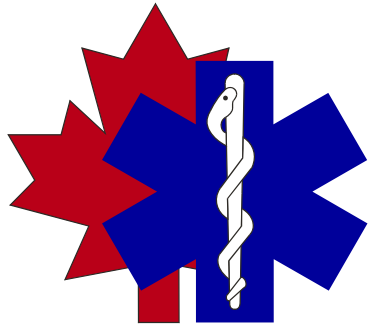


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# NATIONAL OCCUPATIONAL COMPETENCY PROFILE FOR PARAMEDICS



Paramedic Association of Canada  
October 2011

[www.paramedic.ca](http://www.paramedic.ca)

## Preamble

The Paramedic Association of Canada (PAC) first established the National Occupational Competency Profile (NOCP) in March 2000, with an update published in June 2001. Creation of the NOCP followed a multi-year national project involving hundreds of paramedics as well as employers and other key stakeholders. Financial support from the Government of Canada was instrumental in completing the work.

Commencing in October 2007 PAC initiated a revision to the profile. This again involved a broad national consultation process. The revised NOCP was approved by the PAC Board of Directors in October 2011.

The primary purposes of the NOCP are:

- (1) to create national standards for education programs, and
- (2) to provide a tool to assist paramedic regulators establish common workplace standards and enhance labour mobility.

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## Table of Contents

Introduction .....	5
Evolution of the Paramedic Profession .....	5
The Paramedic Association of Canada.....	6
Development of the 2011 National Occupational Competency Profile .....	6
Structure of the NOCP .....	8
Paramedic Levels.....	8
Competencies .....	9
Competency Areas and General Competencies .....	10
Specific Competencies.....	12
Proficiency .....	12
Performance Environments.....	13
Sub-Competencies.....	14
Interface of the NOCP with Regulatory Requirements and the COPR National Examinations.....	14
Interface of the NOCP with Requirements for the Accreditation of Paramedic Education Programs.....	14
Additional Information for Education Programs .....	15
Assessment of Specific Competencies Designated “Academic” .....	15
Assessment of Specific Competencies Designated “Simulated”, “Clinical” or “Preceptorship” .....	15
Progression of Learning .....	15
Supervision in Clinical and Preceptorship Performance Environments.....	16
High Fidelity Simulation.....	16

Interpretation of Sub-Competencies.....	17
Assessment of Sub-Competencies .....	21
Further Information on Accreditation Requirements and Expectations .....	21
Supplementary Documents .....	21
Acknowledgements .....	23
A note from the PAC Executive Director .....	24
Competencies	
Competency Area 1. Professional Responsibilities.....	25
Competency Area 2. Communication .....	36
Competency Area 3. Health and Safety.....	46
Competency Area 4. Assessment and Diagnostics .....	54
Competency Area 5. Therapeutics .....	86
Competency Area 6. Integration .....	129
Competency Area 7. Transportation.....	148
Competency Area 8. Health Promotion and Public Safety.....	151
<u>Appendices</u>	
Appendix A. High Fidelity Simulation.....	156
Appendix 4. Pathophysiology .....	160
Appendix 5. Medications .....	171

# Introduction

## **Evolution of the Paramedic Profession**

Since the NOCP was first established, workplace opportunities and demands on paramedics have broadened and deepened, in concert with the evolution of the health care system.

Paramedics in Canada now number more than 30,000 and in addition to providing prehospital care they commonly work in areas such as industry, community health and health promotion. Paramedics are strongly integrated with other emergency response agencies, as partners in public safety.

Medical innovation and new technology has required paramedics in some settings to take on complex roles, often with an increased diagnostic focus.

The changes in practice have placed increasing expectations on paramedic education programs. Concurrently, educators have struggled with limited resources and access to supervised clinical placements and preceptorships.

Regulators face significant challenges in ensuring the competency and currency of paramedics, and in responding to government requirements to enhance inter-provincial labour mobility.

As paramedic practice and relationships become more complex, the NOCP remains an important document that provides a national entry-to-practice standard.

The 2011 NOCP adds a number of new competencies, revises others and introduces a new Competency Area: Health Promotion and Public Safety. In addition, it provides new information on supervision and the use of high fidelity simulation to enhance education.

## **The Paramedic Association of Canada**

Since 1988, PAC (originally the Canadian Society of Ambulance Personnel) has represented the profession on a national level. PAC's goals continue to include:

- Stewardship of the National Occupational Competency Profile
- Promotion of national standards through examinations and registration
- Promotion of paramedic self-regulation
- Advocacy for inclusion of paramedics under the *Canada Health Act*
- Support for research related to paramedic practice
- Support for the establishment of enhanced education programs for paramedics, including baccalaureate-level programs

Historically, PAC has collaborated with key stakeholder groups who share an interest in paramedic practice. This has included the Emergency Medical Service Chiefs of Canada, the Canadian Association of Emergency Physicians, and the Society for Prehospital Educators in Canada.

More recently PAC and the Canadian Organization of Paramedic Regulators (COPR) agreed to utilize the NOCP competencies for Primary Care Paramedics and Advanced Care Paramedics in creating a national registration examination blueprint.

## **Development of the 2011 National Occupational Competency Profile**

In October 2007 PAC established a multi-stakeholder NOCP Review Committee. The Committee met in workshop style for a total of 8 days over three years, with a goal of identifying updates to maintain the currency of the NOCP and improving the overall utility of the document.

The Committee proposed:

- Revisions to the wording of competency statements, to reflect current terminology in the field and to enhance clarity
- The addition of new Specific Competencies, to reflect evolving practice
- Changes to Performance Environments for some Specific Competencies
- The introduction of a new Performance Environment

In the fall of 2008 a national, bilingual, on-line Job Task Survey was undertaken, through which practicing paramedics were asked about workplace trends, focusing on competencies proposed for addition and competencies under consideration for revised Performance Environments. There were 598 responses to the survey.

In early 2009 broader Stakeholder Validation Surveys took place. These were also national, bilingual, on-line instruments targeted to both practitioners and non-practitioners (such as supervisors, educators and emergency physicians). The surveys were designed to obtain information about current and evolving practice, and included questions related to every Specific Competency in the 2001 NOCP, as well as the proposed changes. There were 1029 responses to the validation surveys.

Thereafter, the NOCP Review Committee reconvened to consider the results of the surveys and decide upon a revised document to be recommended to the PAC Board of Directors for approval.

Concurrent with this final step, paramedic regulators initiated a Labour Mobility Project, sponsored by the Government of Canada, and formed COPR with a goal of establishing national registration examinations.

PAC and COPR agreed that additional competencies would be incorporated into the NOCP and that the NOCP would be the foundation for the national examination blueprint. The collaboration between PAC and COPR ensures the continuation of the NOCP as the standard for paramedic education, and furthermore that the standard will be linked to entry-to-practice by means of a national examination.

The PAC Board of Directors approved the new profile, inclusive of the COPR requested competencies in October 2011.

## Structure of the NOCP

### Paramedic Levels

The NOCP contains integrated competency sets describing the entry-to-practice expectations for four paramedic<sup>1</sup> levels:

- Emergency Medical Responder (EMR)
- Primary Care Paramedic (PCP)
- Advanced Care Paramedic (ACP)
- Critical Care Paramedic (CCP)

The levels are characterized as follows:

- The EMR has successfully completed a recognized training program in emergency patient care and transportation. Historically, EMRs have been the medical first responder in rural and remote communities. They are often associated with volunteer emergency services organizations, and may be the sole provider of emergency medical services in some communities. EMRs may be responsible for initial assessments, the provision of safe and prudent care, and the transport of a patient to the most appropriate health care facility.
- The PCP has successfully completed a recognized education program in paramedicine at the primary care paramedic level. PCPs may be volunteer or career paramedics associated with remote, rural, suburban, urban, industrial, air ambulance and military services. PCPs constitute the largest group of paramedics in Canada. Controlled or delegated medical acts<sup>2</sup> in the PCP competency profile include intravenous cannulation and the administration of certain medications.

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<sup>1</sup> The term “paramedic” as used in this document is inclusive of the four levels, including the Emergency Medical Responder.

<sup>2</sup> Successful completion of an education program that has provided instruction in the provision of controlled or delegated medical acts does not authorize a paramedic to carry out these acts without formal, defined medical control, or appropriate regulatory approval.



- The ACP has successfully completed a recognized education program in paramedicine at the advanced care paramedic level. An ACP education program may require prior certification at the PCP level (or equivalent). ACPs are often employed in rural, suburban, urban, industrial, and air ambulance services. ACP education builds upon the PCP competencies, and ACPs apply their added knowledge and skills to provide enhanced levels of assessment and care. Controlled or delegated medical acts in the ACP competency profile include advanced techniques to manage life-threatening problems affecting patient airway, breathing and circulation. ACPs may implement treatment measures that are invasive and/or pharmacological in nature.
  
- The CCP has successfully completed a recognized education program in paramedicine at the critical care paramedic level. This is currently the highest level of paramedic certification available. CCPs are often employed in suburban, urban, and air ambulance services. CCP education builds upon the ACP competencies, and CCPs apply their added knowledge and skills to provide enhanced levels of assessment and care. Controlled or delegated medical acts in the CCP competency profile include advanced techniques, including invasive hemodynamic monitoring devices to manage life-threatening problems affecting patient airway, breathing and circulation. CCPs may implement treatment measures that are invasive and/or pharmacological in nature.

The paramedic levels are integrated, in that each successive level incorporates and exceeds the competencies of the previous level.

### Competencies

Competencies in the NOCP are described using a hierarchy of terms:

- Competency Area
- General Competency
- Specific Competency
- Sub-Competency

The definitions of and relationships between these terms are explained below.

## Competency Areas and General Competencies

To create a framework for the profile, paramedic practice is considered to consist of eight Competency Areas, within each of which several General Competencies establish broad expectations and serve as section headings under which Specific Competencies are listed. This framework is as follows:

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 or potential forensic implications.
  
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.
  
3. Health and 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.
  
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.

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.
  
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.
  
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.
  
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, explosive (CBRNE) incident.

## Specific Competencies

Specific Competencies, within each General Competency, identify the job tasks in which, at entry-to-practice, the paramedic must demonstrate proficiency in a designated Performance Environment.

## Proficiency

Proficiency<sup>3</sup> involves the demonstration of skills, knowledge and abilities in accordance with the following principles:

- Consistency (the ability to repeat practice techniques and outcomes; this requires performance *more than once* in the appropriate Performance Environment)
- Independence (the ability to practice without assistance from others)
- Timeliness (the ability to practice in a time frame that enhances patient safety)
- Accuracy (the ability to practice utilizing correct techniques and to achieve the intended outcomes)
- Appropriateness (the ability to practice in accordance with clinical standards and protocols outlined within the practice jurisdiction)

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<sup>3</sup> In former versions of the NOCP the term “competence” was used; this has been replaced by “proficiency”. The change is intended to reflect the fact that a paramedic’s level of performance of a competency evolves over time based upon both training, experience and the use of the competency. At entry-to-practice, the level of proficiency required is as described here.

## Performance Environments

The Performance Environment specifies the setting in which the paramedic must demonstrate proficiency. The following notations and definitions apply:

Performance Environment	DEFINITION
<b>N</b>	The competency is <i>not applicable</i> to the paramedic.
<b>X</b>	The paramedic should have a <i>basic awareness</i> of the subject matter of the competency. The paramedic must have been provided with or exposed to basic information on the subject, but evaluation is not required.
<b>A</b>	The paramedic must have demonstrated an <i>academic understanding</i> of the competency. Individual evaluation is required.
<b>S</b>	<p>The paramedic must have demonstrated proficiency in a <i>simulated setting</i>. Individual evaluation of physical application skills is required, utilizing any of the following:</p> <ul style="list-style-type: none"> <li>• practical scenario</li> <li>• skill station</li> <li>• mannequin</li> <li>• cadaver</li> <li>• live subject (human or non-human)</li> </ul> <p>In Competency Areas 4 and 5, skills must be demonstrated on a human subject where legally and ethically acceptable.</p>
<b>C</b>	<p>The paramedic must have demonstrated proficiency in a <i>clinical setting</i> with a patient. Individual evaluation of physical application skills is required. An acceptable clinical setting is any of the following:</p> <ul style="list-style-type: none"> <li>• hospital</li> <li>• health clinic</li> <li>• medical office</li> <li>• nursing home.</li> <li>• high fidelity simulation<sup>4</sup></li> </ul> <p>Alternate clinical settings must be appropriate to the Specific Competency being evaluated.</p>
<b>P</b>	<p>The paramedic must have demonstrated proficiency in a <i>field preceptorship</i> with a patient. Individual evaluation of physical application skills is required. An acceptable field preceptorship setting is a land or air paramedic service. Alternate field preceptorship settings must be appropriate to the Specific Competency being evaluated, and may include high fidelity simulation.</p>

<sup>4</sup> See page 16 for more information on High Fidelity Simulation.

## Sub-Competencies

For each Specific Competency, there may be several Sub-Competencies. Sub-Competencies are learning outcomes that may be measured to help assess an individual's capacity to perform the Specific Competency. Sub-Competencies are primarily of value to educators and to others with responsibility for assessing proficiency.

For further information about the use of Sub-Competencies, refer to the section below: Additional Information for Education Programs.

### **Interface of the NOCP with Regulatory Requirements and the COPR National Examinations**

The requirements for paramedic licensure are determined by the provincial regulatory bodies. The paramedic levels utilized by each province, and the respective terminology, currently vary somewhat across the country.

Through COPR, the provincial regulators are collaborating in the development and administration of national registration examinations at the PCP and ACP levels. COPR has incorporated the NOCP's Specific Competencies for the PCP and ACP into the Blueprints for these examinations.

### **Interface of the NOCP with Requirements for the Accreditation of Paramedic Education Programs**

Through incorporation into the Canadian Medical Association Conjoint Accreditation process (CMA Accreditation) the NOCP establishes the required minimum learning outcomes of accredited education programs at the PCP, ACP and CCP levels. Programs are free to create their own curricula and learning activities to enable graduates to achieve the learning outcomes. Additionally, programs are at liberty to generate learning outcomes that exceed the competencies.

In order to be eligible for accreditation, programs must demonstrate that they assess student proficiency with respect to the Specific Competencies and Sub-Competencies listed in the NOCP for the relevant paramedic level. Furthermore, assessment of the Specific Competencies must take place in the Performance Environments designated by the NOCP.

## **Additional Information for Education Programs**

### Assessment of Specific Competencies Designated “Academic”

Specific Competencies designated for assessment in the Academic Performance Environment may be assessed by written or oral examination. Only Cognitive and Affective aspects of the Specific Competencies need be assessed. If the Specific Competency speaks to a psychomotor activity, students need be assessed only as to their knowledge of *how to perform*.

Notwithstanding the above, programs may *opt* to assess such Specific Competencies in Simulated, Clinical or Preceptorship environments.

### Assessment of Specific Competencies Designated “Simulated”, “Clinical” or “Preceptorship”

Programs must structure their practica so that all students will have the opportunity to perform Specific Competencies in the designated Performance Environment, to a level consistent with the NOCP definition of proficiency. As required by the definition, all Specific Competencies must be successfully performed at least twice, although additional exposure is recommended.

Notwithstanding the above, programs may *opt* to assess such competencies in a Performance Environment which exceeds the environment designated.

### Progression of Learning

Programs are expected to incorporate into their curricula activities that provide students with effective learning opportunities. This normally requires a progression of learning through increasingly complex environments. For example, a Specific Competency that is designated in the NOCP for assessment in a Preceptorship Performance Environment is first introduced in an Academic Environment, and then practiced in a Simulated Environment or applied in a Clinical Environment (as appropriate) before being applied in Preceptorship.

## Supervision in Clinical and Preceptorship Performance Environments

Students undergoing learning or assessment in Clinical or Preceptorship Performance Environments require adequate supervision<sup>5</sup>. The guiding principles for supervision are (1) that patient safety is paramount, and (2) that students be provided with maximum access to learning opportunities provided that patient safety is not compromised.

Adequate supervision is defined as:

- Direct supervision by a certified or qualified paramedic (as determined by local requirements)<sup>6</sup> until the student demonstrates proficiency in the Specific Competency, consistent with the NOCP definition
- Indirect supervision once the student has demonstrated proficiency in the Specific Competency (In the case of indirect supervision, the preceptor must be in a position to provide immediate support and intervention as required)

A two person preceptorship (with one preceptor and one student) is acceptable as an evaluation experience with the limitation that the student can only be assessed with regard to Specific Competencies for which the preceptor has directly viewed student-patient interaction (at the scene or at the bedside). In the event that the patient requires further care or treatment during transport, for which the student is not yet deemed to have achieved proficiency, then the preceptor shall maintain direct supervision.

## High Fidelity Simulation

In response to the challenge of ensuring exposure to clinical and preceptorship situations sufficient to assess proficiency for certain Specific Competencies, and in recognition of the increasing accessibility and efficacy of simulation equipment, “High Fidelity Simulation” has been introduced as an acceptable assessment process within the Clinical and Preceptorship Performance Environments.

High Fidelity Simulation is the application of specific educational processes supported by technology that can reasonably equate to a Clinical or Preceptorship Performance Environment. The application of High Fidelity Simulation must reflect the attainment of proficiency consistent with the NOCP definition.

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<sup>5</sup> Supervision is not required during assessment by High Fidelity Simulation.

<sup>6</sup> In appropriate circumstances supervision by another certified health care professional (eg physician, nurse) is acceptable.



PAC will collaborate with educators to review evidence supporting the effectiveness of High Fidelity Simulation as an assessment process for selected Specific Competencies. Specific Competencies approved for assessment by High Fidelity Simulation will be listed in NOCP Appendix A, to be published from time to time by PAC.

### Interpretation of Sub-Competencies

Each Sub-Competency includes a specific *performance action verb*. Verbs have been selected from taxonomies<sup>7</sup> to delineate their relative complexities.

The ability to perform Sub-Competencies requires learning in one or more of three domains: Cognitive (knowledge and thinking skills), Affective (attitudes and values) and Psychomotor (physical actions). The taxonomies are shown below.

Although many of the verbs in the taxonomies are in everyday usage, users of the NOCP are cautioned that Sub-Competency statements should be interpreted only in the context of definitions in the following tables.

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

<sup>7</sup> The taxonomies are unique to the NOCP, but derived from the classic work of Benjamin Bloom (1953) and others.

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

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

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

For example, consider the following Sub-Competency statements:

	EMR	PCP	ACP	CCP
5.2.a Recognize indications for oxygen administration.	Identify indications for oxygen administration.	Describe indications for oxygen administration.	Discuss indications for oxygen administration.	Discuss indications for oxygen administration.

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

In the following example:

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

the expectation of all four levels is identical.

This can be summarized as a general rule:

<p>When comparing Sub-Competency statements across paramedic levels:</p> <ul style="list-style-type: none"><li>➤ If the performance action verbs are identical, the expectations of proficiency are identical.</li><li>➤ If the performance action verbs are different, the expectations of proficiency are different.</li></ul>
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This rule applies in all Competency Areas except Area 6, Integration. In the Integration Area the competency expectations always increase across paramedic levels even if the verbs are identical. This expectation is inherent in the Integration Sub-Competencies since it is here that paramedics are expected to blend their total knowledge and experience in providing patient care.

## Assessment of Sub-Competencies

Assessment of Sub-Competencies may take place in a Performance Environment determined by the program.

## Further Information on Accreditation Requirements and Expectations

For more information that relates to the requirements and expectations for accreditation, the reader is referred to the Conjoint Accreditation Services page of the Canadian Medical Association website at [www.cma.ca](http://www.cma.ca)

## **Supplementary Documents**

PAC maintains several documents that are supplemental to the NOCP. These include:

- Appendix A – Approved High Fidelity Simulations
- Appendix 4 – Pathophysiology (applicable to Competency Area 4)
- Appendix 5 – Medications (applicable to Competency Area 5)

Appendix A is referred to on page 17. Appendices 4 and 5 are intended as guidelines to assist in the interpretation of the NOCP.

During development of the 2001 NOCP, PAC produced some other documents to assist in defining the profession:

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

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

- |                    |                      |                       |
|--------------------|----------------------|-----------------------|
| ➤ Reading text     | ➤ Numeracy           | ➤ Working with others |
| ➤ Use of documents | ➤ Oral communication | ➤ Computer use        |
| ➤ Writing          | ➤ Thinking skills    |                       |

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

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

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

- *Foundation Knowledge Profile (August 2001)*

Foundation Knowledge is enabling knowledge that provides part of the foundation necessary to learn paramedic-specific knowledge and skills. The Foundation Knowledge Profile defines knowledge in two areas:

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

Paramedic education programs vary in their approach to the Foundation Knowledge areas. Some programs require incoming students to have completed specific educational prerequisites (for example courses such as chemistry, biology, human anatomy). Other programs provide this material as formal coursework within paramedic training. Although the incorporation of Foundation Knowledge is not a requirement, PAC encourages programs to address this need in a comprehensive and formal manner, either through prerequisite requirements or through coursework within the program.

## Acknowledgements

Since the initial work on the development of paramedic competencies began in 1998, hundreds of paramedic professionals (practitioners, educators, supervisors and managers) have contributed to the creation and evolution of the NOCP. This high level of involvement must continue in the future if the NOCP is to serve the profession effectively.

Over the years many organizations have collaborated with PAC in this work. Prominent among the contributors have been the Emergency Medical Service Chiefs of Canada, the Society for Prehospital Educators in Canada, the Canadian Medical Association Conjoint Accreditation Services, the Canadian Association of Emergency Physicians, the Canadian Organization of Paramedic Regulators, the PAC Provincial Chapters, and Human Resources & Skills Development Canada.

PAC gratefully acknowledges all who contributed.

PAC particularly appreciates the involvement of the following individuals who served on the 2007-2009 Review Committee and contributed to the creation of the 2011 NOCP:

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### A note from the PAC Executive Director

The National Occupational Competency Profile for Paramedics is arguably the most important document in defining the paramedic profession. The NOCP continues to give credibility to an emerging profession. Paramedics are highly valued health care and public safety providers whose role and importance is expanding. This iteration of the NOCP enables growth in the service the paramedic provides to their community. We are proud of the accomplishment.

There will be a transitional period for the new NOCP wherein education programs will adapt to this new document. Thereafter, the NOCP review process will start anew. Already, I foresee change that will benefit our communities.

