controlled concentration oxygen mask.
<b>5.3.d Administer oxygen using high concentration mask</b>				
	Y	Y	Y	Y
I	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.
II	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.
III	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.
IV	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>				
	Y	Y	Y	Y
I	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.
II	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.

III	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.
IV	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 Utilize ventilation equipment</b>				
	<b>PCP</b>	<b>ICP</b>	<b>ACP</b>	<b>CCP</b>
<b>5.4.a Provide oxygenation and ventilation using manual positive pressure devices</b>				
	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	Identify the purposes of and indications for the use of a manual positive pressure device.	Identify the purposes of and indications for the use of a manual positive pressure device.	Identify the purposes of and indications for the use of a manual positive pressure device.	Identify the purposes of and indications for the use of a manual positive pressure device.
II	List the steps for administration of oxygen by a manual positive pressure device.	List the steps for administration of oxygen by a manual positive pressure device.	List the steps for administration of oxygen by a manual positive pressure device.	List the steps for administration of oxygen by a manual positive pressure device.
III	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.	Discuss rate, rhythm, volume, compliance and positive end expiratory pressure.
IV	Perform ventilation using a manual positive pressure device.	Perform ventilation using a manual positive pressure device.	Perform ventilation using a manual positive pressure device.	Perform ventilation using a manual positive pressure device.
V	Distinguish between one person or two person application of a manual positive pressure device.	Distinguish between one person or two person application of a manual positive pressure device.	Distinguish between one person or two person application of a manual positive pressure device.	Distinguish between one person or two person application of a manual positive pressure device.
VI	Evaluate the effectiveness of ventilation.	Evaluate the effectiveness of ventilation.	Evaluate the effectiveness of ventilation.	Evaluate the effectiveness of ventilation.
VII	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.

5.4.b Recognize indications for mechanical ventilation				
	Y	Y	Y	Y
I	Define "mechanical ventilation".	Define "mechanical ventilation".	Define "mechanical ventilation".	Define "mechanical ventilation".
II	Identify the various types of mechanical ventilation equipment.	Identify the various types of mechanical ventilation equipment.	Identify the various types of mechanical ventilation equipment.	Identify the various types of mechanical ventilation equipment.
III	List indications for mechanical ventilation.	List indications for mechanical ventilation.	Discuss indications for mechanical ventilation.	Evaluate whether patient may benefit from mechanical ventilation.
5.4.c Prepare mechanical ventilation equipment				
	Y	Y	Y	Y
I	Discuss potential complications and safety issues when using mechanical ventilation.	Discuss 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.
II	Describe vent circuit, end-tidal carbon dioxide, manometer, respirometer.	Describe vent circuit, end-tidal carbon dioxide, manometer, respirometer.	Describe vent circuit, end-tidal carbon dioxide, manometer, respirometer.	Describe vent circuit, end-tidal carbon dioxide, manometer, respirometer.
III	Differentiate between intermittent mandatory ventilation, continuous mandatory ventilation, assist control, inverse ratio.	Differentiate between intermittent mandatory ventilation, continuous mandatory ventilation, assist control, inverse ratio.	Differentiate between intermittent mandatory ventilation, continuous mandatory ventilation, assist control, inverse ratio.	Differentiate between intermittent mandatory ventilation, continuous mandatory ventilation, assist control, inverse ratio.
IV	Discuss continuous positive airway pressure, positive end expiratory pressure, non-invasive positive pressure ventilation.	Discuss continuous positive airway pressure, positive end expiratory pressure, non-invasive positive pressure ventilation.	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.
V	Describe blender, saturated oxygen.	Describe blender, saturated oxygen.	Describe blender, saturated oxygen.	Describe blender, saturated oxygen.

VI	Describe compliance, resistance, plateau pressure, inspiratory pressure, expiratory pressure, peak expiratory pressure, tidal volume, respiratory rate.	Describe compliance, resistance, plateau pressure, inspiratory pressure, expiratory pressure, peak expiratory pressure, tidal volume, respiratory rate.	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.
VII	NO	NO	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>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	Describe use of mechanical ventilator based on patient presentation.	Describe use of mechanical ventilator based on patient presentation.	Describe use of mechanical ventilator based on patient presentation.	Describe use of mechanical ventilator based on patient presentation.
II	Describe the adjustment of parameters to changes in ventilatory and hemodynamic status.	Describe the adjustment of parameters to changes in ventilatory and hemodynamic status.	Describe the adjustment of parameters to changes in ventilatory and hemodynamic status.	Describe the adjustment of parameters to changes in ventilatory and hemodynamic status.
III	Discuss the use of mechanical ventilator base on patient presentation.	Discuss the use of mechanical ventilator base on patient presentation.	Discuss the use of mechanical ventilator base on patient presentation.	Discuss the use of mechanical ventilator base on patient presentation.
IV	Discuss the use of capnography and pulse oximetry.	Discuss the use of capnography and pulse oximetry.	Discuss the use of capnography and pulse oximetry.	Discuss the use of capnography and pulse oximetry.
V	NO	NO	Demonstrate use of mechanical ventilator based on patient presentation.	Demonstrate use of mechanical ventilator based on patient presentation.
VI	NO	NO	Adjust parameters to changes in ventilatory and hemodynamic status.	Adjust parameters to changes in ventilatory and hemodynamic status.
VII	NO	NO	Integrate the use of mechanical ventilator based on patient presentation.	Integrate the use of mechanical ventilator based on patient presentation.

VIII	Integrate the use of capnography and pulse oximetry.	Integrate the use of capnography and pulse oximetry.	Integrate the use of capnography and pulse oximetry.	Integrate the use of pressure support, pressure control, manometry, respirometry and arterial blood gas analysis.
<b>5.5 Implement measures to maintain hemodynamic stability</b>				
	<b>PCP</b>	<b>ICP</b>	<b>ACP</b>	<b>CCP</b>
<b>5.5.a Conduct Cardiopulmonary Resuscitation (CPR)</b>				
	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	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.
II	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.
III	Perform CPR on various age groups.	Perform CPR on various age groups.	Perform CPR on various age groups.	Perform CPR on various age groups.
IV	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.
V	Discuss potential complications of CPR.	Discuss potential complications of CPR.	Discuss potential complications of CPR.	Discuss potential complications of CPR.
VI	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 haemorrhage through the use of direct pressure and patient positioning</b>				
	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	Identify the purposes of and indications for haemorrhage control through the use of direct pressure and patient positioning.	Identify the purposes of and indications for haemorrhage control through the use of direct pressure and patient positioning.	Identify the purposes of and indications for haemorrhage control through the use of direct pressure and patient positioning.	Identify the purposes of and indications for haemorrhage control through the use of direct pressure and patient positioning.
II	List the steps for haemorrhage control through the use of direct pressure and patient positioning.	List the steps for haemorrhage control through the use of direct pressure and patient positioning.	List the steps for haemorrhage control through the use of direct pressure and patient positioning.	List the steps for haemorrhage control through the use of direct pressure and patient positioning.

III	Perform haemorrhage control through the use of direct pressure and patient positioning.	Perform haemorrhage control through the use of direct pressure and patient positioning.	Perform haemorrhage control through the use of direct pressure and patient positioning.	Perform haemorrhage control through the use of direct pressure and patient positioning.
IV	Discuss potential complications of haemorrhage control through the use of direct pressure and patient positioning.	Discuss potential complications of haemorrhage control through the use of direct pressure and patient positioning.	Discuss potential complications of haemorrhage control through the use of direct pressure and patient positioning.	Discuss potential complications of haemorrhage control through the use of direct pressure and patient positioning.
V	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 IV access devices and infusions of crystalloid solutions without additives</b>				
	Y	Y	Y	Y
I	Describe equipment for peripheral IV infusion.	Describe equipment for peripheral IV infusion.	Describe equipment for peripheral IV infusion.	Describe equipment for peripheral IV infusion.
II	Identify factors that affect the flow rate.	Identify factors that affect the flow rate.	Identify factors that affect the flow rate.	Identify factors that affect the flow rate.
III	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.	Demonstrate the ability to discontinue an infusion following sequential steps.
IV	Adjust devices as required to maintain flow rates.	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 (IV) cannulation</b>				
	Y	Y	Y	Y
I	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.	Identify the purposes of and indications for peripheral IV cannulation.
II	List the steps of peripheral IV cannulation.	List the steps of peripheral IV cannulation.	List the steps of peripheral IV cannulation.	List the steps of peripheral IV cannulation.
III	Perform peripheral IV cannulation.	Perform peripheral IV cannulation.	Perform peripheral IV cannulation.	Perform peripheral IV cannulation.

IV	Discuss potential complications of peripheral IV cannulation.	Discuss potential complications of peripheral IV cannulation.	Discuss potential complications of peripheral IV cannulation.	Discuss potential complications of peripheral IV cannulation.
V	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.e Conduct intraosseous needle insertion</b>				
	Y	Y	Y	Y
I	Identify 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.	Identify the purposes of and indications for intraosseous needle insertion.
II	List the steps of intraosseous needle insertion.	List the steps of intraosseous needle insertion.	List the steps of intraosseous needle insertion.	List the steps of intraosseous needle insertion.
III	NO	NO	Perform intraosseous needle insertion.	Perform intraosseous needle insertion.
IV	Identify potential complications of intraosseous needle insertion.	Identify potential complications of intraosseous needle insertion.	Discuss potential complications of intraosseous needle insertion.	Discuss potential complications of intraosseous needle insertion.
V	NO	NO	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>				
	Y	Y	Y	Y
I	Discuss purposes of and indications for pressure infusion.	Discuss purposes of and indications for pressure infusion.	Discuss purposes of and indications for pressure infusion.	Discuss purposes of and indications for pressure infusion.
II	Discuss 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.	Discuss 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.
III	Perform direct pressure infusions.	Perform direct pressure infusions.	Perform direct pressure infusions.	Perform direct pressure infusions.
IV	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>5.5.g Administer volume expanders (colloid and non-crystalloid)</b>				
	Y	Y	Y	Y
I	Explain the reasons for administration of volume expanders.	Explain the reasons for administration of volume expanders.	Explain the reasons for administration of volume expanders.	Explain the reasons for administration of volume expanders.
II	List equipment 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.
III	NO	NO	Demonstrate the administration of volume expanders.	Demonstrate the administration of volume expanders.
<b>5.5.h Administer blood and /or blood products</b>				
	Y	Y	Y	Y
I	Describe the components of blood.	Describe the components of blood.	Describe the components of blood.	Describe the components of blood.
II	Discuss blood types.	Discuss blood types.	Discuss blood types.	Discuss blood types.
III	List products derived from blood.	List products derived from blood.	List products derived from blood.	Distinguish between products derived from blood.
IV	List precautions for handling blood.	List precautions for handling blood.	List precautions for handling blood.	Demonstrate safe handling of blood.
V	List potential complications blood transfusions.	List potential complications blood transfusions.	List potential complications blood transfusions.	Discuss potential complications of blood transfusions.
VI	NO	NO	Perform the administration of blood and/or blood products.	Perform the administration of blood and/or blood products.
VII	NO	NO	Integrate the administration of blood and blood products with volume expanders.	Integrate the administration of blood and blood products with volume expanders.
VIII	NO	NO	List precautions for handling blood.	Adjust patient care based on presentation.

<b>5.5.i Conduct automated external defibrillation</b>				
	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	Explain defibrillation.	Explain defibrillation.	Explain defibrillation.	Explain defibrillation.
II	Explain 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.
III	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.
IV	Discuss 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.
V	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.	Explain complications to the use of automated external defibrillation.
VI	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.
VII	Operate an automated external defibrillator.	Operate an automated external defibrillator.	Operate an automated external defibrillator.	Operate an automated external defibrillator.
VIII	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.
IX	Integrate 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>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	Distinguish between automated external defibrillation and manual defibrillation.	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.
II	Describe the purposes of manual defibrillation.	Describe the purposes of manual defibrillation.	Explain the purposes of manual defibrillation.	Explain the purposes of manual defibrillation.

III	Identify the indications for manual defibrillation.	Identify the indications for manual defibrillation.	Discuss the indications for manual defibrillation.	Discuss the indications for manual defibrillation.
IV	Identify the various types of manual defibrillators.	Identify the various types of manual defibrillators.	Discuss the various types of manual defibrillators.	Discuss the various types of manual defibrillators.
V	Identify complications to the use of manual defibrillation.	Identify complications to the use of manual defibrillation.	Explain complications to the use of manual defibrillation.	Explain complications to the use of manual defibrillation.
VI	Apply the established standards of manual defibrillation equipment maintenance.	Apply the established standards of manual defibrillation equipment maintenance.	Apply the established standards of manual defibrillation equipment maintenance.	Apply the established standards of manual defibrillation equipment maintenance.
VII	Identify situations where manual defibrillation is required.	Identify situations where manual defibrillation is required.	Discuss situations where manual defibrillation is required.	Discuss situations where manual defibrillation is required.
VIII	Operate a manual defibrillator.	Operate a manual defibrillator.	Operate a manual defibrillator.	Operate a manual defibrillator.
IX	Integrate CPR procedures and manual defibrillation procedures.	Integrate CPR procedures and manual defibrillation procedures.	Integrate CPR procedures and manual defibrillation procedures.	Integrate CPR procedures and manual defibrillation procedures.
X	Adapt manual defibrillation procedures to patient presentation.	Adapt manual defibrillation procedures to patient presentation.	Adapt manual defibrillation procedures to patient presentation.	Adapt manual defibrillation procedures to patient presentation.
<b>5.5.k Conduct cardioversion</b>				
	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	Describe cardioversion.	Describe cardioversion.	Explain cardioversion.	Explain cardioversion.
II	Identify the medical conditions that require cardioversion.	Identify the medical conditions that require cardioversion.	Discuss the medical conditions that require cardioversion.	Discuss the medical conditions that require cardioversion.
III	Identify equipment required for cardioversion.	Identify equipment required for cardioversion.	Discuss equipment required for cardioversion.	Discuss equipment required for cardioversion.
IV	Identify complications of cardioversion.	Identify complications of cardioversion.	Explain complications of cardioversion.	Explain complications of cardioversion.
V	NO	NO	Set up equipment for cardioversion.	Set up equipment for cardioversion.
VI	NO	NO	Demonstrate cardioversion.	Demonstrate cardioversion.

VII	NO	NO	Adjust procedures to patient presentation.	Adjust procedures to patient presentation.
VIII	NO	NO	Integrate CPR and manual cardioversion.	Integrate CPR and manual cardioversion.
IX	NO	NO	Integrate sedative and analgesic therapies with manual cardioversion.	Integrate sedative and analgesic therapies with manual cardioversion.
<b>5.5.l Conduct transcutaneous pacing</b>				
	Y	Y	Y	Y
I	Describe transcutaneous pacing.	Describe transcutaneous pacing.	Explain transcutaneous pacing.	Explain transcutaneous pacing.
II	Identify situations where transcutaneous pacing is indicated.	Identify situations where transcutaneous pacing is indicated.	Discuss situations where transcutaneous pacing is indicated.	Discuss situations where transcutaneous pacing is indicated.
III	Identify equipment for transcutaneous pacing.	Identify equipment for transcutaneous pacing.	Discuss equipment for transcutaneous pacing.	Discuss equipment for transcutaneous pacing.
IV	Identify complications of transcutaneous pacing.	Identify complications of transcutaneous pacing.	Explain complications of transcutaneous pacing.	Explain complications of transcutaneous pacing.
V	NO	NO	Set up equipment required for transcutaneous pacing.	Set up equipment required for transcutaneous pacing.
VI	NO	NO	Demonstrate transcutaneous pacing.	Demonstrate transcutaneous pacing.
VII	NO	NO	Adjust procedures to patient presentation.	Adjust procedures to patient presentation.
VIII	NO	NO	Integrate sedative and analgesic therapies with transcutaneous pacing.	Integrate sedative and analgesic therapies with transcutaneous pacing.
<b>5.5.m Maintain transvenous pacing</b>				
	N	N	Y	Y
I	NO	NO	Identify situations where transvenous pacing is indicated.	Discuss situations where transvenous pacing is indicated.
II	NO	NO	Identify equipment required for transvenous pacing.	Identify equipment required for transvenous pacing.

III	NO	NO	Explain complications of transvenous pacing.	Explain complications of transvenous pacing.
IV	NO	NO	NO	Set up equipment for transvenous pacing.
V	NO	NO	NO	Demonstrate transvenous pacing.
VI	NO	NO	Adjust procedures to patient presentation.	Adjust procedures to patient presentation.
<b>5.5.n Maintain intra-aortic balloon pumps</b>				
	N	N	Y	Y
I	NO	NO	Describe the purpose of intra-aortic balloon pumps.	Explain the purpose of intra-aortic balloon pumps.
II	NO	NO	Identify the complications of intra-aortic balloon pumps during transport.	Explain the complications of intra-aortic balloon pumps during transport.
<b>5.5.o Provide routine care for patient with urinary catheter</b>				
	Y	Y	Y	Y
I	Identify the purpose of a urinary catheter.	Identify the purpose of a urinary catheter.	Identify the purpose of a urinary catheter.	Identify the purpose of a urinary catheter.
II	Identify equipment for catheterization.	Identify equipment for catheterization.	Identify equipment for catheterization.	Identify equipment for catheterization.
III	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 how the size of the catheter can affect the patient.
IV	urine output and patient condition.	urine output and patient condition.	urine output and patient condition.	urine output and patient condition.
V	Demonstrate the appropriate technique when caring for equipment and patient.	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.
VI	Explain potential complications to catheter care.	Explain potential complications to catheter care.	Explain potential complications to catheter care.	Explain potential complications to catheter care.
VII	Demonstrate how to drain and measure urine output.	Demonstrate how to drain and measure urine output.	Demonstrate how to drain and measure urine output.	Demonstrate how to drain and measure urine output.

VIII	Adapt care procedures to patient presentation.	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>				
	Y	Y	Y	Y
I	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 the purpose of an ostomy drainage system.
II	Identify equipment for ostomy drainage.	Identify equipment for ostomy drainage.	Identify equipment for ostomy drainage.	Identify equipment for ostomy drainage.
III	Identify the site of the ostomy and relate to patient condition.	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.
IV	Describe the components of drainage bag.	Describe the components of drainage bag.	Describe the components of drainage bag.	Describe the components of drainage bag.
V	NO	NO	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>				
	Y	Y	Y	Y
I	Identify equipment for non-catheter urinary drainage .	Identify equipment for non-catheter urinary drainage .	Discuss equipment for non-catheter urinary drainage.	Discuss equipment for non-catheter urinary drainage.
II	Relate urine output to patient condition.	Relate urine output to patient condition.	Relate urine output to patient condition.	Relate urine output to patient condition.
III	Identify the purpose of non-catheter urinary drainage.	Identify the purpose of non-catheter urinary drainage.	Discuss the purpose of non-catheter urinary drainage.	Discuss the purpose of non-catheter urinary drainage.
IV	Describe procedures for the routine care of a patient with non-catheter drainage system.	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>				
	Y	Y	Y	Y
I	Describe the purpose of a chest tube.	Describe the purpose of a chest tube.	Identify the purpose of a chest tube.	Identify the purpose of a chest tube.

II	Describe indications for the use of chest tubes.	Describe indications for the use of chest tubes.	Explain indications for the use of chest tubes.	Explain indications for the use of chest tubes.
III	Identify the components of a closed chest tube system.	Identify the components of a closed chest tube system.	Describe the components of a closed chest tube system.	Describe the components of a closed chest tube system.
IV	NO	NO	Perform monitoring techniques for the application of existing chest drainage systems.	Perform monitoring techniques for the application of existing chest drainage systems.
V	NO	NO	Adapt techniques to all age groups and patient presentations.	Adapt techniques to all age groups and patient presentations.
<b>5.5.s Conduct needle thoracostomy</b>				
	Y	Y	Y	Y
I	Describe indications for needle thoracostomy.	Describe indications for needle thoracostomy.	Discuss indications for needle thoracostomy.	Discuss indications for needle thoracostomy.
II	Identify equipment for needle thoracostomy.	Identify equipment for needle thoracostomy.	Describe equipment for needle thoracostomy.	Describe equipment for needle thoracostomy.
III	NO	NO	Demonstrate performance of needle thoracostomy.	Demonstrate performance of needle thoracostomy.
<b>5.5.t Conduct oral and nasal gastric tube insertion</b>				
	Y	Y	Y	Y
I	Describe indications for oral and nasal gastric intubation.	Describe indications for oral and nasal gastric intubation.	Discuss indications for oral and nasal gastric intubation.	Apply indications for oral and nasal gastric intubation.
II	Identify equipment for oral and nasal gastric intubation.	Identify equipment for oral and nasal gastric intubation.	Describe equipment for oral and nasal gastric intubation.	Describe equipment for oral and nasal gastric intubation.
III	NO	NO	Demonstrate oral and nasal gastric tube insertion.	Perform oral and nasal gastric tube insertion.
IV	NO	NO	Adapt techniques to age groups and patient types.	Adapt techniques to age groups and patient types.
<b>5.5.u Conduct urinary catheterization</b>				
	Y	Y	Y	Y
I	Describe the indications for urinary catheterization.	Describe the indications for urinary catheterization.	Describe the indications for urinary catheterization.	Discuss the indications for urinary catheterization.

II	Identify the equipment needed for urinary catheterization.	Identify the equipment needed for urinary catheterization.	Identify the equipment needed for urinary catheterization.	Describe the equipment needed for urinary catheterization.
III	Identify the differences to catheterization between males and females.	Identify the differences to catheterization between males and females.	Describe the differences to catheterization between males and females.	Describe the differences to catheterization between males and females.
IV	NO	NO	Perform urinary catheterization on males and females.	Perform urinary catheterization on males and females.
V	NO	NO	NO	Adapt techniques to various age groups and special situations.
<b>5.6 Provide basic care for soft tissue injuries</b>				
	<b>PCP</b>	<b>ICP</b>	<b>ACP</b>	<b>CCP</b>
<b>5.6.a Treat soft tissue injuries</b>				
	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	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.
II	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.
III	Perform appropriate dressing, bandaging and immobilization procedures.	Perform appropriate dressing, bandaging and immobilization procedures.	Perform appropriate dressing, bandaging and immobilization procedures.	Perform appropriate dressing, bandaging and immobilization procedures.
IV	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>5.6.b Treat burn</b>				
	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	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.
II	Describe types of burn dressings.	Describe types of burn dressings.	Describe types of burn dressings.	Describe types of burn dressings.

III	Demonstrate application of burn dressing.	Demonstrate application of burn dressing.	Demonstrate application of burn dressing.	Demonstrate application of burn dressing.
IV	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>5.6.c Treat eye injury</b>				
	Y	Y	Y	Y
I	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.
II	Describe types of eye dressings.	Describe types of eye dressings.	Describe types of eye dressings.	Describe types of eye dressings.
III	Demonstrate application of eye dressing.	Demonstrate application of eye dressing.	Demonstrate application of eye dressing.	Demonstrate application of eye dressing.
IV	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>5.6.d Treat penetration wound</b>				
	Y	Y	Y	Y
I	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.
II	Describe types of penetration wound dressings.	Describe types of penetration wound dressings.	Describe types of penetration wound dressings.	Describe types of penetration wound dressings.
III	Demonstrate application of penetration wound dressing.	Demonstrate application of penetration wound dressing.	Demonstrate application of penetration wound dressing.	Demonstrate application of penetration wound dressing.
IV	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>5.6.e Treat local cold injury</b>				
	Y	Y	Y	Y
I	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.
II	Identify the purposes of and indications for local cold injury.	Identify the purposes of and indications for local cold injury.	Identify the purposes of and indications for local cold injury.	Identify the purposes of and indications for local cold injury.