An honour to serve my profession.

Sincerely,  
Pierre Poirier, Executive Director  
Chair, NOCP Review Committee



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

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<b>1.1.c Dress appropriately and maintain personal hygiene.</b>	<b>A</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Identify appropriate dress for situation and environment.	Identify appropriate dress for situation and environment.	Identify appropriate dress for situation and environment.	Identify appropriate dress for situation and environment.
	Identify characteristics of personal hygiene.	Identify characteristics of personal hygiene.	Identify characteristics of personal hygiene.	Identify characteristics of personal hygiene.
	Acknowledge appearance and personal hygiene.	Acknowledge appearance and personal hygiene.	Acknowledge appearance and personal hygiene.	Acknowledge appearance and personal hygiene.
		Integrate knowledge of situation and environment to dress appropriately.	Integrate knowledge of situation and environment to dress appropriately.	Integrate knowledge of situation and environment to dress appropriately.
		Demonstrate personal hygiene.	Demonstrate personal hygiene.	Demonstrate personal hygiene.
<b>1.1.d Maintain appropriate personal interaction with patients.</b>	<b>A</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Describe appropriate personal interaction.	Discuss appropriate personal interaction.	Discuss appropriate personal interaction.	Discuss appropriate personal interaction.
	Describe inappropriate personal interaction.	Discuss inappropriate personal interaction.	Discuss inappropriate personal interaction.	Discuss inappropriate personal interaction.
		Demonstrate appropriate personal interaction with patients.	Demonstrate appropriate personal interaction with patients.	Demonstrate appropriate personal interaction with patients.
	Value appropriate professional relationships with patients.	Value appropriate professional relationships with patients.	Value appropriate professional relationships with patients.	Value appropriate professional relationships with patients.

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<b>1.1.e Maintain patient confidentiality.</b>	<b>A</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Describe legislative and regulatory requirements related to patient confidentiality.	Discuss legislative and regulatory requirements related to patient confidentiality.	Discuss legislative and regulatory requirements related to patient confidentiality.	Discuss legislative and regulatory requirements related to patient confidentiality.
	Acknowledge conduct necessary to maintain patient confidentiality.	Acknowledge conduct necessary to maintain patient confidentiality.	Acknowledge conduct necessary to maintain patient confidentiality.	Acknowledge conduct necessary to maintain patient confidentiality.
		Integrate confidentiality into effective patient care.	Integrate confidentiality into effective patient care.	Integrate confidentiality into effective patient care.
<b>1.1.f Participate in quality assurance and enhancement programs.</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
	Describe common quality assurance and enhancement processes.	Explain common quality assurance and enhancement processes.	Analyze common quality assurance and enhancement processes.	Analyze common quality assurance and enhancement processes.
	Acknowledge the relevance of quality assurance and enhancement programs to paramedic practice.	Acknowledge the relevance of quality assurance and enhancement programs to paramedic practice.	Acknowledge the relevance of quality assurance and enhancement programs to paramedic practice.	Acknowledge the relevance of quality assurance and enhancement programs to paramedic practice.
<b>1.1.g Promote awareness of emergency medical system and profession.</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
	Describe the characteristics of local emergency medical services.	Describe the characteristics of local emergency medical services.	Describe the characteristics of local emergency medical services.	Describe the characteristics of local emergency medical services.
		Describe characteristics of emergency medical services in Canada.	Describe characteristics of emergency medical services in Canada.	Describe characteristics of emergency medical services in Canada.
		Discuss emergency medical services in Canada.	Analyze strengths and weaknesses of emergency medical services in Canada.	Analyze strengths and weaknesses of emergency medical services in Canada.

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<b>1.1.h Participate in professional association.</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
	Identify professional associations for paramedics in Canada.	Identify professional associations for paramedics in Canada.	Identify professional associations for paramedics in Canada.	Identify professional associations for paramedics in Canada.
	Describe the role of professional associations.	Describe the role of professional associations.	Describe the role of professional associations.	Describe the role of professional associations.
			Discuss participation in professional association(s).	Discuss participation in professional association(s).
	Acknowledge the benefits of participation in professional association(s).	Acknowledge the benefits of participation in professional association(s).	Acknowledge the benefits of participation in professional association(s).	Acknowledge the benefits of participation in professional association(s).
<b>1.1.i Behave ethically.</b>	<b>A</b>	<b>P</b>	<b>P</b>	<b>P</b>
		Define “ethics”.	Define “ethics”.	Define “ethics”.
	Describe “ethical behaviour”.	Analyze “ethical behaviour”.	Evaluate “ethical behaviour”.	Evaluate “ethical behaviour”.
	Value professional code of ethics and beliefs.	Value professional code of ethics and beliefs.	Value professional code of ethics and beliefs.	Value professional code of ethics and beliefs.
		Integrate ethical behaviour with patients, peers, co-workers, medical staff and allied agencies.	Integrate ethical behaviour with patients, peers, co-workers, medical staff and allied agencies.	Integrate ethical behaviour with patients, peers, co-workers, medical staff and allied agencies.
<b>1.1.j Function as patient advocate.</b>	<b>A</b>	<b>P</b>	<b>P</b>	<b>P</b>
		Define “patient advocacy”.	Define “patient advocacy”.	Define “patient advocacy”.
	Discuss situations where patient advocacy is required.	Discuss situations where patient advocacy is required.	Discuss situations where patient advocacy is required.	Discuss situations where patient advocacy is required.
	Describe ways in which a practitioner can advocate for patients.	Explain ways in which a practitioner can advocate for patients.	Explain ways in which a practitioner can advocate for patients.	Explain ways in which a practitioner can advocate for patients.
	Value patient advocacy.	Value patient advocacy.	Value patient advocacy.	Value patient advocacy.
		Integrate advocacy to patient care.	Integrate advocacy to patient care.	Integrate advocacy to patient care.

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<b>GENERAL COMPETENCY 1.2 Participate in continuing education and professional development.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>1.2.a Develop personal plan for continuing professional development.</b>	<b>X</b>	<b>A</b>	<b>A</b>	<b>A</b>
	List professional development activities.	Describe professional development.	Describe professional development.	Describe professional development.
			Evaluate professional development options.	Evaluate professional development options.
		Value professional development.	Value professional development.	Value professional development.
<b>1.2.b Self-evaluate and set goals for improvement, as related to professional practice.</b>	<b>X</b>	<b>A</b>	<b>A</b>	<b>A</b>
	Identify strategies for professional improvement.	Discuss strategies for professional improvement.	Discuss strategies for professional improvement.	Discuss strategies for professional improvement.
		Value goal setting and self-evaluation.	Value goal setting and self-evaluation.	Value goal setting and self-evaluation.
<b>1.2.c Interpret evidence in medical literature and assess relevance to practice.</b>	<b>N</b>	<b>A</b>	<b>S</b>	<b>S</b>
		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.
		Define academic research.	Define academic research.	Define academic research.
		Distinguish qualitative and quantitative research methodology.	Discuss qualitative and quantitative research methodology.	Discuss qualitative and quantitative research methodology.
		Identify ethical considerations in research.	Discuss ethical considerations in research.	Discuss ethical considerations in research.
		Define evidence-based practice.	Define evidence-based practice.	Define evidence-based practice.
		Identify a research question.	Identify a research question.	Identify a research question.

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<b>1.2.c Interpret evidence in medical literature and assess relevance to practice. Continued</b>	<b>N</b>	<b>A</b>	<b>S</b>	<b>S</b>
		Identify sources of research evidence.	Identify sources of research evidence.	Discuss sources of research evidence.
		Identify levels of evidence.	Discuss levels of evidence.	Discuss levels of evidence.
		Review literature.	Review literature .	Review literature.
		Analyze research evidence.	Analyze research evidence.	Evaluate research evidence.
		Discuss applicability of research findings to practice.	Apply research findings to personal practice.	Apply research findings to personal practice.
<b>1.2.d Make presentations.</b>	<b>N</b>	<b>N</b>	<b>S</b>	<b>S</b>
			Present information to a group in a clear and organized fashion.	Present information to a group in a clear and organized fashion.
			Facilitate group discussion.	Facilitate group discussion.

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<b>GENERAL COMPETENCY 1.3 Possess an understanding of the medicolegal aspects of the profession.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>1.3.a Comply with scope of practice.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Define "scope of practice".	Define "scope of practice".	Define "scope of practice".	Define "scope of practice".
	Describe role of Medical Oversight.	Discuss role of Medical Oversight.	Discuss role of Medical Oversight.	Discuss role of Medical Oversight.
		Discuss protocols, standing orders, directives and guidelines.	Discuss protocols, standing orders, directives and guidelines.	Discuss protocols, standing orders, directives and guidelines.
				Identify variances in specific protocols / standing orders / advanced directives between various clinical sites.
		Describe the process to be followed for situations not covered by protocols, standing orders, directives or guidelines.	Describe the process to be followed for situations not covered by protocols, standing orders, directives or guidelines.	Describe the process to be followed for situations not covered by protocols, standing orders, directives or guidelines.
	Acknowledge importance of compliance with protocols.	Justify deviation from protocols, standing orders, directives and guidelines.	Justify deviation from protocols, standing orders, directives and guidelines.	Justify deviation from protocols, standing orders, directives and guidelines.
	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>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
	Identify legislative requirements.	Identify legislative requirements.	Identify legislative requirements.	Identify legislative requirements.
	Identify legal issues pertaining to patient rights.	Discuss legal issues pertaining to patient rights.	Discuss legal issues pertaining to patient rights.	Discuss legal issues pertaining to patient rights.
	Value patient rights.	Value patient rights.	Value patient rights.	Value patient rights.

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<b>1.3.c Include all pertinent and required information on reports and medical records.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Organize information for documentation.	Organize information for documentation.	Organize information for documentation.	Organize information for documentation.
	Apply principles of correct documentation.	Apply principles of correct documentation.	Apply principles of correct documentation.	Apply principles of correct documentation.
	Acknowledge the importance of appropriate documentation.	Acknowledge the importance of appropriate documentation.	Acknowledge the importance of appropriate documentation.	Acknowledge the importance of appropriate documentation.
	Demonstrate proper documentation.	Perform proper documentation.	Perform proper documentation.	Perform proper documentation.
<b>GENERAL COMPETENCY 1.4 Recognize and comply with relevant provincial and federal legislation.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>1.4.a Function within relevant legislation, policies and procedures.</b>	<b>A</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Discuss legislation, policies and procedures.	Discuss legislation, policies and procedures.	Discuss legislation, policies and procedures.	Discuss legislation, policies and procedures.
	Acknowledge the rationale for policies and procedures.	Acknowledge the rationale for policies and procedures.	Acknowledge the rationale for policies and procedures.	Acknowledge the rationale for policies and procedures.
		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.
<b>GENERAL COMPETENCY 1.5 Function effectively in a team environment.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>1.5.a Work collaboratively with a partner.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
		Discuss characteristics of interpersonal relationships.	Discuss characteristics of interpersonal relationships.	Discuss characteristics of interpersonal relationships.
	Acknowledge the impact of interpersonal relationships between team members on patient care.	Acknowledge the impact of interpersonal relationships between team members on patient care.	Acknowledge the impact of interpersonal relationships between team members on patient care.	Acknowledge the impact of interpersonal relationships between team members on patient care.
	Describe characteristics of teamwork.	Integrate teamwork into the provision of care.	Integrate teamwork into the provision of care.	Integrate teamwork into the provision of care.
	Demonstrate working co-operatively as a team member.	Adapt to work co-operatively as a team member.	Adapt to work co-operatively as a team member.	Adapt to work co-operatively as a team member.



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<b>1.5.b Accept and deliver constructive feedback.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Describe constructive feedback.	Discuss constructive feedback.	Discuss constructive feedback.	Discuss constructive feedback.
	Receive constructive feedback.	Receive constructive feedback.	Receive constructive feedback.	Receive constructive feedback.
	Acknowledge constructive feedback.	Acknowledge constructive feedback.	Acknowledge constructive feedback.	Acknowledge constructive feedback.
		Communicate with the intent to provide constructive feedback.	Communicate with the intent to provide constructive feedback.	Communicate with the intent to provide constructive feedback.
	Demonstrate providing constructive feedback within professional practice.	Integrate constructive feedback within professional practice.	Integrate constructive feedback within professional practice.	Integrate constructive feedback within professional practice.
<b>GENERAL COMPETENCY 1.6 Make decisions effectively.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>1.6.a Employ reasonable and prudent judgment.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Describe reasonable and prudent judgment.	Discuss reasonable and prudent judgment.	Discuss reasonable and prudent judgment.	Discuss reasonable and prudent judgment.
	Value reasonable and prudent judgment.	Value reasonable and prudent judgment.	Value reasonable and prudent judgment.	Value reasonable and prudent judgment.
	Demonstrate reasonable and prudent judgment.	Integrate reasonable and prudent judgment.	Integrate reasonable and prudent judgment.	Integrate reasonable and prudent judgment.
<b>1.6.b Practice effective problem-solving.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Describe effective problem solving.	Discuss effective problem solving.	Discuss effective problem solving.	Discuss effective problem solving.
	Apply effective problem solving.	Apply effective problem solving.	Apply effective problem solving.	Apply effective problem solving.
	Value the process of problem solving.	Value the process of problem solving.	Value the process of problem solving.	Value the process of problem solving.
	Demonstrate problem solving.	Integrate problem solving.	Integrate problem solving.	Integrate problem solving.

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<b>1.6.c Delegate tasks appropriately.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Describe appropriate task delegation.	Discuss appropriate task delegation.	Discuss appropriate task delegation.	Discuss appropriate task delegation.
	Describe tasks delegated to non-healthcare professionals.	Discuss tasks delegated to non-healthcare professionals.	Discuss tasks delegated to non-healthcare professionals.	Discuss tasks delegated to non-healthcare professionals.
	Value importance of leadership.	Value importance of leadership.	Value importance of leadership.	Value importance of leadership.
	Demonstrate task delegation.	Perform task delegation.	Integrate task delegation.	Integrate task delegation.
<b>GENERAL COMPETENCY 1.7 Manage scenes with actual or potential forensic implications.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>1.7.a Collaborate with law enforcement agencies in the management of crime scenes.</b>	<b>A</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Describe criminal law as it applies to paramedic practice.	Describe 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.
	Describe common characteristics of real or potential crime scenes.	Describe 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.
		Describe 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.
		Manage patients in real or potential crime scenes.	Manage patients in real or potential crime scenes.	Manage patients in real or potential crime scenes.
		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.
		Identify 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.

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<b>1.7.a Collaborate with law enforcement agencies in the management of crime scenes. Continued</b>	<b>A</b>	<b>S</b>	<b>S</b>	<b>S</b>
	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.
		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.
		Describe 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>	<b>A</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Identify the requirements for reporting real or suspected situations of abuse.	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.
		Comply with reporting requirements.	Comply with reporting requirements.	Comply with 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.

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

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

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<b>2.1.e Interact effectively with the patient, relatives and bystanders who are in stressful situations.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	List factors that contribute to stress in patients, relatives and bystanders.	List factors that contribute to stress in patients, relatives and bystanders.	List factors that contribute to stress in patients, relatives and bystanders.	List factors that contribute to stress in patients, relatives and bystanders.
	Identify verbal and non-verbal indicators of stress.	Identify verbal and non-verbal indicators of stress.	Identify verbal and non-verbal indicators of stress.	Identify verbal and non-verbal indicators of stress.
	Describe techniques to maximize the effectiveness of communication.	Discuss techniques to maximize the effectiveness of communication.	Discuss techniques to maximize the effectiveness of communication.	Discuss techniques to maximize the effectiveness of communication.
	Choose techniques to maximize the effectiveness of communication.	Choose techniques to maximize the effectiveness of communication.	Choose techniques to maximize the effectiveness of communication.	Choose techniques to maximize the effectiveness of communication.
	Demonstrate communication techniques during stressful situations.	Adapt communication techniques during stressful situations.	Adapt communication techniques during stressful situations.	Adapt communication techniques during stressful situations.
<b>2.1.f Speak in language appropriate to the listener.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Identify basic communication needs.	Identify basic communication needs.	Identify basic communication needs.	Identify basic communication needs.
	Describe common communication barriers.	Describe common communication barriers.	Describe common communication barriers.	Describe common communication barriers.
	Describe methods of meeting basic communication needs.	Discuss methods of meeting basic communication needs.	Discuss methods of meeting basic communication needs.	Discuss methods of meeting basic communication needs.
	Adapt communication techniques effectively.	Adapt communication techniques effectively.	Adapt communication techniques effectively.	Adapt communication techniques effectively.
<b>2.1.g Use appropriate terminology.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Define common medical terminology.	Define common medical terminology.	Define common medical terminology.	Define common medical terminology.
	Integrate medical and non-medical terminology.	Integrate medical and non-medical terminology.	Integrate medical and non-medical terminology.	Integrate medical and non-medical terminology.

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<b>GENERAL COMPETENCY 2.2 Practice effective written communication skills.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>2.2.a Record organized, accurate and relevant patient information.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Organize patient information for the purposes of a written report.	Organize patient information for the purposes of a written report.	Organize patient information for the purposes of a written report.	Organize patient information for the purposes of a written report.
	Communicate accurate, organized and relevant documentation.	Communicate accurate, organized and relevant documentation.	Communicate accurate, organized and relevant documentation.	Communicate accurate, organized and relevant documentation.
<b>2.2.b Prepare professional correspondence.</b>	<b>N</b>	<b>A</b>	<b>A</b>	<b>A</b>
		List common items of professional correspondence.	List common items of professional correspondence.	List common items of professional correspondence.
		Describe essential elements of professional correspondence.	Describe essential elements of professional correspondence.	Describe essential elements of professional correspondence.
<b>GENERAL COMPETENCY 2.3 Practice effective non-verbal communication skills.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>2.3.a Employ effective non-verbal behaviour.</b>	<b>A</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Describe non-verbal behaviours.	Describe non-verbal behaviours.	Describe non-verbal behaviours.	Describe non-verbal behaviours.
	List examples of non-verbal behaviours that may impact others positively.	List examples of non-verbal behaviours that may impact others positively.	List examples of non-verbal behaviours that may impact others positively.	List examples of non-verbal behaviours that may impact others positively.
	List examples of non-verbal behaviours that may impact others negatively.	List examples of non-verbal behaviours that may impact others negatively.	List examples of non-verbal behaviours that may impact others negatively.	List examples of non-verbal behaviours that may impact others negatively.
	Identify cultural factors that may affect non-verbal communication.	Identify cultural factors that may affect non-verbal communication.	Identify cultural factors that may affect non-verbal communication.	Identify cultural factors that may affect non-verbal communication.

	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>2.3.a Employ effective non-verbal behaviour. Continued</b>	<b>A</b>	<b>S</b>	<b>S</b>	<b>S</b>
		Identify growth and development factors that may affect non-verbal communication.	Identify growth and development factors that may affect non-verbal communication.	Identify growth and development factors that may affect non-verbal communication.
		Identify personal factors that may affect non-verbal communication.	Identify personal factors that may affect non-verbal communication.	Identify personal factors that may affect non-verbal communication.
	Acknowledge the relationship between positive non-verbal behaviour and personal feelings.	Acknowledge the relationship between positive non-verbal behaviour and personal feelings.	Acknowledge the relationship between positive non-verbal behaviour and personal feelings.	Acknowledge the relationship between positive non-verbal behaviour and personal feelings.
		Demonstrate non-verbal behaviour that positively impacts communication.	Demonstrate non-verbal behaviour that positively impacts communication.	Demonstrate non-verbal behaviour that positively impacts communication.
<b>2.3.b Practice active listening techniques.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Define "active listening".	Define "active listening".	Define "active listening".	Define "active listening".
	Acknowledge the relationship between sincerity, genuine interest and active listening.	Acknowledge the relationship between sincerity, genuine interest and active listening.	Acknowledge the relationship between sincerity, genuine interest and active listening.	Acknowledge the relationship between sincerity, genuine interest and active listening.
	Demonstrate active listening in interactions with colleagues, patients and others.	Perform active listening in interactions with colleagues, patients and others.	Perform active listening in interactions with colleagues, patients and others.	Perform active listening in interactions with colleagues, patients and others.
	Communicate openly despite the impeding non-verbal behaviour of others.	Communicate openly despite the impeding non-verbal behaviour of others.	Communicate openly despite the impeding non-verbal behaviour of others.	Communicate openly despite the impeding non-verbal behaviour of others.



	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>2.3.c Establish trust and rapport with patients and colleagues.</b>	<b>A</b>	<b>P</b>	<b>P</b>	<b>P</b>
	List behaviours that help establish trust.	List behaviours that help establish trust.	List behaviours that help establish trust.	List behaviours that help establish trust.
	List behaviours that help establish rapport.	List behaviours that help establish rapport.	List behaviours that help establish rapport.	List behaviours that help establish rapport.
	Describe feedback that indicates that trust and rapport have been established.	Describe feedback that indicates that trust and rapport have been established.	Describe feedback that indicates that trust and rapport have been established.	Describe feedback that indicates that trust and rapport have been established.
	Receive feedback that indicates that trust and rapport have been established.	Receive feedback that indicates that trust and rapport have been established.	Receive feedback that indicates that trust and rapport have been established.	Receive feedback that indicates that trust and rapport have been established.
		Demonstrate behaviour that promotes trust and rapport.	Demonstrate behaviour that promotes trust and rapport.	Demonstrate behaviour that promotes trust and rapport.
<b>2.3.d Recognize and react appropriately to non-verbal behaviours.</b>	<b>A</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Distinguish threatening and non-threatening behaviours.	Distinguish threatening and non-threatening behaviours.	Distinguish threatening and non-threatening behaviours.	Distinguish threatening and non-threatening behaviours.
		Identify behaviours that diffuse hostility.	Identify behaviours that diffuse hostility.	Identify behaviours that diffuse hostility.
		Discuss behaviours that may provoke hostile behaviour in others.	Discuss behaviours that may provoke hostile behaviour in others.	Discuss behaviours that may provoke hostile behaviour in others.
		Evaluate reactions to positive and negative patient behaviours.	Evaluate reactions to positive and negative patient behaviours.	Evaluate reactions to positive and negative patient behaviours.
		Choose appropriate patient care options.	Choose appropriate patient care options.	Choose appropriate patient care options.
		Demonstrate ability to manage hostile situations.	Demonstrate ability to manage hostile situations.	Demonstrate ability to manage hostile situations.