III	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.
IV	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.
V	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>5.6.f Provide routine wound care</b>				
	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	Describe the stages of wound healing.	Describe the stages of wound healing.	Describe the stages of wound healing.	Describe the stages of wound healing.
II	Describe common dressings and therapies associated with wound care.	Describe common dressings and therapies associated with wound care.	Describe common dressings and therapies associated with wound care.	Describe common dressings and therapies associated with wound care.
III	Explain the ongoing care associated with wound management.	Explain the ongoing care associated with wound management.	Explain the ongoing care associated with wound management.	Explain the ongoing care associated with wound management.
IV	Explain the process of suturing/ stapling and suture/ staple removal.	Explain the process of suturing/ stapling and suture/ staple removal.	Explain the process of suturing/ stapling and suture/ staple removal.	Explain the process of suturing/ stapling and suture/ staple removal.
V	Perform wound care.	Perform wound care.	Perform wound care.	Perform wound care.
VI	Utilize sterile or aseptic technique as appropriate.	Utilize sterile or aseptic technique as appropriate.	Utilize sterile or aseptic technique as appropriate.	Utilize sterile or aseptic technique as appropriate.
<b>5.7 Immobilize actual and suspected fractures</b>				
	<b>PCP</b>	<b>ICP</b>	<b>ACP</b>	<b>CCP</b>
<b>5.7.a Immobilize suspected fractures involving appendicular skeleton</b>				
	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	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.	Identify signs and symptoms of possible fractures to the appendicular skeleton.
II	Distinguish between open and closed fractures.	Distinguish between open and closed fractures.	Distinguish between open and closed fractures.	Distinguish between open and closed fractures.

III	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.	Evaluate commercially manufactured splints for use based on patient presentation.
IV	Modify splints to meet patient needs.	Modify splints to meet patient needs.	Modify splints to meet patient needs.	Modify splints to meet patient needs.
V	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.	Explain how the mechanism of injury and illness can affect injuries to the appendicular skeleton.
VI	Perform 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>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	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.	Identify signs and symptoms of possible fracture injury to the axial skeleton.
II	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.	Describe the relationship of kinematics to potential spinal injury.
III	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.	Evaluate commercially manufactured immobilization devices for use based on patient presentation.
IV	Modify immobilization devices to meet patient needs.	Modify immobilization devices to meet patient needs.	Modify immobilization devices to meet patient needs.	Modify immobilization devices to meet patient needs.
V	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.	Perform treatment of suspected fractures involving the axial skeleton.

5.7.c Reduce fractures and dislocations				
	Y	Y	Y	Y
I	Define "closed reduction"	Define "closed reduction"	Define "closed reduction"	Define "closed reduction"
II	Discuss the indications for fracture and dislocation reduction.	Discuss the indications for fracture and dislocation reduction.	Discuss the indications for fracture and dislocation reduction.	Discuss the indications for fracture and dislocation reduction.
III	Discuss the possible complications and their signs and symptoms of fracture and dislocation reduction.	Discuss the possible complications and their signs and symptoms of fracture and dislocation reduction.	Discuss the possible complications and their signs and symptoms of fracture and dislocation reduction.	Discuss the possible complications and their signs and symptoms of fracture and dislocation reduction.
IV	Describe the process of fracture and dislocation reduction.	Describe the process of fracture and dislocation reduction.	Describe the process of fracture and dislocation reduction.	Describe the process of fracture and dislocation reduction.
5.8 Administer medications				
	PCP	ICP	ACP	CCP
5.8.a Recognize principles of pharmacology				
	Y	Y	Y	Y
I	Identify the sources for medications.	Identify the sources for medications.	Identify the sources for medications.	Identify the sources for medications.
II	Describe mechanisms of entry, absorption, site of action, metabolism and elimination.	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.
III	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.	Perform calculation to determine the amount of medication required for expected action.
IV	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.	Explain factors that affect the absorption, distribution and elimination of a medication.

V	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.	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.
VI	Identify drug classification.	Identify drug classification.	Identify drug classification.	Identify drug classification.
VII	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.	Identify chemical, generic, trade and official names for all medications.
VIII	Discuss the information found within an appropriate medication references.	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.
IX	Explain formulations related to administration.	Explain formulations related to administration.	Explain formulations related to administration.	Explain formulations related to administration.
X	Define pharmacological terminology and abbreviations.	Define pharmacological terminology and abbreviations.	Define pharmacological terminology and abbreviations.	Define pharmacological terminology and abbreviations.
XI	List the signs, symptoms and side-effects of iatrogenic overdose.	List the signs, symptoms and side-effects of iatrogenic overdose.	Discuss the signs, symptoms and side-effects of iatrogenic overdose.	Analyse the signs, symptoms and side-effects of iatrogenic overdose.
<b>5.8.b Follow safe process for the responsible medication administration</b>				
	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	Explain the “Five Rights” of medication administration.	Explain the “Five Rights” of medication administration.	Explain the “Five Rights” of medication administration.	Explain the “Five Rights” of medication administration.
II	Distinguish between the different drug administration routes.	Distinguish between the different drug administration routes.	Distinguish between the different drug administration routes.	Distinguish between the different drug administration routes.
III	Describe how medication administration protocols are applied to specific patient	Describe how medication administration protocols are applied to specific patient	Discuss how medication administration protocols are applied to specific patient	Explain how medication administration protocols are applied to specific patient
IV	Apply policies when medication administration errors occur.	Apply policies when medication administration errors occur.	Apply policies when medication administration errors occur.	Apply policies when medication administration errors occur.

V	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.	Explain the role of the paramedic in medication administration.
VI	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.	Demonstrate how to provide medications using a sequential step method of administration.
VII	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 prepare a patient for medication administration.
VIII	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.	Demonstrate how to measure the required quantity of medication.
IX	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.	Set up the supplies required for the specific route of drug administration.
X	Receive consent before administration of medications.	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>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	Evaluate 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.	Evaluate medical conditions and indications for subcutaneous administration of a medication.
II	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.	Apply proper calculations for correct medication requirement for the patient presentation.
III	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.	Distinguish those approved drugs that are given via subcutaneous routes.
IV	Evaluate appropriate site for the injection.	Evaluate appropriate site for the injection.	Evaluate appropriate site for the injection.	Evaluate appropriate site for the injection.

V	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.	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.
VI	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 provide subcutaneous medications using a sequential step method of administration.
VII	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 prepare a patient for subcutaneous medication administration.
VIII	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.	Demonstrate how to measure the required quantity of medication.
<b>5.8.d Administer medication via intramuscular route</b>				
	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	Evaluate 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.	Evaluate medical conditions, and indications for intramuscular administration of a medication.
II	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.	Apply proper calculations for correct medication requirement for the patient presentation.
III	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.	Distinguish those approved drugs that are given via intramuscular routes.
IV	Evaluate appropriate site for injection.	Evaluate appropriate site for injection.	Evaluate appropriate site for injection.	Evaluate appropriate site for injection.
V	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.	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.

VI	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 provide intramuscular medications using a sequential step method of administration.
VII	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.	Demonstrate how to prepare a patient for intramuscular medication administration.
VIII	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.	Demonstrate how to measure the required quantity of medication.
<b>5.8.e Administer medication via intravenous route</b>				
	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	Evaluate 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.	Evaluate medical conditions and patient indications for intravenous administration of a medication.
II	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.	Apply proper calculations for correct medication requirement for the patient presentation.
III	Identify those approved drugs that are given via intravenous routes.	Identify those approved drugs that are given via intravenous routes.	Distinguish those approved drugs that are given via intravenous routes.	Distinguish those approved drugs that are given via intravenous routes.
IV	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.	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.
V	Demonstrate how to provide medications using a sequential step method.	Demonstrate how to provide medications using a sequential step method.	Demonstrate how to provide medications using a sequential step method.	Demonstrate how to provide medications using a sequential step method.
VI	Demonstrate how to prepare a patient for intravenous administration of a medication.	Demonstrate how to prepare a patient for intravenous administration of a medication.	Demonstrate how to prepare a patient for intravenous administration of a medication.	Demonstrate how to prepare a patient for intravenous administration of a medication.

VII	Demonstrate how to measure the required quantity of intravenous medication.	Demonstrate how to measure the required quantity of intravenous medication.	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>				
	Y	Y	Y	Y
I	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.	List medical conditions and patient indications for intraosseous administration of a medication.
II	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.	Apply proper calculations for correct medication requirement for the patient presentation.
III	Identify those approved drugs that are given via intraosseous routes.	Identify those approved drugs that are given via intraosseous routes.	Distinguish those approved drugs that are given via intraosseous routes.	Distinguish those approved drugs that are given via intraosseous routes.
IV	Identify appropriate site for the injection.	Identify appropriate site for the injection.	Evaluate appropriate site for the injection.	Evaluate appropriate site for the injection.
V	Explain the benefit of medication administration via intraosseous route in comparison to other routes.	Explain 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.	Evaluate the benefit of medication administration via intraosseous route in comparison to other routes.
VI			Demonstrate how to provide intraosseous medications using a sequential step method.	Demonstrate how to provide intraosseous medications using a sequential step method.
	NO	NO		
VII			Demonstrate how to prepare a patient for intraosseous administration of a medication.	Demonstrate how to prepare a patient for intraosseous administration of a medication.
	NO	NO		

VIII	NO	NO	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>				
	Y	Y	Y	Y
I	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.	List medical conditions and patient indications for endotracheal administration of a medication.
II	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.	Apply proper calculations for correct medication requirement for the patient presentation.
III	Identify the benefit of medication administration via endotracheal route in comparison to other routes.	Identify 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.	Evaluate the benefit of medication administration via endotracheal route in comparison to other routes.
IV	Identify those approved drugs that are given via endotracheal route.	Identify those approved drugs that are given via endotracheal route.	Distinguish those approved drugs that are given via endotracheal route.	Distinguish those approved drugs that are given via endotracheal route.
V	Explain the benefit of medication administration via endotracheal route in comparison to other routes.	Explain 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.	Evaluate the benefit of medication administration via endotracheal route in comparison to other routes.
VI	NO	NO	Demonstrate how to provide endotracheal medications using a sequential step method.	Demonstrate how to provide endotracheal medications using a sequential step method.
VII	NO	NO	Demonstrate how to prepare a patient for endotracheal administration of a medication.	Demonstrate how to prepare a patient for endotracheal administration of a medication.

VIII	NO	NO	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>				
	Y	Y	Y	Y
I	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.	Evaluate medical conditions, and indications for sublingual administration of a medication.
II	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.	Apply proper calculations for correct medication requirement for the patient presentation.
III	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.	Distinguish those approved drugs that are given via sublingual routes.
IV	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.	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.
V	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 provide sublingual medications using a sequential step method of administration.
VI	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 prepare a patient for sublingual medication administration.
VII	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.	Demonstrate how to measure the required quantity of sublingual medication.

5.8.i Administer medication via the buccal route				
	Y	Y	Y	Y
I	Evaluate medical conditions and indications for buccal administration of a medication.	Evaluate medical conditions and indications for buccal administration of a medication.	Evaluate medical conditions and indications for buccal administration of a medication.	Evaluate medical conditions and indications for buccal administration of a medication.
II	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.	Apply proper calculations for correct medication requirement for the patient presentation.
III	Distinguish those approved drugs that are given via the buccal route.	Distinguish those approved drugs that are given via the buccal route.	Distinguish those approved drugs that are given via the buccal route.	Distinguish those approved drugs that are given via the buccal route.
IV	Evaluate the benefit of medication administration via buccal route in comparison to other routes.	Evaluate the benefit of medication administration via buccal route in comparison to other routes.	Evaluate the benefit of medication administration via buccal route in comparison to other routes.	Evaluate the benefit of medication administration via buccal route in comparison to other routes.
V	Demonstrate how to provide buccal medications using a sequential step method of administration.	Demonstrate how to provide buccal medications using a sequential step method of administration.	Demonstrate how to provide buccal medications using a sequential step method of administration.	Demonstrate how to provide buccal medications using a sequential step method of administration.
VI	Demonstrate how to prepare a patient for buccal medication administration.	Demonstrate how to prepare a patient for buccal medication administration.	Demonstrate how to prepare a patient for buccal medication administration.	Demonstrate how to prepare a patient for buccal medication administration.
VII	Demonstrate how to measure the required quantity of buccal medication.	Demonstrate how to measure the required quantity of buccal medication.	Demonstrate how to measure the required quantity of buccal medication.	Demonstrate how to measure the required quantity of buccal medication.
5.8.j Administer medication via topical route				
	Y	Y	Y	Y
I	Evaluate medical conditions, and indications for topical administration of a medication.	Evaluate medical conditions, and indications for topical administration of a medication.	Evaluate medical conditions, and indications for topical administration of a medication.	Evaluate medical conditions, and indications for topical administration of a medication.

II	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.	Apply proper calculations for correct medication requirement for the patient presentation.
III	Distinguish those approved drugs that are given via topical routes.	Distinguish those approved drugs that are given via topical routes.	Distinguish those approved drugs that are given via topical routes.	Distinguish those approved drugs that are given via topical routes.
IV	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 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.
V	Evaluate the benefit of medical administration via topical route in comparison to other routes.	Evaluate the benefit of medical administration via topical route in comparison to other routes.	Evaluate the benefit of medical administration via topical route in comparison to other routes.	Evaluate the benefit of medical administration via topical route in comparison to other routes.
VI	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 provide topical medications using a sequential step method of administration.	Demonstrate how to provide topical medications using a sequential step method of administration.
VII	Demonstrate how to prepare a patient for topical medication administration.	Demonstrate how to prepare a patient for topical medication administration.	Demonstrate how to prepare a patient for topical medication administration.	Demonstrate how to prepare a patient for topical medication administration.
VIII	Demonstrate how to measure the required quantity of topical medication.	Demonstrate how to measure the required quantity of topical medication.	Demonstrate how to measure the required quantity of topical medication.	Demonstrate how to measure the required quantity of topical medication.
<b>5.8.k Administer medication via oral route</b>				
	Y	Y	Y	Y
I	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.	Evaluate medical conditions and indications for oral administration of a medication.

II	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.	Apply proper calculations for correct medication requirement for the patient presentation.
III	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.	Distinguish those approved drugs that are given via oral routes.
IV	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.	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.
V	Evaluate the benefit of medication administration via oral route in comparison to	Evaluate the benefit of medication administration via oral route in comparison to	Evaluate the benefit of medication administration via oral route in comparison to	Evaluate the benefit of medication administration via oral route in comparison to
VI	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.	Demonstrate how to provide oral medications using a sequential step method.
VII	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 prepare a patient for oral administration of a medication.
VIII	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.	Demonstrate how to measure the required quantity of oral medication.
<b>5.8.I Administer medication via rectal route</b>				
	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	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.	List medical conditions and indications for rectal administration of a medication.
II	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.	Apply proper calculations for correct medication requirement for the patient presentation.

III	Identify those approved drugs that are given via rectal routes.	Distinguish those approved drugs that are given via rectal routes.	Distinguish those approved drugs that are given via rectal routes.	Distinguish those approved drugs that are given via rectal routes.
IV	NO	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 rate of absorption of medication administered via rectal route in comparison to other routes.
V	NO	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.	Evaluate the benefit of medication administration via rectal route in comparison to other routes.
<b>5.8.m Administer medication via inhalation</b>				
	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	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.	Evaluate medical conditions, and indications for inhalation administration of a medication.
II	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.	Apply proper calculations for correct medication requirement for the patient presentation.
III	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.	Distinguish those approved drugs that are given via inhalation.
IV	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.	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.
V	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 provide inhalation medications using a sequential step method.

VI	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 prepare a patient for inhalation administration of a medication.
VII	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.	Demonstrate how to measure the required quantity of inhalation medication.
<b>5.8.n Administer medication via intranasal route</b>				
	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	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	Evaluate medical conditions and indications for inhalation administration of a medication
II	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.	Apply proper calculations for correct medication requirement for the patient presentation.
III	Distinguish those approved drugs that are given via intranasal route.	Distinguish those approved drugs that are given via intranasal route.	Distinguish those approved drugs that are given via intranasal route.	Distinguish those approved drugs that are given via intranasal route.
IV	Evaluate the benefit of medication administration via intranasal route in comparison to other routes.	Evaluate the benefit of medication administration via intranasal route in comparison to other routes.	Evaluate the benefit of medication administration via intranasal route in comparison to other routes.	Evaluate the benefit of medication administration via intranasal route in comparison to other routes.
V	Demonstrate how to provide medications by intranasal route using a sequential step method.	Demonstrate how to provide medications by intranasal route using a sequential step method.	Demonstrate how to provide medications by intranasal route using a sequential step method.	Demonstrate how to provide medications by intranasal route using a sequential step method.
VI	Demonstrate how to prepare a patient for administration of a medication via intranasal route.	Demonstrate how to prepare a patient for administration of a medication via intranasal route.	Demonstrate how to prepare a patient for administration of a medication via intranasal route.	Demonstrate how to prepare a patient for administration of a medication via intranasal route.

VII	Demonstrate how to measure the required quantity of medication for administration via intranasal route.	Demonstrate how to measure the required quantity of medication for administration via intranasal route.	Demonstrate how to measure the required quantity of medication for administration via intranasal route.	Demonstrate how to measure the required quantity of medication for administration via intranasal route.
<b>5.8.o Provide patient assist according to provincial list of medications</b>				
	Y	Y	Y	Y
I	Identify indications, relative and absolute contraindications, side effects, dosage parameters and safe administration process for each medication.	Identify indications, relative and absolute contraindications, side effects, dosage parameters and safe administration process for each medication.	Identify indications, relative and absolute contraindications, side effects, dosage parameters and safe administration process for each medication.	Identify indications, relative and absolute contraindications, side effects, dosage parameters and safe administration process for each medication.

## 6.0 Integration

### 6.1 Utilize differential diagnosis skills, decision-making skills and psychomotor skills in providing care to patients

PCP

ICP

ACP

CCP

#### 6.1.a Provide care to patient experiencing signs and symptoms involving cardiovascular system

Y

Y

Y

Y

I	Explain the pathophysiology of cardiovascular conditions.	Explain the pathophysiology of cardiovascular conditions.	Explain the pathophysiology of cardiovascular conditions.	Explain the pathophysiology of cardiovascular conditions.
II	Explain the approach to a patient presenting with cardiovascular conditions.	Explain the approach to a patient presenting with cardiovascular conditions.	Explain the approach to a patient presenting with cardiovascular conditions.	Explain the approach to a patient presenting with cardiovascular conditions.
III	Explain how patient history relates to patient presentation.	Explain how patient history relates to patient presentation.	Analyse how patient history relates to patient presentation.	Analyse how patient history relates to patient presentation.
IV	Explain how age, gender and health status relate to patient presentation.	Explain how age, gender and health status relate to patient presentation.	Analyse how age, gender and health status relate to patient presentation.	Analyse how age, gender and health status relate to patient presentation.
V	Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.
VI	Discuss potential complications of cardiovascular conditions.	Discuss potential complications of cardiovascular conditions.	Explain potential complications of cardiovascular conditions.	Infer potential complications of cardiovascular conditions.
VII	Adapt care based on patient presentation.	Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.
VIII	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.	Integrate the approach, assessment, treatment and transportation of a patient.
IX	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.

#### 6.1.b Provide care to patient experiencing signs and symptoms involving neurological system

Y

Y

Y

Y

I	Explain the pathophysiology of neurological conditions.	Explain the pathophysiology of neurological conditions.	Explain the pathophysiology of neurological conditions.	Explain the pathophysiology of neurological conditions.
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II	Explain the approach to a patient presenting with neurological conditions.	Explain the approach to a patient presenting with neurological conditions.	Explain the approach to a patient presenting with neurological conditions.	Explain the approach to a patient presenting with neurological conditions.
III	Explain how patient history relates to patient presentation.	Explain how patient history relates to patient presentation.	Analyse how patient history relates to patient presentation.	Analyse how patient history relates to patient presentation.
IV	Explain how age, gender and health status relate to patient presentation.	Explain how age, gender and health status relate to patient presentation.	Analyse how age, gender and health status relate to patient presentation.	Analyse how age, gender and health status relate to patient presentation.
V	Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.
VI	Discuss potential complications of neurological conditions.	Discuss potential complications of neurological conditions.	Explain potential complications of neurological conditions.	Infer potential complications of neurological conditions.
VII	Adapt care based on patient presentation.	Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.
VIII	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.	Integrate the approach, assessment, treatment and transportation of a patient.
IX	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.
<b>6.1.c Provide care to patient experiencing signs and symptoms involving respiratory system</b>				
	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	Explain the pathophysiology of respiratory conditions.	Explain the pathophysiology of respiratory conditions.	Explain the pathophysiology of respiratory conditions.	Explain the pathophysiology of respiratory conditions.
II	Explain the approach to a patient presenting with respiratory conditions.	Explain the approach to a patient presenting with respiratory conditions.	Explain the approach to a patient presenting with respiratory conditions.	Explain the approach to a patient presenting with respiratory conditions.
III	Explain how patient history relates to patient presentation.	Explain how patient history relates to patient presentation.	Analyse how patient history relates to patient presentation.	Analyse how patient history relates to patient presentation.
IV	Explain how age, gender and health status relate to patient presentation.	Explain how age, gender and health status relate to patient presentation.	Analyse how age, gender and health status relate to patient presentation.	Analyse how age, gender and health status relate to patient presentation.
V	Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.

VI	Discuss potential complications of respiratory conditions.	Discuss potential complications of respiratory conditions.	Explain potential complications of respiratory conditions.	Infer potential complications of respiratory conditions.
VII	Adapt care based on patient presentation.	Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.
VIII	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.	Integrate the approach, assessment, treatment and transportation of a patient.
IX	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.
<b>6.1.d Provide care to patient experiencing signs and symptoms primarily involving genitourinary / reproductive systems</b>				
	Y	Y	Y	Y
I	Explain the pathophysiology of genitourinary/ reproductive conditions.	Explain the pathophysiology of genitourinary/ reproductive conditions.	Explain the pathophysiology of genitourinary/ reproductive conditions.	Explain the pathophysiology of genitourinary/ reproductive conditions.
II	Explain the approach to a patient presenting with genitourinary/reproductive conditions.	Explain the approach to a patient presenting with genitourinary/reproductive conditions.	Explain the approach to a patient presenting with genitourinary/reproductive conditions.	Explain the approach to a patient presenting with genitourinary/reproductive conditions.
III	Explain how patient history relates to patient presentation.	Explain how patient history relates to patient presentation.	Analyse how patient history relates to patient presentation.	Analyse how patient history relates to patient presentation.
IV	Explain how age, gender and health status relate to patient presentation.	Explain how age, gender and health status relate to patient presentation.	Analyse how age, gender and health status relate to patient presentation.	Analyse how age, gender and health status relate to patient presentation.
V	Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.
VI	Discuss potential complications of genitourinary / reproductive conditions.	Discuss potential complications of genitourinary / reproductive conditions.	Explain potential complications of genitourinary/reproductive systems conditions.	Infer potential complications of genitourinary / reproductive conditions.
VII	Adapt care based on patient presentation.	Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.