	EMR	PCP	ACP	CCP
<b>GENERAL COMPETENCY 2.4 Practice effective interpersonal relations.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>2.4.a Treat others with respect.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Define "respect".	Define "respect".	Define "respect".	Define "respect".
	List examples of ways to demonstrate respect.	List examples of ways to demonstrate respect.	List examples of ways to demonstrate respect.	List examples of ways to demonstrate respect.
	Identify cultural differences that affect the demonstration of respect.	Identify cultural differences that affect the demonstration of respect.	Identify cultural differences that affect the demonstration of respect.	Identify cultural differences that affect the demonstration of respect.
	Value respect in patient care.	Value respect in patient care.	Value respect in patient care.	Value respect in patient care.
	Demonstrate behaviour that is respectful to patients.	Demonstrate behaviour that is respectful to patients.	Demonstrate behaviour that is respectful to patients.	Demonstrate behaviour that is respectful to patients.
		Adjust actions as appropriate, consistent with others' expectations of respectful behaviour.	Adjust actions as appropriate, consistent with others' expectations of respectful behaviour.	Adjust actions as appropriate, consistent with others' expectations of respectful behaviour.
<b>2.4.b Employ empathy and compassion while providing care.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Define "empathy".	Define "empathy".	Define "empathy".	Define "empathy".
	Define "compassion".	Define "compassion".	Define "compassion".	Define "compassion".
	Define "sympathy".	Define "sympathy".	Define "sympathy".	Define "sympathy".
		Distinguish between empathy, sympathy and compassion.	Distinguish between empathy, sympathy and compassion.	Distinguish between empathy, sympathy and compassion.
	Describe behaviours that convey empathy and compassion.	Describe behaviours that convey empathy and compassion.	Describe behaviours that convey empathy and compassion.	Describe behaviours that convey empathy and compassion.
	Value empathy and compassion.	Value empathy and compassion.	Value empathy and compassion.	Value empathy and compassion.
	Demonstrate empathy and compassion.	Demonstrate empathy and compassion.	Demonstrate empathy and compassion.	Demonstrate empathy and compassion.

	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>2.4.c Recognize and react appropriately to persons exhibiting emotional reactions.</b>	<b>A</b>	<b>P</b>	<b>P</b>	<b>P</b>
	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.
	List common coping mechanisms.	List common coping mechanisms.	List common coping mechanisms.	List common coping mechanisms.
	Describe positive and negative aspects of coping mechanisms.	Describe positive and negative aspects of coping mechanisms.	Describe positive and negative aspects of coping mechanisms.	Describe positive and negative aspects of coping mechanisms.
	Identify verbal means of supporting others displaying 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.
	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.
	Value the provision of emotional support.	Value the provision of emotional support.	Value the provision of emotional support.	Value the provision of emotional support.
	Demonstrate behaviours that provide emotional support.	Demonstrate behaviours that provide emotional support.	Demonstrate behaviours that provide emotional support.	Demonstrate behaviours that provide emotional support.
	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>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>2.4.d Act in a confident manner.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Define "confidence".	Discuss confidence.	Discuss confidence.	Discuss confidence.
	Identify the impact of confidence on patient care.	Identify the impact of confidence on patient care.	Identify the impact of confidence on patient care.	Identify the impact of confidence on patient care.
	Identify risks associated with over confidence.	Identify risks associated with over confidence.	Identify risks associated with over confidence.	Identify risks associated with over confidence.
	Choose behaviours that display confidence.	Choose behaviours that display confidence.	Choose behaviours that display confidence.	Choose behaviours that display confidence.
	Adjust behaviour to exhibit an appropriate level of confidence.	Adjust behaviour to exhibit an appropriate level of confidence.	Adjust behaviour to exhibit an appropriate level of confidence.	Adjust behaviour to exhibit an appropriate level of confidence.
<b>2.4.e Act assertively as required.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Discuss assertive behaviour.	Discuss assertive behaviour.	Discuss assertive behaviour.	Discuss assertive behaviour.
	Discuss aggressive behaviour.	Discuss aggressive behaviour.	Discuss aggressive behaviour.	Discuss aggressive behaviour.
	Distinguish assertive and aggressive behaviour.	Distinguish assertive and aggressive behaviour.	Distinguish assertive and aggressive behaviour.	Distinguish assertive and aggressive behaviour.
	Describe techniques of assertive behaviour.	Describe techniques of assertive behaviour.	Describe techniques of assertive behaviour.	Describe techniques of assertive behaviour.
		Evaluate assertive behaviour.	Evaluate assertive behaviour.	Evaluate assertive behaviour.
	Choose assertive behaviour when appropriate.	Choose assertive behaviour when appropriate.	Choose assertive behaviour when appropriate.	Choose assertive behaviour when appropriate.
	Demonstrate appropriate assertive behaviour in interactions.	Perform appropriate assertive behaviour in interactions.	Perform appropriate assertive behaviour in interactions.	Perform appropriate assertive behaviour in interactions.
		Adapt assertive behaviour as appropriate.	Adapt assertive behaviour as appropriate.	Adapt assertive behaviour as appropriate.

	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>2.4.f Employ diplomacy, tact and discretion.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Define "diplomacy".	Define "diplomacy".	Define "diplomacy".	Define "diplomacy".
	Define "tact".	Define "tact".	Define "tact".	Define "tact".
	Define "discretion".	Define "discretion".	Define "discretion".	Define "discretion".
		Evaluate the impact of diplomacy, tact and discretion.	Evaluate the impact of diplomacy, tact and discretion.	Evaluate the impact of diplomacy, tact and discretion.
	Value diplomacy, tact, and discretion.	Value diplomacy, tact, and discretion.	Value diplomacy, tact, and discretion.	Value diplomacy, tact, and discretion.
	Demonstrate behaviour showing diplomacy, tact, and discretion.	Adapt behaviour to show diplomacy, tact, and discretion.	Adapt behaviour to show diplomacy, tact, and discretion.	Adapt behaviour to show diplomacy, tact, and discretion.
<b>2.4.g Employ conflict resolution skills.</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Define "conflict".	Define "conflict".	Define "conflict".	Define "conflict".
	Identify situations of potential conflict.	Identify situations of potential conflict.	Identify situations of potential conflict.	Identify situations of potential conflict.
	Describe basic conflict resolution strategies.	Discuss basic conflict resolution strategies.	Discuss basic conflict resolution strategies.	Discuss basic conflict resolution strategies.
	Justify the use of basic conflict resolution skills.	Justify the use of basic conflict resolution skills.	Justify the use of basic conflict resolution skills.	Justify the use of basic conflict resolution skills.
	Demonstrate basic conflict resolution skills.	Demonstrate basic conflict resolution skills.	Demonstrate basic conflict resolution skills.	Demonstrate basic conflict resolution skills.

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

	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>3.1.c Manage stress.</b>	<b>X</b>	<b>A</b>	<b>A</b>	<b>A</b>
	Define "stress".	Define "stress".	Define "stress".	Define "stress".
	Define "stress disorder".	Define "stress disorder".	Define "stress disorder".	Define "stress disorder".
	List factors that typically contribute to personal stress.	Describe factors that typically contribute to personal stress.	Describe factors that typically contribute to personal stress.	Describe factors that typically contribute to personal stress.
	List techniques to manage stress.	Discuss techniques to manage stress.	Discuss techniques to manage stress.	Discuss techniques to manage stress.
	Describe the concept of critical incident stress management.	Explain the concept of critical incident stress management.	Explain the concept of critical incident stress management.	Explain the concept of critical incident stress management.
	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.
		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>	<b>X</b>	<b>A</b>	<b>A</b>	<b>A</b>
	List the effects of shift work on physical and mental health.	List the effects of shift work on physical and mental health.	List the effects of shift work on physical and mental health.	List the effects of shift work on physical and mental health.
	List strategies to promote physical and mental health.	Describe strategies to promote physical and mental health.	Describe strategies to promote physical and mental health.	Describe strategies to promote physical and mental health.
		Choose strategies to promote physical and mental health.	Choose strategies to promote physical and mental health.	Choose strategies to promote physical and mental health.

	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>3.1.e Exhibit physical strength and fitness consistent with the requirements of professional practice.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Describe the physical capabilities required of an EMS practitioner.	Describe the physical capabilities required of an EMS practitioner.	Describe the physical capabilities required of an EMS practitioner.	Describe the physical capabilities required of an EMS practitioner.
	Describe strategies to develop and maintain physical strength and fitness.	Describe strategies to develop and maintain physical strength and fitness.	Describe strategies to develop and maintain physical strength and fitness.	Describe strategies to develop and maintain physical strength and fitness.
	Choose strategies to develop and maintain physical strength and fitness.	Choose strategies to develop and maintain physical strength and fitness.	Choose strategies to develop and maintain physical strength and fitness.	Choose strategies to develop and maintain physical strength and fitness.
	Demonstrate adequate strength and fitness.	Demonstrate adequate strength and fitness.	Demonstrate adequate strength and fitness.	Demonstrate adequate strength and fitness.
<b>GENERAL COMPETENCY 3.2 Practice safe lifting and moving techniques.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>3.2.a Practice safe biomechanics.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Define "safe biomechanics".	Define "safe biomechanics".	Define "safe biomechanics".	Define "safe biomechanics".
	Describe potential injuries common to EMS practitioners.	Describe potential injuries common to EMS practitioners.	Describe potential injuries common to EMS practitioners.	Describe potential injuries common to EMS practitioners.
	Describe strategies to reduce risk of injury.	Describe strategies to reduce risk of injury.	Describe strategies to reduce risk of injury.	Describe strategies to reduce risk of injury.
	Choose strategies to reduce the risk of injury.	Choose strategies to reduce the risk of injury.	Choose strategies to reduce the risk of injury.	Choose strategies to reduce the risk of injury.
	Adapt proper lifting techniques.	Adapt proper lifting techniques.	Adapt proper lifting techniques.	Adapt proper lifting techniques.



	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>3.2.b Transfer patient from various positions using applicable equipment and / or techniques.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	List equipment for patient transfer.	List equipment for patient transfer.	List equipment for patient transfer.	List equipment for patient transfer.
	Describe indications for equipment use.	Describe indications for equipment use.	Describe indications for equipment use.	Describe indications for equipment use.
	Identify specifications of the equipment to be used, including equipment for special patient populations.	Identify specifications of the equipment to be used, including equipment for special patient populations.	Identify specifications of the equipment to be used, including equipment for special patient populations.	Identify specifications of the equipment to be used, including equipment for special patient populations.
	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.
	Demonstrate patient transfers.	Perform patient transfers.	Perform patient transfers.	Perform patient transfers.
<b>3.2.c Transfer patient using emergency evacuation techniques.</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Describe situations where emergency evacuation may be required.	Describe situations where emergency evacuation may be required.	Describe situations where emergency evacuation may be required.	Describe situations where emergency evacuation may be required.
	Describe emergency lifting and moving techniques.	Describe emergency lifting and moving techniques.	Describe emergency lifting and moving techniques.	Describe emergency lifting and moving techniques.
	Describe alternative techniques and conditions for use.	Distinguish alternative techniques and conditions for use.	Distinguish alternative techniques and conditions for use.	Distinguish alternative techniques and conditions for use.
	Demonstrate emergency lifting and moving techniques.	Demonstrate emergency lifting and moving techniques.	Demonstrate emergency lifting and moving techniques.	Demonstrate emergency lifting and moving techniques.

	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>3.2.d Secure patient to applicable equipment.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Identify safe and secure methods.	Identify safe and secure methods.	Identify safe and secure methods.	Identify safe and secure methods.
	Demonstrate safe and secure procedures for patient movement and transport.	Integrate safe and secure procedures for patient movement and transport.	Integrate safe and secure procedures for patient movement and transport.	Integrate safe and secure procedures for patient movement and transport.
<b>GENERAL COMPETENCY 3.3 Create and maintain a safe work environment.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>3.3.a Assess scene for safety.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Define "scene safety".	Define "scene safety".	Define "scene safety".	Define "scene safety".
	Describe factors contributing to scene safety.	Describe factors contributing to scene safety.	Describe factors contributing to scene safety.	Describe factors contributing to scene safety.
	Apply techniques for assessing scene safety.	Apply techniques for assessing scene safety.	Apply techniques for assessing scene safety.	Apply techniques for assessing scene safety.
	Demonstrate techniques for the assessment of scene safety.	Integrate techniques for the assessment of scene safety.	Integrate techniques for the assessment of scene safety.	Integrate techniques for the assessment of scene safety.
<b>3.3.b Address potential occupational hazards.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	List potential occupational hazards.	List potential occupational hazards.	List potential occupational hazards.	List potential occupational hazards.
	Describe ways to manage occupational hazards.	Describe ways to manage occupational hazards.	Describe ways to manage occupational hazards.	Describe ways to manage occupational hazards.
	Demonstrate techniques to manage occupational hazards.	Adapt techniques to manage occupational hazards.	Adapt techniques to manage occupational hazards.	Adapt techniques to manage occupational hazards.

	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>3.3.c Conduct basic extrication.</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Describe basic, non-mechanical patient extrication principles.	Describe basic, non-mechanical patient extrication principles.	Describe basic, non-mechanical patient extrication principles.	Describe 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.	Apply basic, non-mechanical patient extrication principles.
	Demonstrate 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>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Describe methods of defusing.	Describe methods of defusing.	Describe methods of defusing.	Describe methods of defusing.
	Describe methods of self-protection.	Describe methods of self-protection.	Describe methods of self-protection.	Describe methods of self-protection.
	Apply methods of defusing.	Apply methods of defusing.	Apply methods of defusing.	Apply methods of defusing.
	Apply methods of self-protection.	Apply methods of self-protection.	Apply methods of self-protection.	Apply methods of self-protection.
	Choose methods of defusing and self-protection.	Choose methods of defusing and self-protection.	Choose methods of defusing and self-protection.	Choose methods of defusing and self-protection.
	Demonstrate methods of defusing and self-protection.	Adapt methods of defusing and self-protection.	Adapt methods of defusing and self-protection.	Adapt methods of defusing and self-protection.
	Apply safety precautions when dealing with patients suffering from psychiatric illnesses.	Apply safety precautions when dealing with patients suffering from psychiatric illnesses.	Apply safety precautions when dealing with patients suffering from psychiatric illnesses.	Apply safety precautions when dealing with patients suffering from psychiatric illnesses.

	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>3.3.e Conduct procedures and operations consistent with Workplace Hazardous Materials Information System (WHMIS) and hazardous materials management requirements.</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
	Identify applicable legislation and regulations.	Describe applicable legislation and regulations.	Describe applicable legislation and regulations.	Describe applicable legislation and regulations.
	Apply regulations.	Apply regulations.	Apply regulations.	Apply regulations.
<b>3.3.f Practice infection control techniques.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Identify common routes for transmission of disease and infection.	Describe common routes for transmission of disease and infection.	Describe common routes for transmission of disease and infection.	Describe common routes for transmission of disease and infection.
	Define “infection control precautions”.	Define “infection control precautions”.	Define “infection control precautions”.	Define “infection control precautions”.
	Apply infection control precautions.	Apply infection control precautions.	Apply infection control precautions.	Apply infection control precautions.
	Describe the appropriate procedures for the disposal of sharps and contaminated supplies.	Describe the appropriate procedures for the disposal of sharps and contaminated supplies.	Describe the appropriate procedures for the disposal of sharps and contaminated supplies.	Describe the appropriate procedures for the disposal of sharps and contaminated supplies.
	Describe personal protective equipment utilized in practice.	Describe personal protective equipment utilized in practice.	Describe personal protective equipment utilized in practice.	Describe personal protective equipment utilized in practice.
	Integrate 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.
	Demonstrate proper use of personal protective equipment.	Demonstrate proper use of personal protective equipment.	Demonstrate proper use of personal protective equipment.	Demonstrate proper use of personal protective equipment.

	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>3.3.g Clean and disinfect equipment.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	List equipment and supplies required to clean / disinfect equipment.	List equipment and supplies required to clean / disinfect equipment.	List equipment and supplies required to clean / disinfect equipment.	List equipment and supplies required to clean / disinfect equipment.
	List techniques to clean and disinfect equipment.	Describe techniques to clean and disinfect equipment.	Describe techniques to clean and disinfect equipment.	Describe techniques to clean and disinfect equipment.
	Demonstrate correct equipment cleaning and disinfecting techniques.	Demonstrate correct equipment cleaning and disinfecting techniques.	Demonstrate correct equipment cleaning and disinfecting techniques.	Demonstrate correct equipment cleaning and disinfecting techniques.
<b>3.3.h Clean and disinfect work environment.</b>	<b>A</b>	<b>P</b>	<b>P</b>	<b>P</b>
	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.
	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.
		Demonstrate correct cleaning and disinfecting techniques.	Demonstrate correct cleaning and disinfecting techniques.	Demonstrate correct cleaning and disinfecting techniques.

	EMR	PCP	ACP	CCP
<b>GENERAL COMPETENCY 4.1 Conduct triage in a multiple-patient incident.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>4.1.a Rapidly assess an incident based on the principles of a triage system.</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Discuss triage.	Discuss triage.	Discuss triage.	Discuss triage.
	Identify circumstances under which triage is required.	Identify circumstances under which triage is required.	Identify circumstances under which triage is required.	Identify circumstances under which triage is required.
		Evaluate a triage system.	Evaluate a triage system.	Evaluate a triage system.
	Apply the equipment and materials used to sort 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.
	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.
	Communicate with other responders.	Communicate with other responders.	Communicate with other responders.	Communicate with other responders.
		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>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
	Identify 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.
	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>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
	Apply management principles to a multiple patient incident.	Apply management principles to a multiple patient incident.	Apply management principles to a multiple patient incident.	Apply management principles to a multiple patient incident.
	Modify procedures to meet the needs of a specific incident.	Modify procedures to meet the needs of a specific incident.	Modify procedures to meet the needs of a specific incident.	Modify procedures to meet the needs of a specific incident.

	EMR	PCP	ACP	CCP
<b>GENERAL COMPETENCY 4.2 Obtain patient history.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>4.2.a Obtain list of patient's allergies.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	List common examples of allergens.	List common examples of allergens.	List common examples of allergens.	List common examples of allergens.
	Describe how an allergen can affect individuals.	Describe how an allergen can affect individuals.	Describe how an allergen can affect individuals.	Describe how an allergen can affect individuals.
	Evaluate how information about an allergy will affect patient care.	Evaluate how information about an allergy will affect patient care.	Evaluate how information about an allergy will affect patient care.	Evaluate how information about an allergy will affect patient care.
	Demonstrate the skill of obtaining information about allergies into history gathering procedures.	Integrate the skill of obtaining information about allergies into history gathering procedures.	Integrate the skill of obtaining information about allergies into history gathering procedures.	Integrate the skill of obtaining information about allergies into history gathering procedures.
<b>4.2.b Obtain patient's medication profile.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Apply various methods of discovering patient's medication profile.	Apply various methods of discovering patient's medication profile.	Apply various methods of discovering patient's medication profile.	Apply various methods of discovering patient's medication profile.
		Describe 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.
	Demonstrate the skill of obtaining medication profile into history gathering procedures.	Integrate the skill of obtaining medication profile into history gathering procedures.	Integrate the skill of obtaining medication profile into history gathering procedures.	Integrate the skill of obtaining medication profile into history gathering procedures.
		Assess patient compliance.	Assess patient compliance.	Assess patient compliance.
			Discuss methods of ascertaining drug / drug and drug / disease interactions.	Discuss methods of ascertaining drug / drug and drug / disease interactions.

	EMR	PCP	ACP	CCP
<b>4.2.c Obtain chief complaint and / or incident history from patient, family members and / or bystanders.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	List methods of discovering an incident history.	Describe methods of discovering an incident history.	Describe methods of discovering an incident history.	Describe methods of discovering an incident history.
	Describe common components of an incident history.	Describe common components of an incident history.	Describe common components of an incident history.	Describe common components of an incident history.
	Demonstrate the skill of obtaining incident history into the overall patient assessment.	Integrate the skill of obtaining incident history into the overall patient assessment.	Integrate the skill of obtaining incident history into the overall patient assessment.	Integrate the skill of obtaining incident history into the overall patient assessment.
	Adapt interview techniques to the incident history findings.	Adapt interview techniques to the incident history findings.	Adapt interview techniques to the incident history findings.	Adapt interview techniques to the incident history findings.
	Integrate incident history information into patient care procedures.	Integrate incident history information into patient care procedures.	Integrate incident history information into patient care procedures.	Integrate incident history information into patient care procedures.
<b>4.2.d Obtain information regarding patient's past medical history.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	List methods of discovering a patient's medical history.	List methods of discovering a patient's medical history.	List methods of discovering a patient's medical history.	List methods of discovering a patient's medical history.
	Describe common components of a complete medical history.	Describe common components of a complete medical history.	Describe common components of a complete medical history.	Describe common components of a complete medical history.
	Demonstrate the skill of obtaining medical history into the overall patient assessment.	Integrate the skill of obtaining medical history into the overall patient assessment.	Integrate the skill of obtaining medical history into the overall patient assessment.	Integrate the skill of obtaining medical history into the overall patient assessment.
	Demonstrate interview techniques appropriate to the medical history findings.	Adapt interview techniques to the medical history findings.	Adapt interview techniques to the medical history findings.	Adapt interview techniques to the medical history findings.
	Integrate medical history information into patient care procedures.	Integrate medical history information into patient care procedures.	Integrate medical history information into patient care procedures.	Integrate medical history information into patient care procedures.
		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>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>4.2.e Obtain information about patient's last oral intake.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	List situations when information about a patient's last oral intake may be required.	List situations when information about a patient's last oral intake may be required.	List situations when information about a patient's last oral intake may be required.	List situations when information about a patient's last oral intake may be required.
	List methods of discovering information regarding last oral intake.	List methods of discovering information regarding last oral intake.	List methods of discovering information regarding last oral intake.	List methods of discovering information regarding last oral intake.
	Demonstrate the skill of obtaining information regarding last oral intake into the overall patient assessment.	Integrate the skill of obtaining information regarding last oral intake into the overall patient assessment.	Integrate the skill of obtaining information regarding last oral intake into the overall patient assessment.	Integrate the skill of obtaining information regarding last oral intake into the overall patient assessment.
<b>4.2.f Obtain information regarding incident through accurate and complete scene assessment.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	List methods of discovering incident information.	Describe methods of discovering incident information.	Describe methods of discovering incident information.	Describe methods of discovering incident information.
	Demonstrate the skill of obtaining incident information into the overall scene assessment.	Integrate the skill of obtaining incident information into the overall scene assessment.	Integrate the skill of obtaining incident information into the overall scene assessment.	Integrate the skill of obtaining incident information into the overall scene assessment.
	Adapt scene management from information gained during continuous scene assessment.	Adapt scene management from information gained during continuous scene assessment.	Adapt scene management from information gained during continuous scene assessment.	Adapt scene management from information gained during continuous scene assessment.
	Integrate incident information into patient care procedures.	Integrate incident information into patient care procedures.	Integrate incident information into patient care procedures.	Integrate incident information into patient care procedures.