VIII	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.	Integrate the approach, assessment, treatment and transportation of a patient.
IX	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.
<b>6.1.e Provide care to patient experiencing signs and symptoms involving gastrointestinal system</b>				
	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	Explain the pathophysiology of gastrointestinal conditions.	Explain the pathophysiology of gastrointestinal conditions.	Explain the pathophysiology of gastrointestinal conditions.	Explain the pathophysiology of gastrointestinal conditions.
II	Explain the approach to a patient presenting gastrointestinal conditions.	Explain the approach to a patient presenting gastrointestinal conditions.	Explain the approach to a patient presenting gastrointestinal conditions.	Explain the approach to a patient presenting gastrointestinal conditions.
III	Explain how patient history relates to patient presentation.	Explain how patient history relates to patient presentation.	Analyse how patient history relates to patient presentation.	Analyse how patient history relates to patient presentation.
IV	Explain how age, gender and health status relate to patient presentation.	Explain how age, gender and health status relate to patient presentation.	Analyse how age, gender and health status relate to patient presentation.	Analyse how age, gender and health status relate to patient presentation.
V	Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.
VI	Discuss potential complications of gastrointestinal conditions.	Discuss potential complications of gastrointestinal conditions.	Explain potential complications of gastrointestinal conditions.	Infer potential complications of gastrointestinal conditions.
VII	Adapt care based on patient presentation.	Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.
VIII	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.	Integrate the approach, assessment, treatment and transportation of a patient.
IX	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.

<b>6.1.f Provide care to patient experiencing signs and symptoms involving integumentary system</b>				
	Y	Y	Y	Y
I	Explain the pathophysiology of integumentary conditions.	Explain the pathophysiology of integumentary conditions.	Explain the pathophysiology of integumentary conditions.	Explain the pathophysiology of integumentary conditions.
II	Explain the approach to a patient presenting with integumentary conditions.	Explain the approach to a patient presenting with integumentary conditions.	Explain the approach to a patient presenting with integumentary conditions.	Explain the approach to a patient presenting with integumentary conditions.
III	Explain how patient history relates to patient presentation.	Explain how patient history relates to patient presentation.	Analyse how patient history relates to patient presentation.	Analyse how patient history relates to patient presentation.
IV	Explain how age, gender and health status relate to patient presentation.	Explain how age, gender and health status relate to patient presentation.	Analyse how age, gender and health status relate to patient presentation.	Analyse how age, gender and health status relate to patient presentation.
V	Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.
VI	Discuss potential complications of integumentary conditions.	Discuss potential complications of integumentary conditions.	Explain potential complications of integumentary conditions.	Infer potential complications of integumentary conditions.
VII	Adapt care based on patient presentation.	Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.
VIII	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.	Integrate the approach, assessment, treatment and transportation of a patient.
IX	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.
<b>6.1.g Provide care to patient experiencing signs and symptoms involving musculoskeletal system</b>				
	Y	Y	Y	Y
I	Explain the pathophysiology of musculoskeletal conditions.	Explain the pathophysiology of musculoskeletal conditions.	Explain the pathophysiology of musculoskeletal conditions.	Explain the pathophysiology of musculoskeletal conditions.
II	Explain the approach to a patient presenting with musculoskeletal conditions.	Explain the approach to a patient presenting with musculoskeletal conditions.	Explain the approach to a patient presenting with musculoskeletal conditions.	Explain the approach to a patient presenting with musculoskeletal conditions.

III	Explain how patient history relates to patient presentation.	Explain how patient history relates to patient presentation.	Analyse how patient history relates to patient presentation.	Analyse how patient history relates to patient presentation.
IV	Explain how age, gender and health status relate to patient presentation.	Explain how age, gender and health status relate to patient presentation.	Analyse how age, gender and health status relate to patient presentation.	Analyse how age, gender and health status relate to patient presentation.
V	Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.
VI	Discuss potential complications of musculoskeletal conditions.	Discuss potential complications of musculoskeletal conditions.	Explain potential complications of musculoskeletal conditions.	Infer potential complications of musculoskeletal conditions.
VII	Adapt care based on patient presentation.	Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.
VIII	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.	Integrate the approach, assessment, treatment and transportation of a patient.
IX	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.
<b>6.1.h Provide care to patient experiencing signs and symptoms involving immunologic system</b>				
	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	Explain the pathophysiology of immunologic conditions.	Explain the pathophysiology of immunologic conditions.	Explain the pathophysiology of immunologic conditions.	Explain the pathophysiology of immunologic conditions.
II	Explain the approach to a patient presenting with immunologic conditions.	Explain the approach to a patient presenting with immunologic conditions.	Explain the approach to a patient presenting with immunologic conditions.	Explain the approach to a patient presenting with immunologic conditions.
III	Explain how patient history relates to patient presentation.	Explain how patient history relates to patient presentation.	Analyse how patient history relates to patient presentation.	Analyse how patient history relates to patient presentation.
IV	Explain how age, gender and health status relate to patient presentation.	Explain how age, gender and health status relate to patient presentation.	Analyse how age, gender and health status relate to patient presentation.	Analyse how age, gender and health status relate to patient presentation.
V	Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.
VI	Discuss potential complications of immunologic conditions.	Discuss potential complications of immunologic conditions.	Explain potential complications of immunological conditions.	Infer potential complications of immunologic conditions.

VII	Adapt care based on patient presentation.	Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.
VIII	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.	Integrate the approach, assessment, treatment and transportation of a patient.
IX	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.
<b>6.1.i Provide care to patient experiencing signs and symptoms involving endocrine system</b>				
	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	Explain the pathophysiology of endocrine system conditions.	Explain the pathophysiology of endocrine system conditions.	Explain the pathophysiology of endocrine system conditions.	Explain the pathophysiology of endocrine system conditions.
II	Explain the approach to a patient presenting with endocrine conditions.	Explain the approach to a patient presenting with endocrine conditions.	Explain the approach to a patient presenting with endocrine conditions.	Explain the approach to a patient presenting with endocrine conditions.
III	Explain how patient history relates to patient presentation.	Explain how patient history relates to patient presentation.	Analyse how patient history relates to patient presentation.	Analyse how patient history relates to patient presentation.
IV	Explain how age, gender and health status relate to patient presentation.	Explain how age, gender and health status relate to patient presentation.	Analyse how age, gender and health status relate to patient presentation.	Analyse how age, gender and health status relate to patient presentation.
V	Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.
VI	Discuss potential complications of endocrine conditions.	Discuss potential complications of endocrine conditions.	Explain potential complications of endocrine conditions.	Infer potential complications of endocrine conditions.
VII	Adapt care based on patient presentation.	Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.
VIII	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.	Integrate the approach, assessment, treatment and transportation of a patient.
IX	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.

6.1.j Provide care to patient experiencing signs and symptoms involving the eyes, ears, nose and throat				
	Y	Y	Y	Y
I	Explain the pathophysiology of ear, eye, nose and throat conditions.	Explain the pathophysiology of ear, eye, nose and throat conditions.	Explain the pathophysiology of ear, eye, nose and throat conditions.	Explain the pathophysiology of ear, eye, nose and throat conditions.
II	Explain the approach to a patient presenting with the ears, eyes, nose and throat conditions.	Explain the approach to a patient presenting with the ears, eyes, nose and throat conditions.	Explain the approach to a patient presenting with the ears, eyes, nose and throat conditions.	Explain the approach to a patient presenting with the ears, eyes, nose and throat conditions.
III	Explain how patient history relates to patient presentation.	Explain how patient history relates to patient presentation.	Analyse how patient history relates to patient presentation.	Analyse how patient history relates to patient presentation.
IV	Explain how age, gender and health status relate to patient presentation.	Explain how age, gender and health status relate to patient presentation.	Analyse how age, gender and health status relate to patient presentation.	Analyse how age, gender and health status relate to patient presentation.
V	Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.
VI	Discuss potential complications of ear, eye, nose and throat conditions.	Discuss potential complications of ear, eye, nose and throat conditions.	Explain potential complications of ears, eyes, nose and throat conditions.	Infer potential complications of ear, eye, nose and throat conditions.
VII	Adapt care based on patient presentation.	Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.
VIII	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.	Integrate the approach, assessment, treatment and transportation of a patient.
IX	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.
6.1.k Provide care to patient experiencing toxicological syndromes				
	Y	Y	Y	Y
I	Describe the pathophysiology and presentations of poisonings and overdoses.	Describe the pathophysiology and presentations of poisonings and overdoses.	Describe the pathophysiology and presentations of poisonings and overdoses.	Describe the pathophysiology and presentations of poisonings and overdoses.

II	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.	Explain the approach to a patient presenting with medical or physical disorders created from a poisoning or overdose event.
III	Explain how patient history relates to patient presentation.	Explain how patient history relates to patient presentation.	Analyse how patient history relates to patient presentation.	Analyse how patient history relates to patient presentation.
IV	Explain how age, gender and health status relate to patient presentation.	Explain how age, gender and health status relate to patient presentation.	Analyse how age, gender and health status relate to patient presentation.	Analyse how age, gender and health status relate to patient presentation.
V	Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.
VI	Adapt care based on patient presentation.	Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.
VII	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.	Integrate the approach, assessment, treatment and transportation of a patient.
VIII	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.

#### 6.1.I Provide care to patient experiencing non-urgent problem

	Y	Y	Y	Y
I	Explain the approach to a patient presenting with a non-urgent problem.	Explain the approach to a patient presenting with a non-urgent problem.	Explain the approach to a patient presenting with a non-urgent problem.	Explain the approach to a patient presenting with a non-urgent problem.
II	Distinguish between non-urgent and urgent problems.	Distinguish between non-urgent and urgent problems.	Distinguish between non-urgent and urgent problems.	Distinguish between non-urgent and urgent problems.
III	Explain how patient history relates to patient presentation.	Explain how patient history relates to patient presentation.	Analyse how patient history relates to patient presentation.	Analyse how patient history relates to patient presentation.
IV	Explain how age, gender and health status relate to patient presentation.	Explain how age, gender and health status relate to patient presentation.	Analyse how age, gender and health status relate to patient presentation.	Analyse how age, gender and health status relate to patient presentation.
V	Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.

VI	Adapt care based on patient presentation.	Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.
VII	Integrate the approach, assessment, treatment and referral of a patient.	Integrate the approach, assessment, treatment and referral of a patient.	Integrate the approach, assessment, treatment and referral of a patient.	Integrate the approach, assessment, treatment and referral of a patient.
VIII	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.
<b>6.1.m Provide care to palliative patient</b>				
	Y	Y	Y	Y
I	Explain the approach to a palliative patient .	Explain the approach to a palliative patient .	Explain the approach to a palliative patient .	Explain the approach to a palliative patient .
II	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.
III	Explain how patient history relates to patient presentation.	Explain how patient history relates to patient presentation.	Analyse how patient history relates to patient presentation.	Analyse how patient history relates to patient presentation.
IV	Explain how age, gender and health status relate to patient presentation.	Explain how age, gender and health status relate to patient presentation.	Analyse how age, gender and health status relate to patient presentation.	Analyse how age, gender and health status relate to patient presentation.
V	Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.
VI	Adapt care based on patient presentation.	Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.
VII	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.	Integrate the approach, assessment, treatment and transportation of a patient.
VIII	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.

6.1.n Provide care to patient experiencing illness or injury due to extremes of temperature or adverse environments				
	Y	Y	Y	Y
I	Explain the approach to a patient presenting with signs and symptoms due to exposure to adverse environments.	Explain the approach to a patient presenting with signs and symptoms due to exposure to adverse environments.	Explain the approach to a patient presenting with signs and symptoms due to exposure to adverse environments.	Explain the approach to a patient presenting with signs and symptoms due to exposure to adverse environments.
II	Discuss conditions resulting from exposure to adverse environments.	Discuss conditions resulting from exposure to adverse environments.	Discuss conditions resulting from exposure to adverse environments.	Discuss conditions resulting from exposure to adverse environments.
III	Explain how patient history relates to patient presentation.	Explain how patient history relates to patient presentation.	Analyse how patient history relates to patient presentation.	Analyse how patient history relates to patient presentation.
IV	Explain how age, gender and health status relate to patient presentation.	Explain how age, gender and health status relate to patient presentation.	Analyse how age, gender and health status relate to patient presentation.	Analyse how age, gender and health status relate to patient presentation.
V	Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.
VI	Adapt care based on patient presentation.	Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.
VII	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.	Integrate the approach, assessment, treatment and transportation of a patient.
VIII	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.
6.1.o Provide care to trauma patient				
	Y	Y	Y	Y
I	Discuss how trauma indices (scores) relate to triage and transport decisions.	Discuss how trauma indices (scores) relate to triage and transport 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.
II	Explain how age, gender and health status relate to patient presentation.	Explain how age, gender and health status relate to patient presentation.	Analyse how age, gender and health status relate to patient presentation.	Analyse how age, gender and health status relate to patient presentation.

III	Prioritize treatment and transport decisions.	Prioritize treatment and transport decisions.	Prioritize treatment and transport decisions.	Prioritize treatment and transport decisions.
IV	Adjust care based on patient presentation.	Adjust care based on patient presentation.	Adjust care based on patient presentation.	Adjust care based on patient presentation.
V	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.
<b>6.1.p Provide care to psychiatric patient</b>				
	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	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.	Explain the approach to a patient presenting with psychiatric crisis.
II	Discuss conditions that may precipitate psychiatric crisis.	Discuss conditions that may precipitate psychiatric crisis.	Discuss conditions that may precipitate psychiatric crisis.	Discuss conditions that may precipitate psychiatric crisis.
III	Explain how patient history relates to patient presentation.	Explain how patient history relates to patient presentation.	Analyse how patient history relates to patient presentation.	Analyse how patient history relates to patient presentation.
IV	Explain how age, gender and health status relate to patient presentation.	Explain how age, gender and health status relate to patient presentation.	Analyse how age, gender and health status relate to patient presentation.	Analyse how age, gender and health status relate to patient presentation.
V	Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.
VI	Adjust care based on patient presentation.	Adjust care based on patient presentation.	Adjust care based on patient presentation.	Adjust care based on patient presentation.
VII	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.	Integrate the approach, assessment, treatment and transportation of a patient.
VIII	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.
<b>6.1.q Provide care for obstetrical patient</b>				
	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	Explain the approach to a obstetrical patient.	Explain the approach to a obstetrical patient.	Explain the approach to a obstetrical patient.	Explain the approach to a obstetrical patient.
II	Describe disease processes that interfere with the labour and delivery.	Describe disease processes that interfere with the labour and delivery.	Discuss disease processes that interfere with labour and delivery.	Explain disease processes that interfere with the labour and delivery.

III	Describe complications of labour and delivery.	Describe complications of labour and delivery.	Discuss complications of labour and delivery.	Explain complications of labour and delivery.
IV	Explain how patient history relates to patient presentation.	Explain how patient history relates to patient presentation.	Analyse how patient history relates to patient presentation.	Analyse how patient history relates to patient presentation.
V	Explain how age and health status relate to patient presentation.	Explain how age and health status relate to patient presentation.	Analyse how age and health status relate to patient presentation.	Analyse how age and health status relate to patient presentation.
VI	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.	Discuss indications that suggest the need to prepare for imminent delivery.
VII	Adapt care based on fetal and maternal presentation.	Adapt care based on fetal and maternal presentation.	Adjust care based on fetal and maternal presentation.	Integrate care based on fetal and maternal presentation.
VIII	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.
IX	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.	Integrate the approach, assessment, treatment and transportation of a patient.
X	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.

## 6.2 Provide care to meet the needs of unique patient groups

	PCP	ICP	ACP	CCP
<b>6.2.a Provide care for neonatal patient</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	Describe disease processes that interfere with neonatal life functions.	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.
II	Describe relationship between gestational age, presentation and care.	Describe relationship between gestational age, presentation and care.	Discuss relationship between gestational age, presentation and care.	Explain relationship between gestational age, presentation and care.
III	Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.
IV	Adapt care based on patient presentation.	Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.

V	Describe potential complications with neonatal patients.	Describe potential complications with neonatal patients.	Discuss potential complications with neonatal patients.	Explain potential complications with neonatal patients.
VI	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.	Integrate the approach, assessment, treatment and transportation of a patient.
VII	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.
<b>6.2.b Provide care for paediatric patient</b>				
	Y	Y	Y	Y
I	Identify possible abuse or neglect	Identify possible abuse or neglect	Identify possible abuse or neglect	Identify possible abuse or neglect
II	Integrate variations to approach, treatment and transport	Integrate variations to approach, treatment and transport	Integrate variations to approach, treatment and transport	Integrate variations to approach, treatment and transport
III	Justify variations in approach, assessment, care and transport decisions.	Justify variations in approach, assessment, care and transport decisions.	Justify variations in approach, assessment, care and transport decisions.	Justify variations in approach, assessment, care and transport decisions.
<b>6.2.c Provide care for geriatric patient</b>				
	Y	Y	Y	Y
I	Identify possible abuse or neglect	Identify possible abuse or neglect	Identify possible abuse or neglect	Identify possible abuse or neglect
II	Integrate variations to approach, treatment and transport methods	Integrate variations to approach, treatment and transport methods	Integrate variations to approach, treatment and transport methods	Integrate variations to approach, treatment and transport methods
III	Justify variations in approach, assessment, care and transport decisions.	Justify variations in approach, assessment, care and transport decisions.	Justify variations in approach, assessment, care and transport decisions.	Justify variations in approach, assessment, care and transport decisions.
<b>6.2.d Provide care for physically-impaired patient</b>				
	Y	Y	Y	Y
I	Define "physically impaired patient".	Define "physically impaired patient".	Define "physically impaired patient".	Define "physically impaired patient".
II	Modify assessment approach.	Modify assessment approach.	Modify assessment approach.	Modify assessment approach.

III	Identify common medical emergencies associated with physically-impaired patients.	Identify common medical emergencies associated with physically-impaired patients.	Discuss common medical emergencies associated with physically-impaired patients.	Explain common medical emergencies associated with physically-impaired patients.
IV	Identify common trauma emergencies associated with physically-impaired patients.	Identify common trauma emergencies associated with physically-impaired patients.	Discuss common trauma emergencies associated with physically-impaired patients.	Discuss common trauma emergencies associated with physically-impaired patients.
V	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.
VI	Demonstrate appropriate assessment techniques for the physically-impaired patient.	Demonstrate appropriate assessment techniques for the physically-impaired patient.	Perform appropriate assessment techniques for the physically-impaired patient.	Perform appropriate assessment techniques for the physically-impaired patient.
VII	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.	Integrate the approach, assessment, treatment and transportation of the patient.
VIII	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.
<b>6.2.e Provide care for mentally impaired patient</b>				
	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	Define "mentally-impaired patient"	Define "mentally-impaired patient"	Define "mentally-impaired patient"	Define "mentally-impaired patient"
II	Modify assessment approach.	Modify assessment approach.	Modify assessment approach.	Modify assessment approach.
III	Identify common medical emergencies associated with mentally-impaired patients.	Identify common medical emergencies associated with mentally-impaired patients.	Discuss common medical emergencies associated with mentally-impaired patients.	Explain common medical emergencies associated with mentally-impaired patients.
IV	Identify common trauma emergencies associated with mentally-impaired patients.	Identify common trauma emergencies associated with mentally-impaired patients.	Discuss common trauma emergencies associated with mentally-impaired patients.	Discuss common trauma emergencies associated with mentally-impaired patients.
V	Identify possible abuse or neglect of the mentally-impaired patient.	Identify possible abuse or neglect of the mentally-impaired patient.	Identify possible abuse or neglect of the mentally-impaired patient.	Identify possible abuse or neglect of the mentally-impaired patient.

VI	Demonstrate appropriate assessment techniques for the mentally-impaired patient.	Demonstrate appropriate assessment techniques for the mentally-impaired patient.	Perform appropriate assessment techniques for the mentally-impaired patient.	Perform appropriate assessment techniques for the mentally-impaired patient.
VII	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.	Integrate the approach, assessment, treatment and transportation of the patient.
VIII	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.
<b>6.2.f Provide care to bariatric patient</b>				
	Y	Y	Y	Y
I	Identify possible abuse or neglect.	Identify possible abuse or neglect.	Identify possible abuse or neglect.	Identify possible abuse or neglect.
II	Explain variations in approach, treatment and transport methods.	Explain variations in approach, treatment and transport methods.	Explain variations in approach, treatment and transport methods.	Explain variations in approach, treatment and transport methods.
III	Justify approach, treatment and transport decisions.	Justify approach, treatment and transport decisions.	Justify approach, treatment and transport decisions.	Justify approach, treatment and transport decisions.
<b>6.3 Conduct ongoing assessments and provide care</b>				
	PCP	ICP	ACP	CCP
<b>6.3.a Conduct ongoing assessments based on patient presentation and interpret findings</b>				
	Y	Y	Y	Y
I	Adapt 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.
II	Evaluate results of ongoing assessments.	Evaluate results of ongoing assessments.	Evaluate results of ongoing assessments.	Evaluate results of ongoing assessments.
III	Integrate assessment and patient care procedures.	Integrate assessment and patient care procedures.	Integrate assessment and patient care procedures.	Integrate assessment and patient care procedures.
IV	Justify ongoing assessment decisions.	Justify ongoing assessment decisions.	Justify ongoing assessment decisions.	Justify ongoing assessment decisions.

6.3.b Re-direct priorities based on assessment findings				
	Y	Y	Y	Y
I	Adapt management priorities.	Adapt management priorities.	Adjust management priorities.	Integrate management priorities.
II	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).
III	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.

7.0 Transportation				
7.1 Prepare ambulance for service				
	PCP	ICP	ACP	CCP
<b>7.1.a Conduct vehicle maintenance and safety check</b>				
	Y	Y	Y	Y
I	Identify components of a maintenance check.	Identify components of a maintenance check.	Identify components of a maintenance check.	Identify components of a maintenance check.
II	Identify components of a safety check.	Identify components of a safety check.	Identify components of a safety check.	Identify components of a safety check.
III	Perform a maintenance check.	Perform a maintenance check.	Perform a maintenance check.	Perform a maintenance check.
IV	Perform 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>				
	Y	Y	Y	Y
I	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 and vehicle devices within ambulance</b>				
	Y	Y	Y	Y
I	Explain 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.
II	Explain 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.
III	Operate vehicle equipment correctly.	Operate vehicle equipment correctly.	Operate vehicle equipment correctly.	Operate vehicle equipment correctly.
IV	Operate all vehicle devices correctly.	Operate all vehicle devices correctly.	Operate all vehicle devices correctly.	Operate all vehicle devices correctly.