	EMR	PCP	ACP	CCP
<b>GENERAL COMPETENCY 4.3 Conduct complete physical assessment demonstrating appropriate use of inspection, palpation, percussion and</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>4.3.a Conduct Primary patient assessment and interpret findings.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Explain primary assessment.	Explain primary assessment.	Explain primary assessment.	Explain primary assessment.
	Distinguish between trauma assessment and primary medical assessment.	Distinguish between trauma assessment and primary medical assessment.	Distinguish between trauma assessment and primary medical assessment.	Distinguish between trauma assessment and primary medical assessment.
	Evaluate life threatening findings from primary assessment.	Evaluate life threatening findings from primary assessment.	Evaluate life threatening findings from primary assessment.	Evaluate life threatening findings from primary assessment.
	Apply appropriate sequential techniques for primary assessment.	Apply appropriate sequential techniques for primary assessment.	Apply appropriate sequential techniques for primary assessment.	Apply appropriate sequential techniques for primary assessment.
	Apply primary assessment to different age groups.	Apply primary assessment to different age groups.	Apply primary assessment to different age groups.	Apply primary assessment to different age groups.
	Demonstrate techniques for primary assessment.	Perform techniques for primary assessment.	Perform techniques for primary assessment.	Perform techniques for primary assessment.
	Adapt assessment techniques to primary assessment findings.	Adapt assessment techniques to primary assessment findings.	Adapt assessment techniques to primary assessment findings.	Adapt assessment techniques to primary assessment findings.
		Analyze initial assessments to determine patient's level of distress and severity of illness or injury.	Analyze initial assessments to determine patient's level of distress and severity of illness or injury.	Analyze initial assessments to determine patient's level of distress and severity of illness or injury.
	Perform procedures to address problems found in the primary assessment.	Infer a provisional diagnosis.	Infer a provisional diagnosis.	Infer a provisional diagnosis.

	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>4.3.b Conduct secondary patient assessment and interpret findings.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Explain secondary assessment.	Explain secondary assessment.	Explain secondary assessment.	Explain secondary assessment.
	Distinguish between trauma assessment and secondary medical assessment.	Distinguish between trauma assessment and secondary medical assessment.	Distinguish between trauma assessment and secondary medical assessment.	Distinguish between trauma assessment and secondary medical assessment.
	Evaluate life threatening findings from secondary assessment.	Evaluate life threatening findings from secondary assessment.	Evaluate life threatening findings from secondary assessment.	Evaluate life threatening findings from secondary assessment.
	Apply appropriate sequential techniques for secondary assessment.	Apply appropriate sequential techniques for secondary assessment.	Apply appropriate sequential techniques for secondary assessment.	Apply appropriate sequential techniques for secondary assessment.
	Apply secondary assessment to different age groups.	Apply secondary assessment to different age groups.	Apply secondary assessment to different age groups.	Apply secondary assessment to different age groups.
	Demonstrate techniques for secondary assessment.	Perform techniques for secondary assessment.	Perform techniques for secondary assessment.	Perform techniques for secondary assessment.
	Adapt assessment techniques to secondary assessment findings.	Adapt assessment techniques to secondary assessment findings.	Adapt assessment techniques to secondary assessment findings.	Adapt assessment techniques to secondary assessment findings.
	Perform procedures to address problems found in the secondary assessment.	Infer a provisional diagnosis.	Infer a provisional diagnosis.	Infer a provisional diagnosis.

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

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

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

	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>4.3.f Conduct obstetrical assessment and interpret findings.</b>	<b>A</b>	<b>S</b>	<b>C</b>	<b>C</b>
	Describe the pathophysiology of specific illnesses and injuries to the female reproductive system listed in Appendix 4A.	Explain the pathophysiology of specific illnesses and injuries to the female reproductive system listed in Appendix 4B.	Explain the pathophysiology of specific illnesses and injuries to the female reproductive system listed in Appendix 4C.	Explain the pathophysiology of specific illnesses and injuries to the female reproductive system listed in Appendix 4C.
	Apply assessment techniques specific to the obstetrical patient.	Apply assessment techniques specific to the obstetrical patient.	Apply assessment techniques specific to the obstetrical patient.	Apply assessment techniques specific to the obstetrical patient.
		Evaluate findings related to the etiology, pathophysiology and manifestations of the illnesses and injuries of the female reproductive system listed in Appendix 4B.	Evaluate findings related to the etiology, pathophysiology and manifestations of the illnesses and injuries of the female reproductive system listed in Appendix 4C.	Evaluate findings related to the etiology, pathophysiology and manifestations of the illnesses and injuries of the female reproductive system listed in Appendix 4C.
		Demonstrate assessment techniques for obstetrical-related illnesses and injuries.	Perform assessment techniques for obstetrical-related illnesses and injuries.	Perform assessment techniques for obstetrical-related illnesses and injuries.
		Adapt assessment techniques to obstetrical history findings.	Adapt assessment techniques to obstetrical history findings.	Adapt assessment techniques to obstetrical history findings.

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



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

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

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

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

	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>4.3.m Conduct psychiatric assessment and interpret findings. Continued</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Adapt assessment techniques to psychiatric history findings.	Adapt assessment techniques to psychiatric history findings.	Adapt assessment techniques to psychiatric history findings.	Adapt assessment techniques to psychiatric history findings.
	Communicate appropriately with other health care providers when dealing with a patients suffering from psychiatric disorders.	Communicate appropriately with other health care providers when dealing with a patients suffering from psychiatric disorders.	Communicate appropriately with other health care providers when dealing with a patients suffering from psychiatric disorders.	Communicate appropriately with other health care providers when dealing with a patients suffering from psychiatric disorders.
<b>4.3.n Conduct pediatric assessment and interpret findings.</b>	<b>A</b>	<b>C</b>	<b>C</b>	<b>C</b>
	Define "pediatric patient".	Define "pediatric patient".	Define "pediatric patient".	Define "pediatric patient".
	List developmental parameters.	Explain developmental parameters.	Explain developmental parameters.	Explain developmental parameters.
	List the anatomical and physiological differences between the pediatric and adult patient.	Describe the anatomical and physiological differences between the pediatric and adult patient.	Explain the anatomical and physiological differences between the pediatric and adult patient.	Explain the anatomical and physiological differences between the pediatric and adult patient.
		Explain variations in assessment findings.	Explain variations in assessment findings.	Explain variations in assessment findings.
		Modify assessment approach.	Modify assessment approach.	Modify assessment approach.
<b>4.3.o Conduct geriatric assessment and interpret findings.</b>	<b>A</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Define "geriatric patient".	Define "geriatric patient".	Define "geriatric patient".	Define "geriatric patient".
	Describe 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.
		Explain variations in assessment findings.	Explain variations in assessment findings.	Explain variations in assessment findings.
	List appropriate assessment techniques for the geriatric patient.	Demonstrate appropriate assessment techniques for the geriatric patient.	Perform appropriate assessment techniques for the geriatric patient.	Perform appropriate assessment techniques for the geriatric patient.
		Modify assessment approach.	Modify assessment approach.	Modify assessment approach.

	EMR	PCP	ACP	CCP
<b>4.3.p Conduct bariatric assessment and interpret findings.</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
	Define "bariatric patient".	Define "bariatric patient".	Define "bariatric patient".	Define "bariatric patient".
	Describe the effects of obesity.	Discuss the effects of obesity.	Discuss the effects of obesity.	Discuss the effects of obesity.
		Explain variations in assessment findings.	Explain variations in assessment findings.	Explain variations in assessment findings.
	List 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.
		Modify assessment approach.	Modify assessment approach.	Modify assessment approach.
<b>GENERAL COMPETENCY 4.4 Assess vital signs.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>4.4.a Assess pulse.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Define "pulse".	Define "pulse".	Define "pulse".	Define "pulse".
	Identify sites where a pulse may be found.	Identify sites where a pulse may be found.	Identify sites where a pulse may be found.	Identify sites where a pulse may be found.
	Modify pulse check to age of patient.	Modify pulse check to age of patient.	Modify pulse check to age of patient.	Modify pulse check to age of patient.
	Evaluate arterial pulse rate, rhythm, and quality.	Evaluate arterial pulse rate, rhythm, and quality.	Evaluate arterial pulse rate, rhythm, and quality.	Evaluate arterial pulse rate, rhythm, and quality.
	Distinguish between normal and abnormal findings.	Distinguish between normal and abnormal findings.	Distinguish between normal and abnormal findings.	Distinguish between normal and abnormal findings.
	Identify factors that influence the pulse rate.	Identify factors that influence the pulse rate.	Identify factors that influence the pulse rate.	Identify factors that influence the pulse rate.
	Demonstrate pulse assessment.	Perform pulse assessment.	Perform pulse assessment.	Perform pulse assessment.
	Adapt techniques of obtaining pulse to patient situation.	Adapt techniques of obtaining pulse to patient situation.	Adapt techniques of obtaining pulse to patient situation.	Adapt techniques of obtaining pulse to patient situation.

	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>4.4.b Assess respiration.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Describe the physiology of respiration.	Describe the physiology of respiration.	Explain the physiology of respiration.	Explain the physiology of respiration.
	Modify respiratory assessment to patient age.	Modify respiratory assessment to patient age.	Modify respiratory assessment to patient age.	Modify respiratory assessment to patient age.
	Evaluate respiratory rate, effort, excursion and symmetry.	Evaluate respiratory rate, effort, excursion and symmetry.	Evaluate respiratory rate, effort, excursion and symmetry.	Evaluate respiratory rate, effort, excursion and symmetry.
	Distinguish between adequate and inadequate respiratory effort.	Distinguish between adequate and inadequate respiratory effort.	Distinguish between adequate and inadequate respiratory effort.	Distinguish between adequate and inadequate respiratory effort.
	List factors that influence the respiratory rate.	Explain factors that influence the respiratory rate.	Explain factors that influence the respiratory rate.	Explain factors that influence the respiratory rate.
	Demonstrate respiratory assessment.	Perform respiratory assessment.	Perform respiratory assessment.	Perform respiratory assessment.
	Adapt techniques of obtaining respirations to patient situation.	Adapt techniques of obtaining respirations to patient situation.	Adapt techniques of obtaining respirations to patient situation.	Adapt techniques of obtaining respirations to patient situation.
<b>4.4.c Conduct non-invasive temperature monitoring.</b>	<b>N</b>	<b>C</b>	<b>C</b>	<b>C</b>
		Identify sites where temperature may be assessed by non-invasive methods.	Identify sites where temperature may be assessed by non-invasive methods.	Identify sites where temperature may be assessed by non-invasive methods.
		Modify temperature check to age of patient.	Modify temperature check to age of patient.	Modify temperature check to age of patient.
		Distinguish between normal and abnormal findings.	Distinguish between normal and abnormal findings.	Distinguish between normal and abnormal findings.
		Discuss factors that influence body temperature.	Discuss factors that influence body temperature.	Discuss factors that influence body temperature.
		Perform temperature assessment.	Perform temperature assessment.	Perform temperature assessment.
		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>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>4.4.d Measure blood pressure by auscultation.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Describe the physiology of blood pressure.	Describe the physiology of blood pressure.	Explain the physiology of blood pressure.	Explain the physiology of blood pressure.
		Analyze the strengths and limitations of an auscultated blood pressure.	Analyze the strengths and limitations of an auscultated blood pressure.	Analyze the strengths and limitations of an auscultated blood pressure.
		Distinguish between a blood pressure taken by auscultation or palpation.	Distinguish between a blood pressure taken by auscultation or palpation.	Distinguish between a blood pressure taken by auscultation or palpation.
	Identify average blood pressure expectations for age.	Explain average blood pressure expectations for age.	Explain average blood pressure expectations for age.	Explain average blood pressure expectations for age.
	Identify factors that may influence patient's blood pressure.	Explain factors that may influence patient's blood pressure.	Explain factors that may influence patient's blood pressure.	Explain factors that may influence patient's blood pressure.
	Demonstrate auscultated determination of blood pressure.	Perform auscultated determination of blood pressure.	Perform auscultated determination of blood pressure.	Perform auscultated determination of blood pressure.
	Adapt technique of auscultating blood pressure to patient situation.	Adapt technique of auscultating blood pressure to patient situation.	Adapt technique of auscultating blood pressure to patient situation.	Adapt technique of auscultating blood pressure to patient situation.
<b>4.4.e Measure blood pressure by palpation.</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Describe the physiology of pulse points.	Describe the physiology of pulse points.	Describe the physiology of pulse points.	Describe the physiology of pulse points.
	Analyze the strengths and weaknesses of a palpated blood pressure.	Analyze the strengths and weaknesses of a palpated blood pressure.	Analyze the strengths and weaknesses of a palpated blood pressure.	Analyze the strengths and weaknesses of a palpated blood pressure.
	Identify factors that may influence a palpated blood pressure.	Explain factors that may influence a palpated blood pressure.	Explain factors that may influence a palpated blood pressure.	Explain factors that may influence a palpated blood pressure.
	Demonstrate palpated determination of blood pressure.	Demonstrate palpated determination of blood pressure.	Demonstrate palpated determination of blood pressure.	Demonstrate palpated determination of blood pressure.
	Adapt technique of palpating blood pressure to patient situation.	Adapt technique of palpating blood pressure to patient situation.	Adapt technique of palpating blood pressure to patient situation.	Adapt technique of palpating blood pressure to patient situation.

	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>4.4.f Measure blood pressure with non-invasive blood pressure monitor.</b>	<b>N</b>	<b>C</b>	<b>C</b>	<b>C</b>
		Explain rationale for measuring blood pressure with non-invasive monitor.	Explain rationale for measuring blood pressure with non-invasive monitor.	Explain rationale for measuring blood pressure with non-invasive monitor.
		Describe techniques to obtain blood pressure with non-invasive monitor.	Describe techniques to obtain blood pressure with non-invasive monitor.	Describe techniques to obtain blood pressure with non-invasive monitor.
			Explain calculation and significance of Mean Arterial Pressure (MAP) and pulse pressure	Explain calculation and significance of Mean Arterial Pressure (MAP) and pulse pressure
		Distinguish normal and abnormal findings of blood pressure determined with non-invasive monitor.	Distinguish normal and abnormal findings of blood pressure determined with non-invasive monitor.	Distinguish normal and abnormal findings of blood pressure determined with non-invasive monitor.
		Perform blood pressure measurement using non-invasive monitor.	Perform blood pressure measurement using non-invasive monitor.	Perform blood pressure measurement using non-invasive monitor.
		Perform trouble shooting when using a non-invasive blood pressure monitor.	Perform trouble shooting when using a non-invasive blood pressure monitor.	Perform trouble shooting when using a non-invasive blood pressure monitor.

	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>4.4.g Assess skin condition.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	List three parameters used to assess skin condition.	List the four parameters used to assess skin condition.	List the four parameters used to assess skin condition.	List the four parameters used to assess skin condition.
	Identify the factors that affect skin temperature, colour and moisture.	Identify the factors that affect skin temperature, colour, moisture and turgor.	Identify the factors that affect skin temperature, colour, moisture and turgor.	Identify the factors that affect skin temperature, colour, moisture and turgor.
	Distinguish between normal and abnormal findings when assessing skin colour.	Distinguish between normal and abnormal findings when assessing skin colour.	Distinguish between normal and abnormal findings when assessing skin colour.	Distinguish between normal and abnormal findings when assessing skin colour.
	Identify how to assess skin colour changes in different races.	Identify how to assess skin colour changes in different races.	Describe how to assess skin colour changes in different races.	Describe how to assess skin colour changes in different races.
	Distinguish between normal and abnormal findings when assessing skin temperature.	Distinguish between normal and abnormal findings when assessing skin temperature.	Distinguish between normal and abnormal findings when assessing skin temperature.	Distinguish between normal and abnormal findings when assessing skin temperature.
	Distinguish between normal and abnormal findings when assessing skin condition.	Distinguish between normal and abnormal findings when assessing skin condition.	Distinguish between normal and abnormal findings when assessing skin condition.	Distinguish between normal and abnormal findings when assessing skin condition.
		Distinguish between normal and abnormal findings when assessing skin turgor.	Distinguish between normal and abnormal findings when assessing skin turgor.	Distinguish between normal and abnormal findings when assessing skin turgor.
	Demonstrate assessment of skin condition utilizing three parameters.	Perform assessment of skin condition utilizing four parameters.	Perform assessment of skin condition utilizing four parameters.	Perform assessment of skin condition utilizing four parameters.
	Adapt technique of skin assessment to patient age and race.	Adapt technique of skin assessment to patient age and race.	Adapt technique of skin assessment to patient age and race.	Adapt technique of skin assessment to patient age and race.

	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>4.4.h Assess pupils.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	List the three parameters used to assess pupils.	List the three parameters used to assess pupils.	List the three parameters used to assess pupils.	List the three parameters used to assess pupils.
		Identify the cranial nerves that regulate eye movement and contraction.	Identify the cranial nerves that regulate eye movement and contraction.	Identify the cranial nerves that regulate eye movement and contraction.
	Identify conditions that affect pupil size, symmetry and reactivity.	Discuss conditions that affect pupil size, symmetry and reactivity.	Explain conditions that affect pupil size, symmetry and reactivity.	Explain conditions that affect pupil size, symmetry and reactivity.
	Distinguish between normal and abnormal findings when assessing pupils for size, symmetry and reactivity.	Distinguish between normal and abnormal findings when assessing pupils for size, symmetry and reactivity.	Distinguish between normal and abnormal findings when assessing pupils for size, symmetry and reactivity.	Distinguish between normal and abnormal findings when assessing pupils for size, symmetry and reactivity.
	Demonstrate pupil assessment utilizing the three parameters.	Perform pupil assessment utilizing the three parameters.	Perform pupil assessment utilizing the three parameters.	Perform pupil assessment utilizing the three parameters.
	Adapt technique of assessing pupils to patient situation.	Adapt technique of assessing pupils to patient situation.	Adapt technique of assessing pupils to patient situation.	Adapt technique of assessing pupils to patient situation.

	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>4.4.i Assess level of consciousness.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	List factors that affect patient's mental status.	Identify factors that affect patient's mental status.	Explain factors that affect patient's mental status.	Explain factors that affect patient's mental status.
	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.
		Apply "Alert Verbal Pain Unresponsive" (APVU) scale to mental status assessment.	Apply "Alert Verbal Pain Unresponsive" (APVU) scale to mental status assessment.	Apply "Alert Verbal Pain Unresponsive" (APVU) scale to mental status assessment.
		Apply the "Glasgow Coma Scale" (GCS) to mental status assessment.	Apply the "Glasgow Coma Scale" (GCS) to mental status assessment.	Apply the "Glasgow Coma Scale" (GCS) to mental status assessment.
	Demonstrate assessment of level of consciousness.	Perform assessment of level of consciousness.	Perform assessment of level of consciousness.	Perform assessment of level of consciousness.
	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.

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

	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>4.5.b Conduct end-tidal carbon dioxide monitoring and interpret findings. Continued</b>	<b>N</b>	<b>A</b>	<b>C</b>	<b>C</b>
		Differentiate between sidestream, microstream and mainstream end-tidal carbon dioxide.	Differentiate between sidestream, microstream and mainstream end-tidal carbon dioxide.	Differentiate between sidestream, microstream and mainstream end-tidal carbon dioxide.
			Describe capnographic waveforms.	Evaluate capnographic waveforms.
			Perform end-tidal carbon dioxide monitoring.	Perform end-tidal carbon dioxide monitoring.
<b>4.5.c Conduct glucometric testing and interpret findings.</b>	<b>A</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Identify indications for glucometric testing.	Identify indications for glucometric testing.	Explain indications for glucometric testing.	Explain indications for glucometric testing.
	Identify the factors that affect accuracy of glucometric testing.	Identify the factors that affect accuracy of glucometric testing.	Explain the factors that affect accuracy of glucometric testing.	Explain the factors that affect accuracy of glucometric testing.
	Identify normal and abnormal findings when performing glucometric testing.	Identify normal and abnormal findings when performing glucometric testing.	Identify normal and abnormal findings when performing glucometric testing.	Identify normal and abnormal findings when performing glucometric testing.
		Describe the physiologic mechanism of glucose.	Describe the physiologic mechanism of glucose.	Describe the physiologic mechanism of glucose.
		Describe the function of a glucometer.	Describe the function of a glucometer.	Describe the function of a glucometer.
		Perform glucometric testing.	Perform glucometric testing.	Perform glucometric testing.
		Adapt the techniques of glucometric testing to patient age.	Adapt the techniques of glucometric testing to patient age.	Adapt the techniques of glucometric testing to patient age.

	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>4.5.d Conduct peripheral venipuncture.</b>	<b>N</b>	<b>A</b>	<b>S</b>	<b>C</b>
		Identify indications and rationale for performing peripheral venipuncture.	Discuss indications and rationale for performing peripheral venipuncture.	Discuss indications and rationale for performing peripheral venipuncture.
			Perform collection venous blood specimens.	Perform collection venous blood specimens.
<b>4.5.e Obtain arterial blood samples via radial artery puncture.</b>	<b>N</b>	<b>N</b>	<b>A</b>	<b>S</b>
			Identify indications for and purpose of radial artery blood sampling.	Explain indications and rationale for performing radial artery puncture.
			Describe specific physical assessments to be performed prior to radial artery puncture.	Describe specific physical assessments to be performed prior to radial artery puncture.
				Demonstrate the collection of blood specimen by radial artery puncture.
<b>4.5.f Obtain arterial blood samples via arterial line access.</b>	<b>N</b>	<b>N</b>	<b>A</b>	<b>C</b>
			Identify indications for and purpose of radial artery blood sampling.	Explain indications and rationale for collecting arterial blood specimens via arterial line access.
			Describe arterial blood specimen collection from an arterial line.	Describe arterial blood specimen collection from an arterial line.
				Perform collection of blood specimen from an arterial line, including safe maintenance of the arterial line during and following specimen collection.



	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>4.5.g Conduct invasive core temperature monitoring and interpret findings.</b>	<b>N</b>	<b>X</b>	<b>A</b>	<b>C</b>
		Differentiate between core and peripheral temperature monitoring.	Differentiate between core and peripheral temperature monitoring.	Differentiate between core and peripheral temperature monitoring.
			Explain indications and rationale for measuring core body temperature.	Explain indications and rationale for measuring core body temperature.
			Explain various means of measuring core body temperature.	Explain various means of measuring core body temperature.
				Perform measurement of core temperature using invasive method.
<b>4.5.h Conduct pulmonary artery catheter monitoring and interpret findings.</b>	<b>N</b>	<b>N</b>	<b>A</b>	<b>C</b>
			Define "pulmonary artery catheter monitoring".	Define "pulmonary artery catheter monitoring".
			Identify normal pulmonary artery pressures.	Identify normal pulmonary artery pressures.
			Explain indications and rationale for use of pulmonary artery catheters.	Explain indications and rationale for use of pulmonary artery catheters.
			Explain the assessment and management of pulmonary artery catheters.	Explain the assessment and management of pulmonary artery catheters.
				Analyze waveforms.
				Explain complications of pulmonary artery catheters, and their management.
				Perform routine management of patients with pulmonary artery catheters.

	EMR	PCP	ACP	CCP
<b>4.5.i Conduct central venous pressure monitoring and interpret findings.</b>	<b>N</b>	<b>N</b>	<b>A</b>	<b>C</b>
			Define "central venous pressure".	Define "central venous pressure".
			Identify normal central venous pressure values.	Identify normal central venous pressure values.
			Explain indications and rationale for central venous pressure monitoring.	Explain indications and rationale for central venous pressure monitoring.
				Analyze waveforms.
				Explain complications of central venous pressure monitoring, and their management.
				Perform routine management of patients central venous pressure catheters.
<b>4.5.j Central Venous Access</b>	<b>N</b>	<b>X</b>	<b>A</b>	<b>A</b>
		Define "central venous catheterization"	Define "central venous catheterization"	Define "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
			Identify types of central venous catheterization's and their specific uses	Identify types of central venous catheterization's and their specific uses
			Describe the proper procedure for conducting central venous catheterization	Describe the proper procedure for conducting central venous catheterization
			Identify possible hazards and complications of central venous catheterization's	Identify possible hazards and complications of central venous catheterization's

	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>4.5.k Conduct arterial line monitoring and interpret findings.</b>	<b>N</b>	<b>N</b>	<b>A</b>	<b>C</b>
			Define "arterial pressure".	Define "arterial pressure".
			Identify normal arterial pressure values.	Identify normal arterial pressure values.
			Explain indications and rationale for arterial pressure monitoring.	Explain indications and rationale for arterial pressure monitoring.
				Analyze waveforms.
				Describe the steps to be taken to ensure the accuracy of arterial pressure values.
				Explain complications of arterial line monitoring, and their management.
				Perform routine management of patients with indwelling arterial catheters.
<b>4.5.l Interpret laboratory data as specified in Appendix 5.</b>	<b>N</b>	<b>A</b>	<b>S</b>	<b>C</b>
		Describe common laboratory tests.	Explain common laboratory tests.	Explain common laboratory tests.
		Differentiate normal from abnormal results.	Differentiate normal from abnormal results.	Differentiate normal from abnormal results.
			Describe implications of abnormal results.	Describe implications of abnormal results.
				Adapt care based on test results.

	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>4.5.m Conduct 3-lead electrocardiogram (ECG) and interpret findings.</b>	<b>N</b>	<b>P</b>	<b>P</b>	<b>P</b>
		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 indications for ECG monitoring.	Explain indications for ECG monitoring.	Explain indications for ECG monitoring.
		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.
		Adapt technique of obtaining a 3-lead ECG to patient age and gender.	Adapt technique of obtaining a 3-lead ECG to patient age and gender.	Adapt technique of obtaining a 3-lead ECG to patient age and gender.
		Describe the principles of interpretation of cardiac rhythms.	Explain the principles of interpretation of cardiac rhythms.	Explain the principles of interpretation of cardiac rhythms.
		List possible causes of abnormal cardiac rhythms.	List possible causes of abnormal cardiac rhythms.	List possible causes of abnormal cardiac rhythms.
		Analyze cardiac rhythms.	Analyze cardiac rhythms.	Analyze cardiac rhythms.
		Identify potentially lethal cardiac rhythms.	Identify potentially lethal cardiac rhythms.	Identify potentially lethal cardiac rhythms.
<b>4.5.n Obtain 12-lead electrocardiogram and interpret findings.</b>	<b>N</b>	<b>S</b>	<b>P</b>	<b>P</b>
		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.
		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.
		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.
		Adapt technique of obtaining a 12-lead ECG to patient age and gender.	Adapt technique of obtaining a 12-lead ECG to patient age and gender.	Adapt technique of obtaining a 12-lead ECG to patient age and gender.

	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>4.5.n Obtain 12-lead electrocardiogram and interpret findings. Continued</b>	<b>N</b>	<b>S</b>	<b>P</b>	<b>P</b>
		Identify the steps involved in interpreting 12-lead ECGs, and ECGs obtained with additional leads.	Describe the steps involved in interpreting 12-lead ECGs, and ECGs obtained with additional leads.	Describe the steps involved in interpreting 12-lead ECGs, and ECGs obtained with additional leads.
			Identify indications for the use of additional leads.	Identify indications for the use of additional leads.
			Describe the technique of obtaining ECGs with additional leads.	Describe the technique of obtaining ECGs with additional leads.
<b>4.5.o Interpret radiological data.</b>	<b>N</b>	<b>X</b>	<b>A</b>	<b>P</b>
		Describe common radiological data.	Explain common radiological data.	Explain common radiological data.
		Differentiate normal from abnormal results.	Differentiate normal from abnormal results.	Differentiate normal from abnormal results.
			Describe implications of abnormal results.	Describe implications of abnormal results.
				Adapt care based on radiological data.
<b>4.5.p Interpret data from CT, ultrasound and MRI.</b>	<b>N</b>	<b>X</b>	<b>A</b>	<b>A</b>
		Describe common findings.	Describe common findings.	Describe common findings.
<b>4.5.q Conduct urinalysis by macroscopic method.</b>	<b>N</b>	<b>A</b>	<b>S</b>	<b>C</b>
		Identify indications and rationale for performing urinalysis.	Discuss indications and rationale for performing urinalysis.	Discuss indications and rationale for performing urinalysis.
		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.
			Obtain sample using appropriate technique.	Obtain sample using appropriate technique.
			Demonstrate urinalysis by macroscopic method.	Perform urinalysis by macroscopic method.
			Interpret findings associated with urinalysis by macroscopic method	Interpret findings associated with urinalysis by macroscopic method

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

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

	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>5.1 d Utilize oropharyngeal airway.</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Identify the purpose and indications for inserting an oropharyngeal airway.	Explain the purpose and indications for inserting an oropharyngeal airway.	Explain the purpose and indications for inserting an oropharyngeal airway.	Explain the purpose and indications for inserting an oropharyngeal airway.
	Discuss oropharyngeal airway types and sizes.	Discuss oropharyngeal airway types and sizes.	Discuss oropharyngeal airway types and sizes.	Discuss oropharyngeal airway types and sizes.
	Perform oropharyngeal airway sizing procedures.	Perform oropharyngeal airway sizing procedures.	Perform oropharyngeal airway sizing procedures.	Perform oropharyngeal airway sizing procedures.
	Perform insertion of an oropharyngeal airway.	Perform insertion of an oropharyngeal airway.	Perform insertion of an oropharyngeal airway.	Perform insertion of an oropharyngeal airway.
	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.
<b>5.1.e Utilize nasopharyngeal airway.</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Explain the purposes of and indications for inserting a nasopharyngeal airway.	Explain the purposes of and indications for inserting a nasopharyngeal airway.	Explain the purposes of and indications for inserting a nasopharyngeal airway.	Explain the purposes of and indications for inserting a nasopharyngeal airway.
	Perform nasopharyngeal airway sizing procedures.	Perform nasopharyngeal airway sizing procedures.	Perform nasopharyngeal airway sizing procedures.	Perform nasopharyngeal airway sizing procedures.
	Perform nasopharyngeal airway insertion.	Perform nasopharyngeal airway insertion.	Perform nasopharyngeal airway insertion.	Perform nasopharyngeal airway insertion.
	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.



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

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

	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>5.1.h Utilize airway devices requiring visualization of vocal cords and introduced endotracheally.</b>	<b>N</b>	<b>A</b>	<b>C</b>	<b>C</b>
		Explain the purposes of and indications for airway devices requiring visualization of vocal cords and introduced endotracheally.	Explain the purposes of and indications for airway devices requiring visualization of vocal cords and introduced endotracheally.	Explain the purposes of and indications for airway devices requiring visualization of vocal cords and introduced endotracheally.
		Describe the various types of airway devices requiring visualization of vocal cords and introduced endotracheally.	Describe the various types of airway devices requiring visualization of vocal cords and introduced endotracheally.	Describe the various types of airway devices requiring visualization of vocal cords and introduced endotracheally.
			Perform sizing procedures for airway devices requiring visualization of vocal cords and introduced endotracheally.	Perform sizing procedures for airway devices requiring visualization of vocal cords and introduced endotracheally.
			Perform insertion of airway devices requiring visualization of vocal cords and introduced endotracheally.	Perform insertion of airway devices requiring visualization of vocal cords and introduced endotracheally.
			Adjust to changes in patient presentation.	Adjust to changes in patient presentation.

	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>5.1.i Remove airway foreign bodies (AFB).</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Identify the indications for AFB removal.	Identify the indications for AFB removal.	Identify the indications for AFB removal.	Identify the indications for AFB removal.
	Describe the methods of relieving airway obstructions.	Describe the methods of relieving airway obstructions.	Describe the methods of relieving airway obstructions.	Describe the methods of relieving airway obstructions.
	Describe the differences in technique required for AFB removal in various age groups.	Describe the differences in technique required for AFB removal in various age groups.	Describe the differences in technique required for AFB removal in various age groups.	Describe the differences in technique required for AFB removal in various age groups.
	Perform AFB removal under a variety of presentations.	Perform AFB removal under a variety of presentations.	Perform AFB removal under a variety of presentations.	Perform AFB removal under a variety of presentations.
	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.
	Identify potential complications of AFB removal.	Identify potential complications of AFB removal.	Discuss potential complications of AFB removal.	Discuss potential complications of AFB removal.
<b>5.1.j Remove foreign body by direct techniques.</b>	<b>N</b>	<b>A</b>	<b>S</b>	<b>S</b>
		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.
		Describe equipment used for foreign body removal by direct techniques.	Describe equipment used for foreign body removal by direct techniques.	Describe equipment used for foreign body removal by direct techniques.
			Perform direct techniques to remove a foreign body.	Perform direct techniques to remove a foreign body.
			Adjust to changes in patient presentation.	Adjust to changes in patient presentation.
		Identify potential complications of AFB removal by direct techniques.	Identify potential complications of AFB removal by direct techniques.	Identify potential complications of AFB removal by direct techniques.

	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>5.1.k Conduct percutaneous cricothyroidotomy.</b>	<b>N</b>	<b>A</b>	<b>S</b>	<b>S</b>
		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.
		Describe equipment used for percutaneous cricothyroidotomy.	Describe equipment used for percutaneous cricothyroidotomy.	Describe equipment used for percutaneous cricothyroidotomy.
			Perform percutaneous cricothyroidotomy.	Perform percutaneous cricothyroidotomy.
			Adjust to changes in patient presentation.	Adjust to changes in patient presentation.
		Identify potential complications of percutaneous cricothyroidotomy.	Identify potential complications of percutaneous cricothyroidotomy.	Identify potential complications of percutaneous cricothyroidotomy.
<b>5.1.l Conduct surgical cricothyroidotomy.</b>	<b>N</b>	<b>A</b>	<b>S</b>	<b>S</b>
		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.
		Describe equipment used for surgical cricothyroidotomy.	Describe equipment used for surgical cricothyroidotomy.	Describe equipment used for surgical cricothyroidotomy.
			Perform surgical cricothyroidotomy.	Perform surgical cricothyroidotomy.
			Adjust to changes in patient presentation.	Adjust to changes in patient presentation.
			Identify potential complications of surgical cricothyroidotomy.	Identify potential complications of surgical cricothyroidotomy.

	EMR	PCP	ACP	CCP
<b>GENERAL COMPETENCY 5.2 Prepare oxygen delivery devices.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>5.2.a Prepare oxygen delivery devices.</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
	Identify indications for oxygen administration.	Describe indications for oxygen administration.	Discuss indications for oxygen administration.	Discuss indications for oxygen administration.
	Identify the purpose of oxygen administration.	Discuss the purpose of oxygen administration.	Explain the purpose of oxygen administration.	Explain the purpose of oxygen administration.
	Identify oxygen administration complications.	Discuss oxygen administration complications.	Explain oxygen administration complications.	Explain oxygen administration complications.
	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.
	Discuss oxygen administration precautions.	Discuss oxygen administration precautions.	Discuss oxygen administration precautions.	Discuss oxygen administration precautions.
	Identify different oxygen cylinder types and sizes.	Identify different oxygen cylinder types and sizes.	Identify different oxygen cylinder types and sizes.	Identify different oxygen cylinder types and sizes.
	Apply the formulas that determine oxygen cylinder factors, volume (or type) and maximum filling volumes and duration.	Apply the formulas that determine oxygen cylinder factors, volume (or type) and maximum filling volumes and duration.	Apply the formulas that determine oxygen cylinder factors, volume (or type) and maximum filling volumes and duration.	Apply the formulas that determine oxygen cylinder factors, volume (or type) and maximum filling volumes and duration.
	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.
	Explain the difference between portable and fixed delivery systems.	Explain the difference between portable and fixed delivery systems.	Explain the difference between portable and fixed delivery systems.	Explain the difference between portable and fixed delivery systems.
<b>5.2.b Utilize portable oxygen delivery systems.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Describe the sequential steps for setting up oxygen delivery systems.	Describe the sequential steps for setting up oxygen delivery systems.	Describe the sequential steps for setting up oxygen delivery systems.	Describe the sequential steps for setting up oxygen delivery systems.
	Operate oxygen delivery systems.	Operate oxygen delivery systems.	Operate oxygen delivery systems.	Operate oxygen delivery systems.
	Demonstrate cleaning and disinfection of oxygen delivery systems.	Demonstrate cleaning and disinfection of oxygen delivery systems.	Demonstrate cleaning and disinfection of oxygen delivery systems.	Demonstrate cleaning and disinfection of oxygen delivery systems.

	EMR	PCP	ACP	CCP
<b>GENERAL COMPETENCY 5.3 Deliver oxygen and administer manual ventilation.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>5.3.a Administer oxygen using nasal cannula.</b>	<b>S</b>	<b>C</b>	<b>C</b>	<b>C</b>
	Identify the purposes of and indications for the use of a nasal cannula.	Identify the purposes of and indications for the use of a nasal cannula.	Identify the purposes of and indications for the use of a nasal cannula.	Identify the purposes of and indications for the use of a nasal cannula.
	List the steps for administration of oxygen by nasal cannula.	List the steps for administration of oxygen by nasal cannula.	List the steps for administration of oxygen by nasal cannula.	List the steps for administration of oxygen by nasal cannula.
	Perform oxygen administration using a nasal cannula.	Perform oxygen administration using a nasal cannula.	Perform oxygen administration using a nasal cannula.	Perform oxygen administration using a nasal cannula.
	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.
<b>5.3.b Administer oxygen using low concentration mask.</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Identify the purposes of and indications for the use of a low concentration mask.	Identify the purposes of and indications for the use of a low concentration mask.	Identify the purposes of and indications for the use of a low concentration mask.	Identify the purposes of and indications for the use of a low concentration mask.
	List the steps for administration of oxygen by a low concentration mask.	List the steps for administration of oxygen by a low concentration mask.	List the steps for administration of oxygen by a low concentration mask.	List the steps for administration of oxygen by a low concentration mask.
	Perform oxygen administration using a low concentration mask.	Perform oxygen administration using a low concentration mask.	Perform oxygen administration using a low concentration mask.	Perform oxygen administration using a low concentration mask.
	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.
<b>5.3.c Administer oxygen using controlled concentration mask.</b>	<b>N</b>	<b>A</b>	<b>A</b>	<b>A</b>
		Identify the purposes of and indications for the use of a controlled concentration oxygen mask.	Identify the purposes of and indications for the use of a controlled concentration oxygen mask.	Identify the purposes of and indications for the use of a controlled concentration oxygen mask.

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



	EMR	PCP	ACP	CCP
<b>GENERAL COMPETENCY 5.4 Utilize ventilation equipment.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>5.4.a Provide oxygenation and ventilation using manual positive pressure devices.</b>	<b>S</b>	<b>C</b>	<b>C</b>	<b>C</b>
	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.
	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.
		Discuss rate, rhythm, volume, compliance and positive end expiratory pressure.	Discuss rate, rhythm, volume, compliance and positive end expiratory pressure.	Discuss rate, rhythm, volume, compliance and positive end expiratory pressure.
	Perform ventilation using a 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.
	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.
		Evaluate the effectiveness of ventilation.	Evaluate the effectiveness of ventilation.	Evaluate the effectiveness of ventilation.
	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.
<b>5.4.b Recognize indications for mechanical ventilation.</b>	<b>N</b>	<b>A</b>	<b>A</b>	<b>A</b>
		Define "mechanical ventilation".	Define "mechanical ventilation".	Define "mechanical ventilation".
		Identify the various types of mechanical ventilation equipment.	Identify the various types of mechanical ventilation equipment.	Identify the various types of mechanical ventilation equipment.
		List indications for mechanical ventilation.	Discuss indications for mechanical ventilation.	Evaluate whether patient may benefit from mechanical ventilation.

	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>5.4.c Prepare mechanical ventilation equipment.</b>	<b>N</b>	<b>A</b>	<b>S</b>	<b>S</b>
		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.
		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.
		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.
		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.
		Describe blender, saturated oxygen.	Describe blender, saturated oxygen.	Describe blender, saturated oxygen.
		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.
			Set up mechanical ventilator based on patient presentation.	Set up mechanical ventilator based on patient presentation.

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

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

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

	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>5.5.e Conduct intraosseous needle insertion.</b>	<b>N</b>	<b>A</b>	<b>S</b>	<b>S</b>
		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.
		List the steps of intraosseous needle insertion.	List the steps of intraosseous needle insertion.	List the steps of intraosseous needle insertion.
			Perform intraosseous needle insertion.	Perform intraosseous needle insertion.
		Identify potential complications of intraosseous needle insertion.	Discuss potential complications of intraosseous needle insertion.	Discuss potential complications of intraosseous needle insertion.
			Adapt to changes in patient presentation.	Adapt to changes in patient presentation.
<b>5.5.f Utilize direct pressure infusion devices with intravenous infusions.</b>	<b>N</b>	<b>S</b>	<b>S</b>	<b>S</b>
		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 the principles and techniques for applying added pressure to an infusion line.	Discuss the principles and techniques for applying added pressure to an infusion line.	Explain the principles and techniques for applying added pressure to an infusion line.
		Perform direct pressure infusions.	Perform direct pressure infusions.	Perform direct pressure infusions.
		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>	<b>N</b>	<b>A</b>	<b>S</b>	<b>S</b>
		Explain the reasons for administration of volume expanders.	Explain the reasons for administration of volume expanders.	Explain the reasons for administration of volume expanders.
		List equipment for administration of volume expanders.	Set up equipment for administration of volume expanders.	Set up equipment for administration of volume expanders.
			Demonstrate the administration of volume expanders.	Demonstrate the administration of volume expanders.

	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>5.5 h Administer blood and/or blood products.</b>	<b>N</b>	<b>A</b>	<b>A</b>	<b>S</b>
		Describe the components of blood.	Describe the components of blood.	Describe the components of blood.
		Discuss blood types.	Discuss blood types.	Discuss blood types.
		List products derived from blood.	List products derived from blood.	Distinguish between products derived from blood.
		List precautions for handling blood.	List precautions for handling blood.	Demonstrate safe handling of blood.
		List potential complications of blood transfusions.	List potential complications of blood transfusions.	Discuss potential complications of blood transfusions.
				Perform the administration of blood and/or blood products.
				Integrate the administration of blood and blood products with volume expanders.
				Adjust patient care based on presentation.
<b>5.5.i Conduct automated external defibrillation.</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Define "defibrillation".	Explain defibrillation.	Explain defibrillation.	Explain defibrillation.
	Describe the purposes of automated external defibrillation.	Explain the purposes of automated external defibrillation.	Explain the purposes of automated external defibrillation.	Explain the purposes of automated external defibrillation.
	Discuss the indications for automated external defibrillation.	Discuss the indications for automated external defibrillation.	Discuss the indications for automated external defibrillation.	Discuss the indications for automated external defibrillation.
	Identify the various types of automated external defibrillator.	Discuss the various types of automated external defibrillator.	Discuss the various types of automated external defibrillator.	Discuss the various types of automated external defibrillator.
	List complications to the use of automated external defibrillation.	Explain complications to the use of automated external defibrillation.	Explain complications to the use of automated external defibrillation.	Explain complications to the use of automated external defibrillation.
	Apply the established standards of automated external defibrillation equipment maintenance.	Apply the established standards of automated external defibrillation equipment maintenance.	Apply the established standards of automated external defibrillation equipment maintenance.	Apply the established standards of automated external defibrillation equipment maintenance.