7.2 Drive ambulance or similar type vehicle				
PCP		ICP	ACP	CCP
<b>7.2.a Utilize defensive driving techniques</b>				
Y		Y	Y	Y
I	Describe principles of defensive driving.	Describe principles of defensive driving.	Describe principles of defensive driving.	Describe principles of defensive driving.
II	Apply techniques of defensive driving.	Apply techniques of defensive driving.	Apply techniques of defensive driving.	Apply techniques of defensive driving.
<b>7.2.b Utilize safe emergency driving techniques</b>				
Y		Y	Y	Y
I	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.
II	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.
III	Apply appropriate driving techniques.	Apply appropriate driving techniques.	Apply appropriate driving techniques.	Apply appropriate driving techniques.
IV	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.
V	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>				
Y		Y	Y	Y
I	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.

7.3 Transfer patient to air ambulance				
PCP		ICP	ACP	CCP
<b>7.3.a Create safe landing zone for rotary-wing aircraft</b>				
Y		Y	Y	Y
I	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.
II	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.
<b>7.3.b Safely approach stationary rotary-wing aircraft</b>				
Y		Y	Y	Y
I	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>				
Y		Y	Y	Y
I	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.
7.4 Transport patient in air ambulance				
PCP		ICP	ACP	CCP
<b>7.4.a Prepare patient for air medical transport</b>				
Y		Y	Y	Y
I	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.
II	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>				
Y		Y	Y	Y
I	List the environmental factors and stresses experienced in flight.	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.

II	Describe how environmental factors and stresses may affect air medical patients.	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.
III	Modify techniques of care during flight.	Modify techniques of care during flight.	Modify techniques of care during flight.	Modify techniques of care during flight.

## 8.0 Health Promotion and Public Safety

### 8.1 Integrate professional practice into community care

PCP

ICP

ACP

CCP

#### 8.1.a Participate in health promotion activities and initiatives

Y

Y

Y

Y

I	Differentiate between primary, secondary and tertiary care strategies.	Differentiate between primary, secondary and tertiary care strategies.	Differentiate between primary, secondary and tertiary care strategies.	Differentiate between primary, secondary and tertiary care strategies.
II	Explain the purpose of health promotion and prevention strategies.	Explain the purpose of health promotion and prevention strategies.	Explain the purpose of health promotion and prevention strategies.	Explain the purpose of health promotion and prevention strategies.
III	Describe common health promotion and prevention strategies.	Describe common health promotion and prevention strategies.	Analyse common health promotion and prevention strategies.	Analyse common health promotion and prevention strategies.
IV	Describe health promotion and prevention strategies for individuals and communities.	Describe health promotion and prevention strategies for individuals and communities.	Modify health promotion and prevention strategies for individuals and communities.	Modify health promotion and prevention strategies for individuals and communities.
V	Describe tissue and organ donation programs.	Describe tissue and organ donation programs.	Describe tissue and organ donation programs.	Describe tissue and organ donation programs.

#### 8.1.b Participate in injury prevention and public safety activities and initiatives

Y

Y

Y

Y

I	Explain the purpose of injury prevention and public safety initiatives.	Explain the purpose of injury prevention and public safety initiatives.	Explain the purpose of injury prevention and public safety initiatives.	Explain the purpose of injury prevention and public safety initiatives.
II	Describe common injury prevention and public safety initiatives.	Describe common injury prevention and public safety initiatives.	Analyse common injury prevention and public safety initiatives.	Analyse common injury prevention and public safety initiatives.
III	Describe injury prevention strategies for individuals, households, workplaces and communities.	Describe injury prevention strategies for individuals, households, workplaces and communities.	Modify injury prevention strategies for individuals, households, workplaces and communities.	Modify injury prevention strategies for individuals, households, workplaces and communities.

<b>8.1.c Work collaboratively with other members of the health care community</b>				
	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	List other members of the health care community.	List other members of the health care community.	List other members of the health care community.	List other members of the health care community.
II	Describe the roles and relationship to other health care professionals.	Describe the roles and relationship to other health care professionals.	Describe the roles and relationship to other health care professionals.	Describe the roles and relationship to other health care professionals.
III	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.
IV	Demonstrate collaborative work 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.
<b>8.1.d Utilize community support agencies as appropriate</b>				
	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	Identify common community support programs.	Identify common community support programs.	Identify common community support programs.	Identify common community support programs.
II	Discuss situations that may require expertise or community support agencies	Discuss situations that may require expertise or community support agencies	Discuss situations that may require expertise or community support agencies	Discuss situations that may require expertise or community support agencies
III	Discuss related legislative requirements.	Discuss related legislative requirements.	Discuss related legislative requirements.	Discuss related legislative requirements.
IV	Acknowledge the need for additional intervention.	Acknowledge the need for additional intervention.	Acknowledge the need for additional intervention.	Acknowledge the need for additional intervention.
V	Communicate options to patient.	Communicate options to patient.	Communicate options to patient.	Communicate options to patient.

8.2 Contribute to public safety through collaboration with other emergency response agencies				
	PCP	ICP	ACP	CCP
<b>8.2.a Work collaboratively with other emergency response agencies</b>				
	Y	Y	Y	Y
I	List community emergency response agencies.	List community emergency response agencies.	List community emergency response agencies.	List community emergency response agencies.
II	Describe the roles and relationship to other emergency response agencies.	Describe the roles and relationship to other emergency response agencies.	Describe the roles and relationship to other emergency response agencies.	Describe the roles and relationship to other emergency response agencies.
III	Discuss mutual assistance and tiered-response.	Discuss mutual assistance and tiered-response.	Discuss mutual assistance and tiered-response.	Discuss mutual assistance and tiered-response.
IV	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.
V	Perform collaborative work with other emergency response agencies.	Perform collaborative work with other emergency response agencies.	Perform collaborative work with other emergency response agencies.	Perform collaborative work with other emergency response agencies.
<b>8.2.b Work within a incident management system (IMS)</b>				
	Y	Y	Y	Y
I	Identify a variety of Incident management systems.	Identify a variety of Incident management systems.	Identify a variety of Incident management systems.	Identify a variety of Incident management systems.
II	Describe the principles of an IMS.	Describe the principles of an IMS.	Describe the principles of an IMS.	Describe the principles of an IMS.
III	Explain the various participant roles in an IMS.	Explain the various participant roles in an IMS.	Explain the various participant roles in an IMS.	Explain the various participant roles in an IMS.
IV	Apply an IMS structure to an incident.	Apply an IMS structure to an incident.	Apply an IMS structure to an incident.	Apply an IMS structure to an incident.
V	Analyse the effectiveness of an IMS structure to a particular incident.	Analyse the effectiveness of an IMS structure to a particular incident.	Analyse the effectiveness of an IMS structure to a particular incident.	Analyse the effectiveness of an IMS structure to a particular incident.
VI	Modify event management based on IMS principles.	Modify event management based on IMS principles.	Modify event management based on IMS principles.	Modify event management based on IMS principles.

8.3 Participate in the management of a chemical, biological, radiological/nuclear, explosive (CBRNE) incident				
	PCP	ICP	ACP	CCP
<b>8.3.a Recognize indicators of agent exposure</b>				
	Y	Y	Y	Y
I	List common CBRNE agents.	List common CBRNE agents.	List common CBRNE agents.	List common CBRNE agents.
II	Discuss signs and symptoms due to agent exposure.	Discuss signs and symptoms due to agent exposure.	Explain signs and symptoms due to agent exposure.	Explain signs and symptoms due to agent exposure.
III	Identify potential dissemination devices.	Identify potential dissemination devices.	Identify potential dissemination devices.	Identify potential dissemination devices.
<b>8.3.b Possess knowledge of personal protective equipment (PPE)</b>				
	Y	Y	Y	Y
I	Discuss importance of PPE.	Discuss importance of PPE.	Discuss importance of PPE.	Discuss importance of PPE.
II	List levels of PPE.	List levels of PPE.	List levels of PPE.	List levels of PPE.
III	Discuss limitations of PPE.	Discuss limitations of PPE.	Discuss limitations of PPE.	Discuss limitations of PPE.
<b>8.3.c Perform CBRNE scene size-up</b>				
	Y	Y	Y	Y
I	Describe how to safely perform CBRNE scene size-up.	Describe how to safely perform CBRNE scene size-up.	Describe how to safely perform CBRNE scene size-up.	Describe how to safely perform CBRNE scene size-up.
II	Describe agent/ hazard avoidance techniques.	Describe agent/ hazard avoidance techniques.	Describe agent/ hazard avoidance techniques.	Describe agent/ hazard avoidance techniques.
III	Describe how to define and establish inner and outer perimeters.	Describe how to define and establish inner and outer perimeters.	Describe how to define and establish inner and outer perimeters.	Describe how to define and establish inner and outer perimeters.
<b>8.3.d Conduct decontamination procedures</b>				
	Y	Y	Y	Y
I	Describe the principles of triage specific to a CBRNE incident.	Describe the principles of triage specific to a CBRNE incident.	Describe the principles of triage specific to a CBRNE incident.	Describe the principles of triage specific to a CBRNE incident.
II	Control contaminated casualties.	Control contaminated casualties.	Control contaminated casualties.	Control contaminated casualties.

<b>8.3.e Conduct decontamination procedures</b>				
	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	Conduct emergency decontamination procedures.	Conduct emergency decontamination procedures.	Conduct emergency decontamination procedures.	Conduct emergency decontamination procedures.
II	Assist with the decontamination process.	Assist with the decontamination process.	Assist with the decontamination process.	Assist with the decontamination process.
<b>8.3.f Provide care to patients involved in CBRNE incident</b>				
	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>
I	Discuss directed first-aid and explain when its use is appropriate.	Discuss directed first-aid and explain when its use is appropriate.	Discuss directed first-aid and explain when its use is appropriate.	Discuss directed first-aid and explain when its use is appropriate.
II	List chemical countermeasures.	List chemical countermeasures.	Discuss chemical counter measures.	Discuss chemical counter measures.
III	Identify precautions to be taken when transporting patients.	Identify precautions to be taken when transporting patients.	Identify precautions to be taken when transporting patients.	Identify precautions to be taken when transporting patients.
IV	Identify possible support requirements by hospitals.	Identify possible support requirements by hospitals.	Identify possible support requirements by hospitals.	Identify possible support requirements by hospitals.
V	Recognize the psychological impact of CBRNE incidents on the community resources and first responders.	Recognize the psychological impact of CBRNE incidents on the community resources and first responders.	Recognize the psychological impact of CBRNE incidents on the community resources and first responders.	Recognize the psychological impact of CBRNE incidents on the community resources and first responders.

## Appendix 4 - Pathophysiology

This is **a non-exhaustive list** of illnesses, injuries and conditions for which a paramedic must be familiar. Paramedic programs should utilize this list to guide approval of competence attainment under competence area 4 and 6 of the competence profile. approval

A. Cardiovascular System		
<b>Vascular Disease</b>	Regurgitation	Benign arrhythmias
Aneurysm (intracranial, abdominal aortic)	Stenosis	Lethal arrhythmias
Arteriosclerosis	<b>Acute Coronary Syndromes</b>	Life threatening arrhythmias
Deep vein thrombosis	Infarction (ST-elevation vs non-STelevation)	<b>Congenital Abnormalities</b>
Hypertension	Infarction (transmural vs subendocardial)	Atrial septal defect
Peripheral vascular disease	Ischemia / angina	Patent ductus arteriosus
Thoracic aortic dissection	<b>Heart Failure</b>	Transposition
<b>Inflammatory disorders</b>	Cardiomyopathies	Ventricular septal defect
Endocarditis	Left sided	<b>Traumatic Injuries</b>
Myocarditis	Pericardial tamponade	Aortic disruption
Pericarditis	Right sided	Myocardial contusion
<b>Valvular Disease</b>	<b>Cardiac Conduction Disorder</b>	Peripheral vascular disruption
Prolapsed mitral valve		
B. Neurologic System		
<b>B. Neurologic System</b>	<b>Altered Mental Status</b>	Meningitis
<b>Convulsive Disorders</b>	Metabolic	<b>Tumours</b>
Febrile seizures	Structural	Structural
Generalized seizures	<b>Chronic Neurologic Disorders</b>	Vascular
Partial seizures (focal)	Alzheimer's	<b>Traumatic Injuries</b>
<b>Headache and Facial Pain</b>	Amyotrophic lateral sclerosis (ALS)	Head injury
Infection	Bell's palsy	Focal (epidural, subdural, subarachnoid, and hematoma)
Intracranial haemorrhage	Cerebral palsy	Diffuse axonal injury
Migraine	Multiple sclerosis	Spinal cord injury
Tension	Muscular dystrophy	<b>Paediatric</b>
<b>Cerebrovascular Disorders</b>	Parkinson's disease	Downs syndrome
Stroke	Poliomyelitis	Hydrocephalus
Ischemic (thrombotic vs embolic)	<b>Infectious Disorders</b>	Spina bifida
Haemorrhagic stroke	Encephalitis	
Transient ischemic attack	Guillain Barre syndrome	

C. Respiratory System		
<b>Medical Illness</b> Acute respiratory failure Adult respiratory disease syndrome Aspiration Chronic obstructive pulmonary disorder Hyperventilation syndrome Pleural effusion Pneumonia / bronchitis Pulmonary edema Pulmonary embolism Reactive airways disease / asthma Severe Acute Respiratory Syndrome (SARS) Antibiotic resistant strains	<b>Traumatic Injuries</b> Airway obstruction Aspirated foreign body Burns Diaphragmatic injuries Flail chest Haemothorax Penetrating injury Pneumothorax (simple, tension) Pulmonary contusion Toxic inhalation Tracheobronchial disruption	<b>Paediatric Illness</b> Acute respiratory failure Bronchiolitis Croup Cystic fibrosis Epiglottitis Sudden infant death syndrome
D. Genitourinary / Reproductive System		
<b>Reproductive Disorders</b> Bleeding / discharge Infection Ovarian cyst	Testicular torsion <b>Renal / Bladder</b> Renal colic Colic / calculi	Infection Obstruction Renal failure Traumatic injuries
E. Gastrointestinal System		
<b>Esophagus / Stomach</b> Esophageal varices Esophagitis Gastritis Gastroesophageal reflux Obstruction Peptic ulcer disease Upper gastrointestinal bleed	<b>Liver / Gall Bladder</b> Cholecystitis / biliary colic Cirrhosis Hepatitis <b>Pancreas</b> Pancreatitis <b>Small / Large Bowel</b> Appendicitis Diverticulitis	Gastroenteritis Inflammatory bowel disease Lower gastrointestinal bleed Obstruction Traumatic Injuries Abdominal injury - penetrating / blunt Esophageal disruption Evisceration

F. Integumentary System		
<b>Traumatic Injuries</b> Burns Lacerations / avulsions / abrasions	<b>Infectious and Inflammatory Illness</b> Allergy / urticaria	Infections Infestations
G. Musculoskeletal System		
<b>Soft Tissue Disorders</b> Amputations Compartment syndrome Contusions Dislocations Muscular dystrophies	Myopathies Necrotizing fasciitis Sprains Strains Subluxations <b>Skeletal Fractures</b> Appendicular	Axial Open, closed <b>Inflammatory Disorders</b> Arthritis Gout Osteomyelitis Osteoporosis
H. Immunologic Disorders		
Anaphylaxis	Anaphylaxis / Anaphylactoid reactions	Autoimmune disorders
I. Endocrine System		
Acid-base disturbances Addison's disease	Cushing's disease Diabetes mellitus	Electrolyte imbalances Thyroid disease
J. Ears, Eyes, Nose and Throat		
<b>Eyes - Traumatic Injuries</b> Eye trauma Burns / chemical exposure Corneal injuries Hyphema Penetrating injury <b>Eyes - Medical Illness</b> Cataracts Central retinal artery occlusion Glaucoma Infection Retinal detachment	<b>External, Middle and Inner Ear Disorders</b> Otitis externa Otitis media Traumatic ear injuries Vertigo <b>Face and Jaw Disorders</b> Dental abscess Trauma injury Trismus <b>Nasal and Sinus Disorders</b> Epistaxis Sinusitis	Trauma injury <b>Oral and Dental Disorders</b> Dental fractures Penetrating injury <b>Neck and Upper Airway Disorders</b> Epiglottitis Obstruction Peritonsillar abscess Retropharyngeal abscess Tonsillitis Tracheostomies Trauma injury - blunt / penetrating

K. Toxicologic Illness		
Prescription medication	Asphyxiants	Vesicants (blister agents)
Non-prescription medication	Cyanide	Crowd management agents
Recreational	Cholinergic	<b>Alcohol Related</b>
Poisons (absorbed, inhaled, ingested, injected)	Anti-cholinergic	Chronic alcoholism
Acids and alkalis	Sympathomimetics	Delirium tremens
Hydrocarbons	Alcohols	Korsakov's psychosis
	Food poisoning	Wernicke's encephalopathy
L. Adverse Environments		
Barotrauma	Heat cramps	Near drowning and drowning
Hyperthermal injuries	Heat exhaustion	Radiation exposure
Hypothermal injuries	Heat stroke	Stings and bites
Air embolism	High altitude cerebral edema	Systemic hypothermia
Decompression sickness	High altitude pulmonary edema	
Descent, ascent barotrauma	Local cold injuries	
M. Trauma		
Assault	Crush Injuries	Rapid deceleration injuries
Blast injuries	Falls	
N. Psychiatric Disorders		
<b>Anxiety Disorders</b>	<b>Eating Disorders</b>	Delusional disorder
Acute stress disorder	Anorexia nervosa	Homicidal ideation
Generalized anxiety disorder	Bulimia nervosa	Schizophrenia
Panic disorder	<b>Affective Disorders</b>	<b>Psychosocial disorders</b>
Post-traumatic stress disorder	Bipolar disorder	Antisocial disorder
Situational disturbances	Depressive disorders	
<b>Childhood Psychiatric Disorders</b>	Suicidal ideation	
Attention-deficit disorder	<b>Psychotic Disorders</b>	
Autistic disorder	Anxiety / depression	
<b>Cognitive Disorders</b>	Psychosis	
Delirium		

O. Obstetrics and Neonates		
<b>Pregnancy complications</b> Abruptio placenta Eclampsia Ectopic pregnancy First trimester bleeding Placenta previa Pre-eclampsia Third trimester bleeding Uterine rupture	<b>Childbirth complications</b> Abnormal presentations Post partum complications Post partum bleeding Post partum haemorrhage Prolapsed cord Uterine inversion	<b>Neonatal complications</b> Neonatal care Premature Cardiovascular insufficiency Meconium aspiration Respiratory insufficiency Cold stress
P. Multisystem Diseases and Injuries		
<b>Cancer</b> Malignancy Hematologic Disorders Anemia Bleeding disorders Leukemia Lymphomas (Hodgkin's, non-Hodgkin's) Multiple myeloma Sickle cell disease	<b>Infectious Diseases</b> Acquired immune deficiency syndrome Antibiotic resistant infection CBRNE related bacterial agents CBRNE related viral agents Influenza virus Malaria Meningococcaemia / bacteremia Tetanus Toxic shock syndrome Tuberculosis Varicella Rubella West Nile Virus	<b>Shock Syndromes</b> Anaphylactic Cardiogenic Hypovolemic Neurogenic Obstructive Septic

## Laboratory Data - Appendix

The following table supports competence 4.5.L, Interpret laboratory data, by listing the common laboratory data that each class of licensure. An “X” indicates the class of licensure is responsible for the knowledge, skills and judgement for the laboratory data that is listed in the table based upon the descriptions listed in the competence profile under 4.5.L, Interpret laboratory data.

Laboratory Data	PCP	ICP	ACP	CCP
Arterial blood gas analysis	X	X	X	X
Cardia Markers	X	X	X	X
Complete Blood Count	X	X	X	X
Lactate	X	X	X	X
Routine Chemistry	X	X	X	X

## Medications - Appendix

All paramedics who register and license with the College of Paramedics of Nova Scotia are expected to have the knowledge, skills and judgement to recognize and apply the principles of pharmacology for any classification of medication including:

- Identifying the sources of medications.
- Explaining the mechanisms of entry, absorption, site of action, metabolism and elimination.
- Performing calculations to determine the amount of medication required for expected action.
- Explaining factors that affect the absorption, distribution and elimination of a medication.
- Discussing indications, relative and absolute contraindications, side effects, dosage parameters, and safe administration process for medications.
- Identifying drug classification.
- Identifying chemical, generic trade and official names for medications.
- Explaining the information found within an appropriate medication reference.
- Explaining formulations related to administration.
- Defining pharmacological terminology and abbreviations.
- Analyzing the signs, symptoms and side-effects of iatrogenic overdose.

In addition to recognizing the above, the following table depicts the classifications of medications each class of licensure is currently responsible for, however, this list may expand or contract, for any class of licensure, depending upon the paramedics practice environment. Ultimately, a paramedic is responsible to implement strategies related to the safe and appropriate administration and use of any medication they administer.

	Medications	PCP	ICP	ACP	CCP
<b>A.</b>	<b>Medications Affecting the Central Nervous System</b>				
A.1	Opioid Antagonists	X	X	X	X
A.2	Anaesthetics				X
A.3	Anticonvulsants		X	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	X
A.8	Opioid Analgesics		X	X	X
A.9	Paralytics				X

## Medications - Appendix

	Medications	PCP	ICP	ACP	CCP
<b>B.</b>	<b>Medications Affecting the Autonomic Nervous System</b>				
B.1	Adrenergic Agonists	X	X	X	X
B.2	Adrenergic Antagonists			X	X
B.3	Cholinergic Agonists			X	X
B.4	Cholinergic Antagonists		X	X	X
B.5	Antihistamines	X	X	X	X
<b>C.</b>	<b>Medications Affecting the Respiratory System</b>				
C.1	Bronchodilators (Salbutamol)	X	X	X	X
<b>D.</b>	<b>Medications Affecting the Cardiovascular System</b>				
D.1	Antihypertensive Agents		X	X	X
D.2	Cardiac Glycosides		X	X	X
D.3	Diuretics		X	X	X
D.4	Class 1 Antidysrhythmics		X	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	X
D.9	<i>Vasodilators*</i>				X
<b>E.</b>	<b>Medications Affecting Blood Clotting Mechanisms</b>				
E.1	Anticoagulants			X	X
E.2	Thrombolytics			X	X
E.3	Platelet Inhibitors	X	X	X	X
E.4	Antifibrinolytics	X	X	X	X
<b>F.</b>	<b>Medications Affecting the Gastrointestinal System</b>				
F.1	Antiemetics	X	X	X	X
<b>G.</b>	<b>Medications Affecting Labour, Delivery and Postpartum Hemorrhage</b>				
G.1	Uterotonics			X	X
G.2	Tocolytics			X	X

## Medications - Appendix

	Medications	PCP	ICP	ACP	CCP
<b>H.</b>	<b>Medications Used to Treat Electrolyte and Substrate Imbalances</b>				
H.1	Vitamin and Electrolyte Supplements			X	X
H.2	Antihypoglycemic Agents	X	X	X	X
H.3	Insulin			X	X
<b>I.</b>	<b>Medications Used to Treat/prevent Inflammatory Responses and Infections</b>				
I.1	Corticosteroids			X	X
I.2	NSAID	X	X	X	X
I.3	Antibiotics			X	X
I.4	Immunizations			X	X
<b>J.</b>	<b>Medications Used to Treat Poisoning and Overdose</b>				
J.1	Antidotes or Neutralizing Agents			X	X
<b>K.</b>	<b>Other</b>				
K.1	Topical anaesthetic eye drops	X	X	X	X