	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>5.5.i Conduct automated external defibrillation. Continued</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Operate an automated external defibrillator.	Operate an automated external defibrillator.	Operate an automated external defibrillator.	Operate an automated external defibrillator.
	Integrate CPR procedures and automated external defibrillation procedures.	Integrate CPR procedures and automated external defibrillation procedures.	Integrate CPR procedures and automated external defibrillation procedures.	Integrate CPR procedures and automated external defibrillation procedures.
	Adapt procedures to patient presentation.	Integrate procedures to patient presentation.	Integrate procedures to patient presentation.	Integrate procedures to patient presentation.
<b>5.5.j Conduct manual defibrillation.</b>	<b>N</b>	<b>A</b>	<b>S</b>	<b>S</b>
		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.
		Describe the purposes of manual defibrillation.	Explain the purposes of manual defibrillation.	Explain the purposes of manual defibrillation.
		Identify the indications for manual defibrillation.	Discuss the indications for manual defibrillation.	Discuss the indications for manual defibrillation.
		Identify the various types of manual defibrillators.	Discuss the various types of manual defibrillators.	Discuss the various types of manual defibrillators.
		Identify complications to the use of manual defibrillation.	Explain complications to the use of manual defibrillation.	Explain complications to the use of manual defibrillation.
			Apply the established standards of manual defibrillation equipment maintenance.	Apply the established standards of manual defibrillation equipment maintenance.
		Identify situations where manual defibrillation is required.	Discuss situations where manual defibrillation is required.	Discuss situations where manual defibrillation is required.
			Operate a manual defibrillator.	Operate a manual defibrillator.
			Integrate CPR procedures and manual defibrillation procedures.	Integrate CPR procedures and manual defibrillation procedures.
			Adapt manual defibrillation procedures to patient presentation.	Adapt manual defibrillation procedures to patient presentation.



	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>5.5.k Conduct cardioversion.</b>	<b>N</b>	<b>A</b>	<b>S</b>	<b>S</b>
		Describe cardioversion.	Explain cardioversion.	Explain cardioversion.
		Identify the medical conditions that require cardioversion.	Discuss the medical conditions that require cardioversion.	Discuss the medical conditions that require cardioversion.
		Identify equipment required for cardioversion.	Discuss equipment required for cardioversion.	Discuss equipment required for cardioversion.
		Identify complications of cardioversion.	Explain complications of cardioversion.	Explain complications of cardioversion.
			Set up equipment for cardioversion.	Set up equipment for cardioversion.
			Demonstrate cardioversion.	Demonstrate cardioversion.
			Adjust procedures to patient presentation.	Adjust procedures to patient presentation.
			Integrate CPR and manual cardioversion.	Integrate CPR and manual cardioversion.
			Integrate sedative and analgesic therapies with manual cardioversion.	Integrate sedative and analgesic therapies with manual cardioversion.
<b>5.5.l Conduct transcutaneous pacing.</b>	<b>N</b>	<b>A</b>	<b>S</b>	<b>S</b>
		Describe transcutaneous pacing.	Explain transcutaneous pacing.	Explain transcutaneous pacing.
		Identify situations where transcutaneous pacing is indicated.	Discuss situations where transcutaneous pacing is indicated.	Discuss situations where transcutaneous pacing is indicated.
		Identify equipment for transcutaneous pacing.	Discuss equipment for transcutaneous pacing.	Discuss equipment for transcutaneous pacing.
		Identify complications of transcutaneous pacing.	Explain complications of transcutaneous pacing.	Explain complications of transcutaneous pacing.
			Set up equipment required for transcutaneous pacing.	Set up equipment required for transcutaneous pacing.
			Demonstrate transcutaneous pacing.	Demonstrate transcutaneous pacing.
			Adjust procedures to patient presentation.	Adjust procedures to patient presentation.
			Integrate sedative and analgesic therapies with transcutaneous pacing.	Integrate sedative and analgesic therapies with transcutaneous pacing.

	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>5.5.m Maintain transvenous pacing.</b>	<b>N</b>	<b>N</b>	<b>A</b>	<b>S</b>
			Identify situations where transvenous pacing is indicated.	Discuss situations where transvenous pacing is indicated.
			Identify equipment required for transvenous pacing.	Identify equipment required for transvenous pacing.
				Explain complications of transvenous pacing.
				Set up equipment for transvenous pacing.
				Demonstrate transvenous pacing.
				Adjust procedures to patient presentation.
<b>5.5.n Maintain intra-aortic balloon pumps.</b>	<b>N</b>	<b>N</b>	<b>A</b>	<b>A</b>
			Describe the purpose of intra-aortic balloon pumps.	Explain the purpose of intra-aortic balloon pumps.
			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>	<b>N</b>	<b>S</b>	<b>C</b>	<b>C</b>
		Identify the purpose of a urinary catheter.	Identify the purpose of a urinary catheter.	Identify the purpose of a urinary catheter.
		Identify equipment for catheterization.	Identify equipment for catheterization.	Identify equipment for catheterization.
		Explain how the size of the catheter can affect the patient.	Explain how the size of the catheter can affect the patient.	Explain how the size of the catheter can affect the patient.
		Explain relationship between urine output and patient condition.	Explain relationship between urine output and patient condition.	Explain relationship between urine output and patient condition.
		Demonstrate the appropriate technique when caring for equipment and patient.	Perform the appropriate technique when caring for equipment and patient.	Perform the appropriate technique when caring for equipment and patient.

	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>5.5.o Provide routine care for patient with urinary catheter. Continued</b>	<b>N</b>	<b>S</b>	<b>C</b>	<b>C</b>
		Explain potential complications to catheter care.	Explain potential complications to catheter care.	Explain potential complications to catheter care.
		Demonstrate how to drain and measure urine output.	Demonstrate how to drain and measure urine output.	Demonstrate how to drain and measure urine output.
		Adapt care procedures to patient presentation.	Adapt care procedures to patient presentation.	Adapt care procedures to patient presentation.
<b>5.5.p Provide routine care for patient with ostomy drainage system.</b>	<b>N</b>	<b>A</b>	<b>S</b>	<b>S</b>
		Identify the purpose of an ostomy drainage system.	Identify the purpose of an ostomy drainage system.	Identify the purpose of an ostomy drainage system.
		Identify equipment for ostomy drainage.	Identify equipment for ostomy drainage.	Identify equipment for ostomy drainage.
		Identify the site of the ostomy and relate to patient condition.	Explain the site of the ostomy and relate to patient condition.	Explain the site of the ostomy and relate to patient condition.
		Describe the components of drainage bag.	Describe the components of drainage bag.	Describe the components of drainage bag.
			Demonstrate routine care for patient with an ostomy drainage system.	Demonstrate routine care for patient with an ostomy drainage system.
<b>5.5.q Provide routine care for patient with non-catheter urinary drainage system.</b>	<b>N</b>	<b>A</b>	<b>A</b>	<b>A</b>
		Identify equipment for non-catheter urinary drainage .	Discuss equipment for non-catheter urinary drainage.	Discuss equipment for non-catheter urinary drainage.
		Relate urine output to patient condition.	Relate urine output to patient condition.	Relate urine output to patient condition.
		Identify the purpose of non-catheter urinary drainage.	Discuss the purpose of non-catheter urinary drainage.	Discuss the purpose of non-catheter urinary drainage.
		Describe procedures for the routine care of a patient with non-catheter drainage system.	Discuss procedures for the routine care of a patient with non-catheter drainage system.	Discuss procedures for the routine care of a patient with non-catheter drainage system.

	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>5.5.r Monitor chest tubes.</b>	<b>N</b>	<b>A</b>	<b>S</b>	<b>C</b>
		Describe the purpose of a chest tube.	Explain the purpose of a chest tube.	Explain the purpose of a chest tube.
		Describe indications for the use of chest tubes.	Explain indications for the use of chest tubes.	Explain indications for the use of chest tubes.
		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.
			Perform monitoring techniques for the application of existing chest drainage systems.	Perform monitoring techniques for the application of existing chest drainage systems.
			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>	<b>N</b>	<b>A</b>	<b>S</b>	<b>S</b>
		Describe indications for needle thoracostomy.	Discuss indications for needle thoracostomy.	Discuss indications for needle thoracostomy.
		Identify equipment for needle thoracostomy.	Describe equipment for needle thoracostomy.	Describe equipment for needle thoracostomy.
			Demonstrate performance of needle thoracostomy.	Demonstrate performance of needle thoracostomy.
<b>5.5.t Conduct oral and nasal gastric tube insertion.</b>	<b>N</b>	<b>A</b>	<b>S</b>	<b>C</b>
		Describe indications for oral and nasal gastric intubation.	Discuss indications for oral and nasal gastric intubation.	Apply indications 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.
			Demonstrate oral and nasal gastric tube insertion.	Perform oral and nasal gastric tube insertion.
			Adapt techniques to age groups and patient types.	Adapt techniques to age groups and patient types.

	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>5.5.u Conduct urinary catheterization.</b>	<b>N</b>	<b>A</b>	<b>S</b>	<b>C</b>
		Describe the indications for urinary catheterization.	Describe the indications for urinary catheterization.	Discuss the indications for urinary catheterization.
		Identify the equipment needed for urinary catheterization.	Identify the equipment needed for urinary catheterization.	Describe the equipment needed for urinary catheterization.
		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.
			Perform urinary catheterization on males and females.	Perform urinary catheterization on males and females.
				Adapt techniques to various age groups and special situations.
<b>GENERAL COMPETENCY 5.6 Provide basic care for soft tissue injuries.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>5.6.a Treat soft tissue injuries.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Identify the purposes of and indications for soft tissue dressing, bandaging and immobilization.	Identify the purposes of and indications for soft tissue dressing, bandaging and immobilization.	Identify the purposes of and indications for soft tissue dressing, bandaging and immobilization.	Identify the purposes of and indications for soft tissue dressing, bandaging and immobilization.
	Describe the various types of dressings and bandages.	Describe the various types of dressings and bandages.	Describe the various types of dressings and bandages.	Describe the various types of dressings and bandages.
	Demonstrate 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.
		Adjust to changes in patient presentation.	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.

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

	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>5.6.e Treat local cold injury.</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Describe methods for local cold injury assessment.	Describe methods for local cold injury assessment.	Describe methods for local cold injury assessment.	Describe methods for local cold injury assessment.
	Identify the purposes of and indications for caring for local cold injury.	Identify the purposes of and indications for caring for local cold injury.	Identify the purposes of and indications for caring for local cold injury.	Identify the purposes of and indications for caring for local cold injury.
	Identify the types of tissue damage that may result from local cold injury.	Identify the types of tissue damage that may result from local cold injury.	Identify the types of tissue damage that may result from local cold injury.	Identify the types of tissue damage that may result from local cold injury.
	Demonstrate provision of care for local cold injury.	Demonstrate provision of care for local cold injury.	Demonstrate provision of care for local cold injury.	Demonstrate provision of care for local cold injury.
		Adjust to changes in patient presentation.	Adjust to changes in patient presentation.	Adjust to changes in patient presentation.
<b>5.6.f Provide routine wound care.</b>		<b>S</b>	<b>S</b>	<b>S</b>
		Describe the stages of wound healing	Describe the stages of wound healing	Describe the stages of wound healing
		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.
		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 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
		Perform wound care.	Perform wound care.	Perform wound care.
		Utilize sterile or aseptic technique as appropriate.	Utilize sterile or aseptic technique as appropriate.	Utilize sterile or aseptic technique as appropriate.

	EMR	PCP	ACP	CCP
<b>GENERAL COMPETENCY 5.7 Immobilize actual and suspected fractures.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>5.7.a Immobilize suspected fractures involving appendicular skeleton.</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Identify signs and symptoms of a possible fracture not involving the spinal column.	Identify signs and symptoms of possible fractures to the appendicular skeleton.	Identify signs and symptoms of possible fractures to the appendicular skeleton.	Identify signs and symptoms of possible fractures to the appendicular skeleton.
	Distinguish between open and closed fractures.	Distinguish between open and closed fractures.	Distinguish between open and closed fractures.	Distinguish between open and closed fractures.
		Evaluate commercially manufactured splints for use based on patient presentation.	Evaluate commercially manufactured splints for use based on patient presentation.	Evaluate commercially manufactured splints for use based on patient presentation.
	Modify splints to meet patient needs.	Modify splints to meet patient needs.	Modify splints to meet patient needs.	Modify splints to meet patient needs.
		Explain how the mechanism of injury and illness can affect injuries to the appendicular skeleton.	Explain how the mechanism of injury and illness can affect injuries to the appendicular skeleton.	Explain how the mechanism of injury and illness can affect injuries to the appendicular skeleton.
	Demonstrate appropriate treatment to suspected fractures.	Perform appropriate treatment to suspected fractures.	Perform appropriate treatment to suspected fractures.	Perform appropriate treatment to suspected fractures.
<b>5.7.b Immobilize suspected fractures involving axial skeleton.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Identify signs and symptoms of possible injury to the spinal column.	Identify signs and symptoms of possible fracture injury to the axial skeleton.	Identify signs and symptoms of possible fracture injury to the axial skeleton.	Identify signs and symptoms of possible fracture injury to the axial skeleton.
		Describe the relationship of kinematics to potential spinal injury.	Describe the relationship of kinematics to potential spinal injury.	Describe the relationship of kinematics to potential spinal injury.
		Evaluate commercially manufactured immobilization devices for use based on patient presentation.	Evaluate commercially manufactured immobilization devices for use based on patient presentation.	Evaluate commercially manufactured immobilization devices for use based on patient presentation.



	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>5.7.b Immobilize suspected fractures involving axial skeleton. Continued</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	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.
	Demonstrate treatment of suspected fractures involving the axial skeleton.	Perform treatment of suspected fractures involving the axial skeleton.	Perform treatment of suspected fractures involving the axial skeleton.	Perform treatment of suspected fractures involving the axial skeleton.
<b>5.7.c Reduce fractures and dislocations.</b>	<b>N</b>	<b>X</b>	<b>A</b>	<b>A</b>
		Define "Closed Reduction"	Define "Closed Reduction"	Define "Closed 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
			Discuss possible complications and their signs and symptoms of fracture and dislocation reduction	Discuss possible complications and their signs and symptoms of fracture reduction
			Describe the process of fracture and dislocation reduction	Describe the process of fracture and dislocation reduction

	EMR	PCP	ACP	CCP
<b>GENERAL COMPETENCY 5.8 Administer medications.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>5.8.a Recognize principles of pharmacology as applied to medications listed in Appendix 5.</b>		<b>A</b>	<b>A</b>	<b>A</b>
		Identify the sources for medications.	Identify the sources for medications.	Identify the sources for medications.
		Describe mechanisms of entry, absorption, site of action, metabolism and elimination.	Explain mechanisms of entry, absorption, site of action, metabolism and elimination.	Explain mechanisms of entry, absorption, site of action, metabolism and elimination.
		Perform calculation to determine the amount of medication required for expected action.	Perform calculation to determine the amount of medication required for expected action.	Perform calculation to determine the amount of medication required for expected action.
		Explain factors that affect the absorption, distribution and elimination of a medication.	Explain factors that affect the absorption, distribution and elimination of a medication.	Explain factors that affect the absorption, distribution and elimination of a medication.
		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.
		Identify drug classification.	Identify drug classification.	Identify drug classification.
		Identify chemical, generic, trade and official names for all medications.	Identify chemical, generic, trade and official names for all medications.	Identify chemical, generic, trade and official names for all medications.
		Discuss the information found within an appropriate medication references.	Explain the information found within an appropriate medication references.	Explain the information found within an appropriate medication references.

	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>5.8.a Recognize principles of pharmacology as applied to medications listed in Appendix 5. Continued</b>		<b>A</b>	<b>A</b>	<b>A</b>
		Explain formulations related to administration.	Explain formulations related to administration.	Explain formulations related to administration.
		Define pharmacological terminology and abbreviations.	Define pharmacological terminology and abbreviations.	Define pharmacological terminology and abbreviations.
		List the signs, symptoms and side-effects of iatrogenic overdose.	Discuss the signs, symptoms and side-effects of iatrogenic overdose.	Analyze the signs, symptoms and side-effects of iatrogenic overdose.
<b>5.8.b Follow safe process for responsible medication administration.</b>	<b>N</b>	<b>C</b>	<b>P</b>	<b>P</b>
		Explain the “Five Rights” of medication administration.	Explain the “Five Rights” of medication administration.	Explain the “Five Rights” of medication administration.
		Distinguish between the different drug administration routes.	Distinguish between the different drug administration routes.	Distinguish between the different drug administration routes.
		Describe how medication administration protocols are applied to specific patient presentations.	Discuss how medication administration protocols are applied to specific patient presentations.	Explain how medication administration protocols are applied to specific patient presentations.
		Apply policies when medication administration errors occur.	Apply policies when medication administration errors occur.	Apply policies when medication administration errors occur.
		Explain the role of the paramedic in medication administration.	Explain the role of the paramedic in medication administration.	Explain the role of the paramedic in medication administration.

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

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

	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>5.8.d Administer medication via intramuscular route. Continued</b>		<b>S</b>	<b>C</b>	<b>C</b>
		Discuss the benefit of medication administration via intramuscular route in comparison to other routes.	Evaluate the benefit of medication administration via intramuscular route in comparison to other routes.	Evaluate the benefit of medication administration via intramuscular route in comparison to other routes.
		Demonstrate how to provide intramuscular medications using a sequential step method of administration.	Demonstrate how to provide intramuscular medications using a sequential step method of administration.	Demonstrate how to provide intramuscular medications using a sequential step method of administration.
		Demonstrate how to prepare a patient for intramuscular medication administration.	Demonstrate how to prepare a patient for intramuscular medication administration.	Demonstrate how to prepare a patient for intramuscular medication administration.
		Demonstrate how to measure the required quantity of medication.	Demonstrate how to measure the required quantity of medication.	Demonstrate how to measure the required quantity of medication.
<b>5.8.e Administer medication via intravenous route.</b>	<b>N</b>	<b>A</b>	<b>P</b>	<b>P</b>
		Describe medical conditions and patient indications for intravenous administration of a medication.	Evaluate medical conditions and patient indications for intravenous administration of a medication.	Evaluate medical conditions and patient indications for intravenous administration of a medication.
		Apply proper calculations for correct medication requirement for the patient presentation.	Apply proper calculations for correct medication requirement for the patient presentation.	Apply proper calculations for correct medication requirement for the patient presentation.
		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.
		Explain 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.

	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>5.8.e Administer medication via intravenous route. Continued</b>	<b>N</b>	<b>A</b>	<b>P</b>	<b>P</b>
			Demonstrate how to provide intravenous medications using a sequential step method.	Demonstrate how to provide intravenous medications using a sequential step method.
			Demonstrate how to prepare a patient for intravenous administration of a medication.	Demonstrate how to prepare a patient for intravenous administration of a medication.
			Demonstrate how to measure the required quantity of intravenous medication.	Demonstrate how to measure the required quantity of intravenous medication.
<b>5.8.f Administer medication via intraosseous route.</b>	<b>N</b>	<b>A</b>	<b>S</b>	<b>S</b>
		List medical conditions and patient indications for intraosseous administration of a medication.	List medical conditions and patient indications for intraosseous administration of a medication.	List medical conditions and patient indications for intraosseous administration of a medication.
		Apply proper calculations for correct medication requirement for the patient presentation.	Apply proper calculations for correct medication requirement for the patient presentation.	Apply proper calculations for correct medication requirement for the patient presentation.
		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.
		Identify appropriate site for the injection.	Evaluate appropriate site for the injection.	Evaluate appropriate site for the injection.
		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.
			Demonstrate how to provide intraosseous medications using a sequential step method.	Demonstrate how to provide intraosseous medications using a sequential step method.

	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>5.8.f Administer medication via intraosseous route. Continued</b>	<b>N</b>	<b>A</b>	<b>S</b>	<b>S</b>
			Demonstrate how to prepare a patient for intraosseous administration of a medication.	Demonstrate how to prepare a patient for intraosseous administration of a medication.
			Demonstrate how to measure the required quantity of intraosseous medication.	Demonstrate how to measure the required quantity of intraosseous medication.
<b>5.8.g Administer medication via endotracheal route.</b>	<b>N</b>	<b>A</b>	<b>S</b>	<b>S</b>
		List medical conditions and patient indications for endotracheal administration of a medication.	List medical conditions and patient indications for endotracheal administration of a medication.	List medical conditions and patient indications for endotracheal administration of a medication.
		Apply proper calculations for correct medication requirement for the patient presentation.	Apply proper calculations for correct medication requirement for the patient presentation.	Apply proper calculations for correct medication requirement for the patient presentation.
		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.
		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.
		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.



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

	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>5.8.h Administer medication via sublingual route. Continued</b>	<b>N</b>	<b>S</b>	<b>C</b>	<b>C</b>
		Demonstrate how to prepare a patient for sublingual medication administration.	Demonstrate how to prepare a patient for sublingual medication administration.	Demonstrate how to prepare a patient for sublingual medication administration.
		Demonstrate how to measure the required quantity of sublingual medication.	Demonstrate how to measure the required quantity of sublingual medication.	Demonstrate how to measure the required quantity of sublingual medication.
<b>5.8.i Administer medication via the buccal route.</b>	<b>N</b>	<b>S</b>	<b>C</b>	<b>C</b>
		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.
		Apply proper calculations for correct medication requirement for the patient presentation.	Apply proper calculations for correct medication requirement for the patient presentation.	Apply proper calculations for correct medication requirement for the patient presentation.
		Distinguish those approved drugs that are given via buccal routes.	Distinguish those approved drugs that are given via buccal routes.	Distinguish those approved drugs that are given via buccal routes.
		Discuss 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.
		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.

	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>5.8.i Administer medication via the buccal route. Continued</b>	<b>N</b>	<b>S</b>	<b>C</b>	<b>C</b>
		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 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.
<b>5.8.j Administer medication via topical route.</b>	<b>N</b>	<b>A</b>	<b>S</b>	<b>S</b>
		Identify 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.
		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.
		Identify 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.
			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.
		Explain the benefit of medication administration via topical route in comparison to other routes.	Evaluate the benefit of medication administration via topical route in comparison to other routes.	Evaluate the benefit of medication administration via topical route in comparison to other routes.
			Demonstrate how to provide topical medications using a sequential step method of administration.	Demonstrate how to provide topical medications using a sequential step method of administration.

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

	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>5.8.k Administer medication via oral route. Continued</b>	<b>N</b>	<b>S</b>	<b>C</b>	<b>C</b>
		Demonstrate how to prepare a patient for oral administration of a medication.	Demonstrate how to prepare a patient for oral administration of a medication.	Demonstrate how to prepare a patient for oral administration of a medication.
		Demonstrate how to measure the required quantity of oral medication.	Demonstrate how to measure the required quantity of oral medication.	Demonstrate how to measure the required quantity of oral medication.
<b>5.8.l Administer medication via rectal route.</b>	<b>N</b>	<b>A</b>	<b>A</b>	<b>A</b>
		List medical conditions and indications for rectal administration of a medication.	List medical conditions and indications for rectal administration of a medication.	List medical conditions and indications for rectal administration of a medication.
		Apply proper calculations for correct medication requirement for the patient presentation.	Apply proper calculations for correct medication requirement for the patient presentation.	Apply proper calculations for correct medication requirement for the patient presentation.
		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.
			Evaluate the rate of absorption of medication administered via rectal route in comparison to other routes.	Evaluate the rate of absorption of medication administered via rectal route in comparison to other routes.
			Evaluate the benefit of medication administration via rectal route in comparison to other routes.	Evaluate the benefit of medication administration via rectal route in comparison to other routes.

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

	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>5.8.n Administer medication via intranasal route.</b>	<b>N</b>	<b>S</b>	<b>S</b>	<b>S</b>
		Evaluate medical conditions, and indications for inhalation administration of a medication.	Evaluate medical conditions, and indications for inhalation administration of a medication.	Evaluate medical conditions, and indications for inhalation administration of a medication.
		Apply proper calculations for correct medication requirement for the patient presentation.	Apply proper calculations for correct medication requirement for the patient presentation.	Apply proper calculations for correct medication requirement for the patient presentation.
		Distinguish those approved drugs that are given via intranasal route.	Distinguish those approved drugs that are given via intranasal route.	Distinguish those approved drugs that are given via intranasal route.
		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.
		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 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 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>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>5.8.o Provide patient assist according to provincial list of medications.</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
	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.



	EMR	PCP	ACP	CCP
<b>GENERAL COMPETENCY 6.1 Utilize differential diagnosis skills, decision-making skills and psychomotor skills in providing care to patients.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>6.1.a Provide care to patient experiencing signs and symptoms involving cardiovascular system.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Describe the pathophysiology of specific cardiovascular conditions listed in Appendix 4A.	Explain the pathophysiology of specific cardiovascular conditions listed in Appendix 4B.	Explain the pathophysiology of specific cardiovascular conditions listed in Appendix 4C.	Explain the pathophysiology of specific cardiovascular conditions listed in Appendix 4C.
	Describe 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.
	Identify how patient history relates to patient presentation.	Explain how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.
		Explain how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.
		Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.
		Discuss potential complications of cardiovascular conditions.	Explain potential complications of cardiovascular conditions.	Infer potential complications of cardiovascular conditions.
		Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.
	Demonstrate the ability to approach, assess, treat and transport a patient.	Integrate the approach, assessment, treatment and transport of a patient.	Integrate the approach, assessment, treatment and transport of a patient.	Integrate the approach, assessment, treatment and transport of a patient.
	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>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>6.1.b Provide care to patient experiencing signs and symptoms involving neurological system.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Describe the pathophysiology of specific neurological conditions listed in Appendix 4A.	Explain the pathophysiology of specific neurological conditions listed in Appendix 4B.	Explain the pathophysiology of specific neurological conditions listed in Appendix 4C.	Explain the pathophysiology of specific neurological conditions listed in Appendix 4C.
	Describe 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.
	Identify how patient history relates to patient presentation.	Explain how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.
		Explain how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.
		Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.
		Discuss potential complications of neurological conditions.	Explain potential complications of neurological conditions.	Infer potential complications of neurological conditions.
		Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.
	Demonstrate the ability to approach, assess, treat and transport a patient.	Integrate the approach, assessment, treatment and transport of a patient.	Integrate the approach, assessment, treatment and transport of a patient.	Integrate the approach, assessment, treatment and transport of a patient.
	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>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>6.1.c Provide care to patient experiencing signs and symptoms involving respiratory system.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Describe the pathophysiology of specific respiratory conditions listed in Appendix 4A.	Explain the pathophysiology of specific respiratory conditions listed in Appendix 4B.	Explain the pathophysiology of specific respiratory conditions listed in Appendix 4C.	Explain the pathophysiology of specific respiratory conditions listed in Appendix 4C.
	Describe 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.
	Identify how patient history relates to patient presentation.	Explain how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.
		Explain how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.
		Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.
		Discuss potential complications of respiratory conditions.	Explain potential complications of respiratory conditions.	Infer potential complications of respiratory conditions.
		Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.
	Demonstrate the ability to approach, assess, treat and transport a patient.	Integrate the approach, assessment, treatment and transport of a patient.	Integrate the approach, assessment, treatment and transport of a patient.	Integrate the approach, assessment, treatment and transport of a patient.
	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>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>6.1.d Provide care to patient experiencing signs and symptoms involving genitourinary / reproductive systems.</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Describe the pathophysiology of specific genitourinary / reproductive conditions listed in Appendix 4A.	Explain the pathophysiology of specific genitourinary / reproductive conditions listed in Appendix 4B.	Explain the pathophysiology of specific genitourinary / reproductive conditions listed in Appendix 4C.	Explain the pathophysiology of specific genitourinary / reproductive conditions listed in Appendix 4C.
	Describe 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.
	Identify how patient history relates to patient presentation.	Explain how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.
		Explain how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.
		Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.
		Discuss potential complications of genitourinary / reproductive conditions.	Explain potential complications of genitourinary / reproductive conditions.	Infer potential complications of genitourinary / reproductive conditions.
		Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.
	Demonstrate the ability to approach, assess, treat and transport a patient.	Integrate the approach, assessment, treatment and transport of a patient.	Integrate the approach, assessment, treatment and transport of a patient.	Integrate the approach, assessment, treatment and transport of a patient.
	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>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>6.1.e Provide care to patient experiencing signs and symptoms involving gastrointestinal system.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Describe the pathophysiology of specific gastrointestinal system conditions listed in Appendix 4A.	Explain the pathophysiology of specific gastrointestinal conditions listed in Appendix 4B.	Explain the pathophysiology of specific gastrointestinal conditions listed in Appendix 4C.	Explain the pathophysiology of specific gastrointestinal illnesses and injuries listed in Appendix 4C.
	Describe the approach to a patient presenting with gastrointestinal conditions.	Explain the approach to a patient presenting with gastrointestinal conditions.	Explain the approach to a patient presenting with gastrointestinal conditions.	Explain the approach to a patient presenting with gastrointestinal conditions.
	Identify how patient history relates to patient presentation.	Explain how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.
		Explain how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.
		Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.
		Discuss potential complications of gastrointestinal conditions.	Explain potential complications of gastrointestinal conditions.	Infer potential complications of gastrointestinal conditions.
		Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.
	Demonstrate the ability to approach, assess, treat and transport a patient.	Integrate the approach, assessment, treatment and transport of a patient.	Integrate the approach, assessment, treatment and transport of a patient.	Integrate the approach, assessment, treatment and transport of a patient.
	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>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>6.1.f Provide care to patient experiencing signs and symptoms involving integumentary system.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Describe the pathophysiology of specific integumentary conditions listed in Appendix 4A.	Explain the pathophysiology of specific integumentary conditions listed in Appendix 4B.	Explain the pathophysiology of specific integumentary conditions listed in Appendix 4C.	Explain the pathophysiology of specific integumentary conditions listed in Appendix 4C.
	Describe 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.
	Identify how patient history relates to patient presentation.	Explain how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.
		Explain how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.
		Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.
		Discuss potential complications of integumentary conditions.	Explain potential complications of integumentary conditions.	Infer potential complications of integumentary conditions.
		Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.
	Demonstrate the ability to approach, assess, treat and transport a patient.	Integrate the approach, assessment, treatment and transport of a patient.	Integrate the approach, assessment, treatment and transport of a patient.	Integrate the approach, assessment, treatment and transport of a patient.
	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>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>6.1.g Provide care to patient experiencing signs and symptoms involving musculoskeletal system.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Describe the pathophysiology of specific musculoskeletal conditions listed in Appendix 4A.	Explain the pathophysiology of specific musculoskeletal conditions listed in Appendix 4B.	Explain the pathophysiology of specific musculoskeletal conditions listed in Appendix 4C.	Explain the pathophysiology of specific musculoskeletal conditions listed in Appendix 4C.
	Describe 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.
	Identify how patient history relates to patient presentation.	Explain how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.
		Explain how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.
		Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.
		Discuss potential complications of musculoskeletal conditions.	Explain potential complications of musculoskeletal conditions.	Infer potential complications of musculoskeletal conditions.
		Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.
	Demonstrate the ability to approach, assess, treat and transport a patient.	Integrate the approach, assessment, treatment and transport of a patient.	Integrate the approach, assessment, treatment and transport of a patient.	Integrate the approach, assessment, treatment and transport of a patient.
	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>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>6.1.h Provide care to patient experiencing signs and symptoms involving immunologic system.</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Describe the pathophysiology of specific immunologic conditions listed in Appendix 4A.	Explain the pathophysiology of specific immunologic conditions listed in Appendix 4B.	Explain the pathophysiology of specific immunologic conditions listed in Appendix 4B.	Explain the pathophysiology of specific immunologic conditions listed in Appendix 4B.
	Describe 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.
	Identify how patient history relates to patient presentation.	Explain how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.
		Explain how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.
		Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.
		Discuss potential complications of immunologic conditions.	Explain potential complications of immunologic conditions.	Infer potential complications of immunologic conditions.
		Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.
	Demonstrate the ability to approach, assess, treat and transport a patient.	Integrate the approach, assessment, treatment and transport of a patient.	Integrate the approach, assessment, treatment and transport of a patient.	Integrate the approach, assessment, treatment and transport of a patient.
	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>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>6.1.i Provide care to patient experiencing signs and symptoms involving endocrine system.</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Describe the pathophysiology of specific endocrine system conditions listed in Appendix 4A.	Explain the pathophysiology of specific endocrine system conditions listed in Appendix 4B.	Explain the pathophysiology of specific endocrine system conditions listed in Appendix 4C.	Explain the pathophysiology of specific endocrine system conditions listed in Appendix 4C.
	Describe 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.
	Identify how patient history relates to patient presentation.	Explain how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.
		Explain how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.
		Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.
		Discuss potential complications of endocrine conditions.	Explain potential complications of endocrine conditions.	Infer potential complications of endocrine conditions.
		Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.
	Demonstrate the ability to approach, assess, treat and transport a patient.	Integrate the approach, assessment, treatment and transport of a patient.	Integrate the approach, assessment, treatment and transport of a patient.	Integrate the approach, assessment, treatment and transport of a patient.
	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>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>6.1.j Provide care to patient experiencing signs and symptoms involving the eyes, ears, nose or throat.</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Describe the pathophysiology of specific ear, eye, nose and throat conditions listed in Appendix 4A.	Explain the pathophysiology of specific ear, eye, nose and throat conditions listed in Appendix 4B.	Explain the pathophysiology of specific ear, eye, nose and throat conditions listed in Appendix 4C.	Explain the pathophysiology of specific ear, eye, nose and throat conditions listed in Appendix 4C.
	Describe the approach to a patient presenting with ear, eye, nose and throat conditions.	Explain the approach to a patient presenting with ear, eye, nose and throat conditions.	Explain the approach to a patient presenting with ear, eye, nose and throat conditions.	Explain the approach to a patient presenting with ear, eye, nose and throat conditions.
	Identify how patient history relates to patient presentation.	Explain how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.
		Explain how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.
		Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.
		Discuss potential complications of ear, eye, nose and throat conditions.	Explain potential complications of ear, eye, nose and throat conditions.	Infer potential complications of ear, eye, nose and throat conditions.
		Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.
	Demonstrate the ability to approach, assess, treat and transport a patient.	Integrate the approach, assessment, treatment and transport of a patient.	Integrate the approach, assessment, treatment and transport of a patient.	Integrate the approach, assessment, treatment and transport of a patient.
	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>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>6.1.k Provide care to patient experiencing toxicologic syndromes.</b>	<b>S</b>	<b>S</b>	<b>P</b>	<b>P</b>
	List the signs and symptoms of specific poisons and overdoses listed in Appendix 4A.	Describe the pathophysiology and presentations of the specific poisons and overdoses listed in Appendix 4B.	Explain the pathophysiology and presentations of the specific poisons and overdoses listed in Appendix 4C.	Explain the pathophysiology and presentations of the specific poisons and overdoses listed in Appendix 4C.
	Describe the approach to a patient presenting with a toxicologic syndrome.	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.
	Identify how patient history relates to patient presentation.	Explain how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.
		Explain how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.
		Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.
		Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.
	Demonstrate the ability to approach, assess, treat and transport a patient.	Integrate the approach, assessment, treatment and transport of a patient.	Integrate the approach, assessment, treatment and transport of a patient.	Integrate the approach, assessment, treatment and transport of a patient.
	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>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>6.1.l Provide care to patient experiencing non-urgent problem.</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Describe the approach to a patient presenting with non-urgent problem.	Explain the approach to a patient presenting with non-urgent problem.	Explain the approach to a patient presenting with non-urgent problem.	Explain the approach to a patient presenting with non-urgent problem.
	Distinguish between urgent and non-urgent problems.	Distinguish between urgent and non-urgent problems.	Distinguish between urgent and non-urgent problems.	Distinguish between urgent and non-urgent problems.
	Identify how patient history relates to patient presentation.	Explain how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.
		Explain how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.
		Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.
		Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.
	Demonstrate the ability to approach, assess, treat and refer 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.
	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and referral decisions.	Justify approach, assessment, care and transport decisions.	Justify approach, assessment, care and transport decisions.
<b>6.1.m Provide care to a palliative patient.</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Describe 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.
	Identify disease processes that contribute to terminal illness.	Identify disease processes that contribute to terminal illness.	Identify disease processes that contribute to terminal illness.	Identify disease processes that contribute to terminal illness.
	Identify how patient history relates to patient presentation.	Explain how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.
		Explain how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.
		Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.

	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>6.1.m Provide care to a palliative patient. Continued</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
		Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.
	Demonstrate the ability to approach, assess, treat and transport a patient.	Integrate the approach, assessment, treatment and transport of a patient.	Integrate the approach, assessment, treatment and transport of a patient.	Integrate the approach, assessment, treatment and transport of a patient.
	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.n Provide care to patient experiencing signs and symptoms due to exposure to adverse environments.</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Describe 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.
	Identify 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.
	Identify how patient history relates to patient presentation.	Explain how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.
		Explain how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.
		Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.
		Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.
	Demonstrate the ability to approach, assess, treat and transport a patient.	Integrate the approach, assessment, treatment and transport of a patient.	Integrate the approach, assessment, treatment and transport of a patient.	Integrate the approach, assessment, treatment and transport of a patient.
	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>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>6.1.o Provide care to trauma patient.</b>	<b>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	List trauma indices (scores) for triage and transport decisions.	Discuss how trauma indices (scores) relate to triage and transport decisions.	Explain how trauma indices (scores) relate to triage and transport decisions.	Explain how trauma indices (scores) relate to triage and transport decisions.
		Explain how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.
	Demonstrate the ability to prioritize treatment and transport decisions.	Prioritize treatment and transport decisions.	Prioritize treatment and transport decisions.	Prioritize treatment and transport decisions.
		Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.
	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>S</b>	<b>P</b>	<b>P</b>	<b>P</b>
	Describe the approach to a patient presenting with psychiatric crisis.	Explain the approach to a patient presenting with psychiatric crisis.	Explain the approach to a patient presenting with psychiatric crisis.	Explain the approach to a patient presenting with psychiatric crisis.
		Discuss conditions that may precipitate psychiatric crisis.	Discuss conditions that may precipitate psychiatric crisis.	Discuss conditions that may precipitate psychiatric crisis.
	Identify how patient history relates to patient presentation.	Explain how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.
		Explain how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.	Analyze how age, gender and health status relate to patient presentation.
		Infer a differential diagnosis.	Infer a differential diagnosis.	Infer a differential diagnosis.
		Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.
	Demonstrate the ability to approach, assess, treat and transport a patient.	Integrate the approach, assessment, treatment and transport of a patient.	Integrate the approach, assessment, treatment and transport of a patient.	Integrate the approach, assessment, treatment and transport of a patient.
	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>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>6.1.q Provide care to obstetrical patient.</b>	<b>S</b>	<b>S</b>	<b>C</b>	<b>C</b>
	Describe the approach to an obstetrical patient.	Explain the approach to an obstetrical patient.	Explain the approach to an obstetrical patient.	Explain the approach to an obstetrical patient.
		Describe disease processes that interfere with the labour and delivery.	Discuss disease processes that interfere with the labour and delivery.	Explain disease processes that interfere with the labour and delivery.
	List complications of labour and delivery.	Describe complications of labour and delivery.	Discuss complications of labour and delivery.	Explain complications of labour and delivery.
	Identify how patient history relates to patient presentation.	Explain how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.	Analyze how patient history relates to patient presentation.
		Explain how age and health status relate to patient presentation.	Analyze how age and health status relate to patient presentation.	Analyze how age and health status relate to patient presentation.
	List indications that suggest the need to prepare for imminent delivery.	Discuss indications that suggest the need to prepare for imminent delivery.	Discuss indications that suggest the need to prepare for imminent delivery.	Discuss indications that suggest the need to prepare for imminent delivery.
		Adapt care based on fetal and maternal presentation.	Adjust care based on fetal and maternal presentation.	Integrate care based on fetal and maternal presentation.
	Demonstrate the ability to manage an imminent delivery.	Demonstrate the ability to manage an imminent delivery.	Adapt care to manage an imminent delivery.	Adapt care to manage an imminent delivery.
	Demonstrate the ability to approach, assess, treat and transport a patient.	Integrate the approach, assessment, treatment and transport of a patient.	Integrate the approach, assessment, treatment and transport of a patient.	Integrate the approach, assessment, treatment and transport of a patient.
	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.

	EMR	PCP	ACP	CCP
<b>GENERAL COMPETENCY 6.2 Provide care to meet the needs of unique patient groups.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>6.2a Provide care for neonatal patient.</b>	<b>S</b>	<b>S</b>	<b>C</b>	<b>C</b>
		Describe disease processes that interfere with neonatal life functions.	Discuss disease processes that interfere with neonatal life functions.	Explain disease processes that interfere with neonatal life functions.
		Describe relationship between gestational age, presentation and care.	Discuss relationship between gestational age, presentation and care.	Explain relationship between gestational age, presentation and care.
				Infer a differential diagnosis.
		Adapt care based on patient presentation.	Adjust care based on patient presentation.	Integrate care based on patient presentation.
	List potential complications with neonatal patients.	Describe potential complications with neonatal patients.	Discuss potential complications with neonatal patients.	Explain potential complications with neonatal patients.
	Demonstrate the ability to approach, assess, treat and transport a patient.	Integrate the approach, assessment, treatment and transport of a patient.	Integrate the approach, assessment, treatment and transport of a patient.	Integrate the approach, assessment, treatment and transport of a patient.
	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>6.2b Provide care for pediatric patient.</b>	<b>A</b>	<b>C</b>	<b>C</b>	<b>C</b>
	Identify possible abuse or neglect.	Identify possible abuse or neglect.	Identify possible abuse or neglect.	Identify possible abuse or neglect.
		Integrate variations to approach, treatment and transport.	Integrate variations to approach, treatment and transport.	Integrate variations to approach, treatment and transport.
	Justify variations in approach, treatment and transport decisions.	Justify variations in approach, treatment and transport decisions.	Justify variations in approach, treatment and transport decisions.	Justify variations in approach, treatment and transport decisions.



	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>6.2c Provide care for geriatric patient.</b>	<b>A</b>	<b>C</b>	<b>C</b>	<b>C</b>
	Identify possible abuse or neglect.	Identify possible abuse or neglect.	Identify possible abuse or neglect.	Identify possible abuse or neglect.
	Describe variations to the approach, treatment and transport methods.	Integrate variations to the approach, treatment and transport methods.	Integrate variations to the approach, treatment and transport methods.	Integrate variations to the approach, treatment and transport methods.
	Justify variations in approach, treatment and transport decisions.	Justify variations in approach, treatment and transport decisions.	Justify variations in approach, treatment and transport decisions.	Justify variations in approach, treatment and transport decisions.
<b>6.2d Provide care for the physically-impaired patient.</b>	<b>A</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Define "physically impaired patient".	Define "physically impaired patient".	Define "physically impaired patient".	Define "physically impaired patient".
		Modify assessment approach.	Modify assessment approach.	Modify assessment approach.
	List 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.
	List 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.
	Identify possible abuse or neglect of the physically-impaired patient.	Identify possible abuse or neglect of the physically-impaired patient.	Identify possible abuse or neglect of the physically-impaired patient.	Identify possible abuse or neglect of the physically-impaired patient.
	List 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.
	List the approach, treatment and transport methods appropriate to the physically-impaired patient.	Integrate the approach, assessment, treatment and transport of the patient.	Integrate the approach, assessment, treatment and transport of the patient.	Integrate the approach, assessment, treatment and transport of the patient.
	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>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>6.2e Provide care for the mentally-impaired patient.</b>	<b>A</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Define "mentally-impaired patient".	Define "mentally-impaired patient".	Define "mentally-impaired patient".	Define "mentally-impaired patient".
		Modify assessment approach.	Modify assessment approach.	Modify assessment approach.
	List 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.
	List 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.
	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.
	List 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.
	List the approach, treatment and transport methods appropriate to the mentally-impaired patient.	Integrate the approach, assessment, treatment and transport of the patient.	Integrate the approach, assessment, treatment and transport of the patient.	Integrate the approach, assessment, treatment and transport of the patient.
	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>6.2f Provide care to bariatric patient.</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
	Identify possible abuse or neglect.	Identify possible abuse or neglect.	Identify possible abuse or neglect.	Identify possible abuse or neglect.
	Describe 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.
	Justify approach, treatment and transport decisions.	Justify approach, treatment and transport decisions.	Justify approach, treatment and transport decisions.	Justify approach, treatment and transport decisions.

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

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

	EMR	PCP	ACP	CCP
<b>GENERAL COMPETENCY 7.2 Drive ambulance or emergency response vehicle.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>7.2.a Utilize defensive driving techniques.</b>	<b>A</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Describe principles of defensive driving.	Describe principles of defensive driving.	Describe principles of defensive driving.	Describe principles of defensive driving.
	Apply techniques of defensive driving.	Apply techniques of defensive driving.	Apply techniques of defensive driving.	Apply techniques of defensive driving.
<b>7.2.b Utilize safe emergency driving techniques.</b>	<b>A</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Distinguish between driving characteristics of an ambulance and a passenger vehicle.	Distinguish between driving characteristics of an ambulance and a passenger vehicle.	Distinguish between driving characteristics of an ambulance and a passenger vehicle.	Distinguish between driving characteristics of an ambulance and a passenger vehicle.
	Distinguish between emergency driving and driving under normal conditions.	Distinguish between emergency driving and driving under normal conditions.	Distinguish between emergency driving and driving under normal conditions.	Distinguish between emergency driving and driving under normal conditions.
	Apply appropriate driving techniques.	Apply appropriate driving techniques.	Apply appropriate driving techniques.	Apply appropriate driving techniques.
	Describe relevant legislative requirements regarding the operation of an emergency vehicle.	Describe relevant legislative requirements regarding the operation of an emergency vehicle.	Describe relevant legislative requirements regarding the operation of an emergency vehicle.	Describe relevant legislative requirements regarding the operation of an emergency vehicle.
	Discuss potential reactions from other drivers.	Discuss potential reactions from other drivers.	Discuss potential reactions from other drivers.	Discuss potential reactions from other drivers.
<b>7.2.c Drive in a manner that ensures patient comfort and a safe environment for all passengers.</b>	<b>A</b>	<b>S</b>	<b>S</b>	<b>S</b>
	Describe driving techniques for maximizing the safety of the working environment.	Describe driving techniques for maximizing the safety of the working environment.	Describe driving techniques for maximizing the safety of the working environment.	Describe driving techniques for maximizing the safety of the working environment.

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

	EMR	PCP	ACP	CCP
<b>GENERAL COMPETENCY 8.1 Integrate professional practice into community care.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>8.1.a Participate in health promotion activities and initiatives.</b>	<b>N</b>	<b>A</b>	<b>A</b>	<b>A</b>
		Differentiate between primary, secondary and tertiary care strategies.	Differentiate between primary, secondary and tertiary care strategies.	Differentiate between primary, secondary and tertiary care 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.
		Describe common health promotion and prevention strategies.	Analyze common health promotion and prevention strategies.	Analyze common health promotion and prevention strategies.
		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.
		Describe tissue / organ donation programs.	Describe tissue / organ donation programs.	Describe tissue / organ donation programs.
<b>8.1.b Participate in injury prevention and public safety activities and initiatives.</b>	<b>N</b>	<b>A</b>	<b>A</b>	<b>A</b>
		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.
		Describe common injury prevention and public safety initiatives.	Analyze common injury prevention and public safety initiatives.	Analyze common injury prevention and public safety initiatives.
		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>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>8.1.c Work collaboratively with other members of the health care community.</b>	<b>A</b>	<b>P</b>	<b>P</b>	<b>P</b>
	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.
	Describe the roles of and relationship to other health care professionals.	Describe the roles of and relationship to other health care professionals.	Describe the roles of and relationship to other health care professionals.	Describe the roles of and relationship to other health care professionals.
	Value working collaboratively with other health care professionals.	Value working collaboratively with other health care professionals.	Value working collaboratively with other health care professionals.	Value working collaboratively with other health care professionals.
		Demonstrate collaborative work with other health care professionals.	Demonstrate collaborative work with other health care professionals.	Demonstrate collaborative work with other health care professionals.
<b>8.1.d Utilize community support agencies as appropriate.</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
	Identify common community support programs.	Identify common community support programs.	Identify common community support programs.	Identify common community support programs.
	Describe situations that may require expertise of community support agencies.	Discuss situations that may require expertise of community support agencies.	Discuss situations that may require expertise of community support agencies.	Discuss situations that may require expertise of community support agencies.
	Describe related legislative requirements.	Discuss related legislative requirements.	Discuss related legislative requirements.	Discuss related legislative requirements.
	Acknowledge the need for additional intervention.	Acknowledge the need for additional intervention.	Acknowledge the need for additional intervention.	Acknowledge the need for additional intervention.
	Communicate options to patient.	Communicate options to patient.	Communicate options to patient.	Communicate options to patient.



	EMR	PCP	ACP	CCP
<b>GENERAL COMPETENCY 8.2 Contribute to public safety through collaboration with other emergency response agencies.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>8.2.a Work collaboratively with other emergency response agencies.</b>	<b>A</b>	<b>P</b>	<b>P</b>	<b>P</b>
	List community emergency response agencies.	List community emergency response agencies.	List community emergency response agencies.	List community emergency response agencies.
	Describe the roles of and relationship to other emergency response agencies.	Describe the roles of and relationship to other emergency response agencies.	Describe the roles of and relationship to other emergency response agencies.	Describe the roles of and relationship to other emergency response agencies.
	Describe mutual assistance and tiered-response.	Discuss mutual assistance and tiered-response.	Discuss mutual assistance and tiered-response.	Discuss mutual assistance and tiered-response.
	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.
		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 an incident management system (IMS).</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
		Identify a variety of Incident Management Systems.	Identify a variety of Incident Management Systems.	Identify a variety of Incident Management Systems.
	Describe the principles of an IMS.	Describe the principles of an IMS.	Describe the principles of an IMS.	Describe the principles of an IMS.
	Identify 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.
		Apply an IMS structure to an incident.	Apply an IMS structure to an incident.	Apply an IMS structure to an incident.
			Analyze the effectiveness of an IMS structure to a particular incident.	Analyze the effectiveness of an IMS structure to a particular incident.
			Modify event management based on IMS principles.	Modify event management based on IMS principles.

	EMR	PCP	ACP	CCP
<b>GENERAL COMPETENCY 8.3 Participate in the management of a chemical, biological, radiological / nuclear, explosive (CBRNE) incident.</b>				
<b>SPECIFIC COMPETENCY</b>	<b>SUB COMPETENCIES</b>			
<b>8.3.a Recognize indicators of agent exposure.</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
	List common CBRNE agents.	List common CBRNE agents.	List common CBRNE agents.	List common CBRNE agents.
	List 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.
	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>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
	Discuss importance of PPE.	Discuss importance of PPE.	Discuss importance of PPE.	Discuss importance of PPE.
	List levels of PPE.	List levels of PPE.	List levels of PPE.	List levels of PPE.
	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>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
	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.
	Describe agent / hazard avoidance techniques.	Describe agent / hazard avoidance techniques.	Describe agent / hazard avoidance techniques.	Describe agent / hazard avoidance techniques.
	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 triage at CBRNE incident.</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
	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.
	Control contaminated casualties.	Control contaminated casualties.	Control contaminated casualties.	Control contaminated casualties.

	<b>EMR</b>	<b>PCP</b>	<b>ACP</b>	<b>CCP</b>
<b>8.3.e Conduct decontamination procedures.</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
	Conduct emergency decontamination procedures.	Conduct emergency decontamination procedures.	Conduct emergency decontamination procedures.	Conduct emergency decontamination procedures.
	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>A</b>	<b>A</b>	<b>A</b>	<b>A</b>
	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.
	List chemical counter-measures.	List chemical counter-measures.	Discuss chemical counter-measures.	Discuss chemical counter-measures.
	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.
	Identify possible support requirements by hospitals.	Identify possible support requirements by hospitals.	Identify possible support requirements by hospitals.	Identify possible support requirements by hospitals.
	Recognize psychological impact of CBRNE incidents on the community resources and first responders.	Recognize psychological impact of CBRNE incidents on the community resources and first responders.	Recognize psychological impact of CBRNE incidents on the community resources and first responders.	Recognize psychological impact of CBRNE incidents on the community resources and first responders.

*This document has been developed jointly by PAC and the Society for Prehospital Educators in Canada (SPEC) and it describes how High Fidelity Simulation (HFS) may be used to supplement assessment in the Clinical and Preceptorship Performance Environments of the NOCP.*

The intent of HFS is to provide educational institutions with an effective means for dealing with situations where a student has not been able to achieve required sign-off of proficiency in all required Clinical (C) and Preceptorship (P) Specific Competencies following a reasonable and appropriate placement in the Clinical or Preceptorship environment.

### **Use of HFS**

HFS may be used to complete the assessment of a student for such Specific Competencies in the following instances:

1. HFS may only be used to supplement evaluation of C or P competencies once the student has completed a reasonable and appropriate Preceptorship placement as outlined in a currently accredited program's documentation.
2. HFS may be used to supplement a maximum of 10% of the required C competencies and a maximum of 10% of P competencies.
3. HFS may be used to evaluate the student's performance for one instance (only) of a given competency. The student must successfully demonstrate competence at least once in the Clinical or Preceptorship Environment before being evaluated in the HFS environment.
4. For sign off of P competencies, students must complete a substantial portion of a complete patient encounter, sufficient to demonstrate the Specific Competency and its associated Sub-Competencies. The scenario may be ended once the student has completed all activities required to demonstrate attainment of the Specific Competency and its associated sub-competencies.
5. The following C and P competencies are eligible for sign off in the HFS environment:
  - Note that most Area 1, 2, and 3 competencies are not suitable for evaluation in HFS. These competencies require situations and interactions with field personnel and bystanders that may be difficult to effectively recreate. The exception, which may be evaluated by HFS is Area 2, Competency 2.1.a Deliver an organized, accurate and relevant report utilizing telecommunication devices.

- Area 4. All C and P competencies in Area 4 may be signed off by HFS *except*:
  - General Competency 4.2 Obtain patient history
  - General Competency 4.4 Assess vital signs
- Area 5. All C and P competencies in Area 5 may be signed off by HFS *except*:
  - ACP: Competency 5.1.h Utilize airway devices requiring visualization of vocal cords and introduced endotracheally (C environment).
- Area 6. All C and P competencies in Area 6 may be signed off by HFS *except*:
  - General Competency 6.2. Provide care to meet the needs of unique patient groups
  - General Competency 6.3 Conduct ongoing assessments and provide care
- Area 7: No C or P competencies in Area 7 may be signed off by HFS.
- Area 8: No C or P competencies in Area 8 may be signed off by HFS (see note for Areas 1, 2, 3).

## Discussion

- HFS cannot be used to “short circuit” or shorten the clinical or preceptorship. The intent is to use HFS to supplement evaluation of difficult-to-achieve competencies after completion of scheduled clinical and preceptorship placements, not to take the place of evaluation in these domains.
- Students cannot use HFS to meet 10% of the combined C and P competencies. HFS can only be used for a maximum of 10% in each domain. Students cannot, for example, use HFS for 15% of the P competencies and 2% of C competencies, even though the total would be less than 20% of combined C and P competencies.
- Individual competencies cannot be signed off by performing a procedure as a skill station on a high fidelity mannequin. The intent of the preceptorship is to perform competencies in the context of a paramedic call in a field setting. Thus, the HFS must be of sufficient duration to ensure that the competency is integrated into overall performance of the call. For example, competency 5.7.b Immobilize suspected fractures involving axial skeleton, includes sub-competencies that require the student to identify signs and symptoms of possible fracture injury to the axial skeleton AND perform treatment of suspected fractures involving the axial skeleton. In this instance, the HFS

must include at least the Primary Survey and Secondary Survey (the student must perform assessment functions to identify the possible fracture) AND complete immobilization and packaging of the patient. However, the scenario would not need to include transport and handover.

### Definition of an HFS Environment

An HFS environment must have the following characteristics:

- **Environmental fidelity:** the setting for the simulation must be authentic to the location of the simulation. The setting must include, when relevant, the location of the patient, physical movement of the patient from the scene to a paramedic unit, and physical movement from the paramedic unit to a triage or mock hospital setting.
- **Social and interpersonal fidelity:**
  - Scenarios situated in the preceptorship setting must include the presence of at least the following personnel:
    - Patient, attendant (student), preceptor (who is evaluating the student), driver
  - Scenarios situated in a clinical setting must include the presence of at least the following personnel:
    - patient, attendant (student), clinician (who is evaluating the student)
  - When appropriate the scenario may include:
    - Family or bystanders
    - First responders
    - Other responders (if layered response)
    - Other medical personnel (e.g. triage nurse, physician)
  - Personnel filling these roles must be of appropriate age, gender, physical characteristics, and background to meet the requirements of the scenario.
  - Personnel filling these roles may not be paramedic practitioners, instructors, or students, unless they are playing those roles in the scenario (e.g. an instructor should not play the role of a family member or police-based first responder; however, a paramedic would be appropriate to role play a crew member in a layered response scenario).
  - Evaluation of the student must be performed by a clinician (for C competencies) or a field preceptor (for P competencies).

- **Physiological and procedural fidelity:** in calls involving a decreased LOC or requiring invasive procedures, the patient may be represented by a mannequin with the following features:
  - Can accurately portray vital signs and physical findings such as pulse, blood pressure, respirations, ECG (as required)
  - Vital signs and physical findings respond dynamically during the scenario (e.g. remotely by an operator or by prior programming)
  - Allows authentic performance of relevant procedures, such as obtaining vital signs or performing treatments, such as IV and medication access, etc.
- In calls involving conscious patients, a standardized patient of appropriate age, gender, and physical presentation as required by the scenario may be used, provided appropriate task trainers are available to allow the following:
  - Accurately portray diagnostic features (e.g., moulage of injuries or ECG simulator, if required by scenario)
  - Allow authentic performance of relevant procedures (such as an IV arm)
- **Psychological (cognitive) fidelity:** The simulation must create an overall experience of sufficient context and fidelity to create a sense of functioning in an actual clinical or field environment. The simulation must be of sufficient quality as to allow the student the opportunity to be cognitively immersed or engaged in the scenario in order to perform as if she or he was functioning in the required C or P domain.

This listing is a guideline and outlines the illnesses, conditions and injuries of which basic knowledge is recommended in order for practitioners to achieve the competencies defined in Competency Area 4.

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



This listing is a guideline and outlines the illnesses, conditions and injuries of which basic knowledge is recommended in order for practitioners to achieve the competencies defined in Competency Area 4.

	APPENDIX 4A (EMR)	APPENDIX 4B (PCP)	APPENDIX 4C ( ACP, CCP)
	<i>Congenital Abnormalities</i>		
			Atrial septal defect
			Patent ductus arteriosus
			Transposition
			Ventricular septal defect
	<i>Traumatic Injuries</i>		
			Aortic disruption
		Myocardial contusion	Myocardial contusion
			Peripheral vascular disruption
<b>B. Neurologic System</b>			
	<i>Convulsive Disorders</i>		
	Febrile seizures	Febrile seizures	Febrile seizures
	Generalized seizures	Generalized seizures	Generalized seizures
	Partial seizures (focal)	Partial seizures (focal)	Partial seizures (focal)
	<i>Headache and Facial Pain</i>		
		Infection	Infection
		Intracranial hemorrhage	Intracranial hemorrhage
		Migraine	Migraine
		Tension	Tension
	<i>Cerebrovascular Disorders</i>		
	Stroke		
		Ischemic (thrombotic vs embolic)	Ischemic (thrombotic vs embolic)
		Hemorrhagic stroke	Hemorrhagic stroke
	Transient ischemic attack	Transient ischemic attack	Transient ischemic attack
	<i>Altered Mental Status</i>		
		Metabolic	Metabolic
		Structural	Structural

This listing is a guideline and outlines the illnesses, conditions and injuries of which basic knowledge is recommended in order for practitioners to achieve the competencies defined in Competency Area 4.

	APPENDIX 4A (EMR)	APPENDIX 4B (PCP)	APPENDIX 4C (ACP, CCP)
	<i>Chronic Neurologic Disorders</i>		
			Alzheimers
		Amyotrophic lateral sclerosis (ALS)	Amyotrophic lateral sclerosis (ALS)
			Bell's palsy
		Cerebral palsy	Cerebral palsy
		Multiple sclerosis	Multiple sclerosis
		Muscular dystrophy	Muscular dystrophy
		Parkinson's disease	Parkinson's disease
		Poliomyelitis	Poliomyelitis
	<i>Infectious Disorders</i>		
		Encephalitis	Encephalitis
		Guillian Barre syndrome	Guillian Barre syndrome
	Meningitis	Meningitis	Meningitis
	<i>Tumors</i>		
		Structural	Structural
		Vascular	Vascular
	<i>Traumatic Injuries</i>		
	Head injury	Head injury	Head injury
		Focal (epidural, subdural, subarachnoid hematoma)	Focal (epidural, subdural, subarachnoid hematoma)
		Diffuse axonal injury	Diffuse axonal injury
	Spinal cord injury	Spinal cord injury	Spinal cord injury
	<i>Pediatric</i>		
			Downs syndrome
			Hydrocephalus
			Spina bifida

This listing is a guideline and outlines the illnesses, conditions and injuries of which basic knowledge is recommended in order for practitioners to achieve the competencies defined in Competency Area 4.

	APPENDIX 4A (EMR)	APPENDIX 4B (PCP)	APPENDIX 4C ( ACP, CCP)
<b>C. Respiratory System</b>			
<i>Medical Illness</i>			
		Acute respiratory failure	Acute respiratory failure
		Adult respiratory disease syndrome	Adult respiratory disease syndrome
		Aspiration	Aspiration
	Chronic obstructive pulmonary disorder	Chronic obstructive pulmonary disorder	Chronic obstructive pulmonary disorder
			Hyperventilation syndrome
		Pleural effusion	Pleural effusion
		Pneumonia / bronchitis	Pneumonia / bronchitis
	Pulmonary edema	Pulmonary edema	Pulmonary edema
	Pulmonary embolism	Pulmonary embolism	Pulmonary embolism
	Reactive airways disease / asthma	Reactive airways disease / asthma	Reactive airways disease / asthma
		Severe Acute Respiratory Syndrome (SARS)	Severe Acute Respiratory Syndrome (SARS)
		Antibiotic resistant strains	Antibiotic resistant strains
<i>Traumatic Injuries</i>			
	Airway obstruction	Aspirated foreign body	Aspirated foreign body
			Burns
		Diaphragmatic injuries	Diaphragmatic injuries
	Flail chest	Flail chest	Flail chest
	Hemothorax	Hemothorax	Hemothorax
	Penetrating injury	Penetrating injury	Penetrating injury
	Pneumothorax (simple, tension)	Pneumothorax (simple, tension)	Pneumothorax (simple, tension)
		Pulmonary contusion	Pulmonary contusion
			Toxic inhalation
			Tracheobronchial disruption
<i>Pediatric Illness</i>			
		Acute respiratory failure	Acute respiratory failure
		Bronchiolitis	Bronchiolitis
	Croup	Croup	Croup
		Cystic fibrosis	Cystic fibrosis
	Epiglottitis	Epiglottitis	Epiglottitis
		Sudden infant death syndrome	Sudden infant death syndrome

This listing is a guideline and outlines the illnesses, conditions and injuries of which basic knowledge is recommended in order for practitioners to achieve the competencies defined in Competency Area 4.

	APPENDIX 4A (EMR)	APPENDIX 4B (PCP)	APPENDIX 4C (ACP, CCP)
<b>D. Genitourinary / Reproductive System</b>			
	<i>Reproductive Disorders</i>		
		Bleeding / discharge	Bleeding / discharge
		Infection	Infection
		Ovarian cyst	Ovarian cyst
		Testicular torsion	Testicular torsion
	<i>Renal / Bladder</i>		
	Renal colic	Colic / calculi	Colic / calculi
		Infection	Infection
		Obstruction	Obstruction
		Renal failure	Renal failure
	Traumatic injuries	Traumatic injuries	Traumatic injuries
<b>E. Gastrointestinal System</b>			
	<i>Esophagus / Stomach</i>		
		Esophageal varices	Esophageal varices
		Esophagitis	Esophagitis
		Gastritis	Gastritis
		Gastroesophageal reflux	Gastroesophageal reflux
		Obstruction	Obstruction
		Peptic ulcer disease	Peptic ulcer disease
	Upper gastrointestinal bleed	Upper gastrointestinal bleed	Upper gastrointestinal bleed
	<i>Liver / Gall Bladder</i>		
		Cholecystitis / biliary colic	Cholecystitis / biliary colic
		Cirrhosis	Cirrhosis
		Hepatitis	Hepatitis
	<i>Pancreas</i>		
		Pancreatitis	Pancreatitis
	<i>Small / Large Bowel</i>		
	Appendicitis	Appendicitis	Appendicitis
		Diverticulitis	Diverticulitis
		Gastroenteritis	Gastroenteritis
		Inflammatory bowel disease	Inflammatory bowel disease
	Lower gastrointestinal bleed	Lower gastrointestinal bleed	Lower gastrointestinal bleed
	Obstruction	Obstruction	Obstruction

This listing is a guideline and outlines the illnesses, conditions and injuries of which basic knowledge is recommended in order for practitioners to achieve the competencies defined in Competency Area 4.

	APPENDIX 4A (EMR)	APPENDIX 4B (PCP)	APPENDIX 4C (ACP, CCP)
	<i>Traumatic Injuries</i>		
	Abdominal injury - penetrating / blunt	Abdominal injury - penetrating / blunt	Abdominal injuries- penetrating / blunt
		Esophageal disruption	Esophageal disruption
		Evisceration	Evisceration
<b>F. Integumentary System</b>			
	<i>Traumatic Injuries</i>		
	Burns	Burns	Burns
	Lacerations / avulsions / abrasions	Lacerations / avulsions / abrasions	Lacerations / avulsions / abrasions
	<i>Infectious and Inflammatory Illness</i>		
		Allergy / urticaria	Allergy / urticaria
		Infections	Infections
		Infestations	Infestations
<b>G. Musculoskeletal System</b>			
	<i>Soft Tissue Disorders</i>		
	Amputations	Amputations	Amputations
		Compartment syndrome	Compartment syndrome
	Contusions	Contusions	Contusions
	Dislocations	Dislocations	Dislocations
			Muscular dystrophies
			Myopathies
		Necrotizing fasciitis	Necrotizing fasciitis
	Sprains	Sprains	Sprains
	Strains	Strains	Strains
			Subluxations
	<i>Skeletal Fractures</i>		
	Appendicular	Appendicular	Appendicular
	Axial	Axial	Axial
	Open, closed	Open, closed	Open, closed
	<i>Inflammatory Disorders</i>		
		Arthritis	Arthritis
			Gout
		Osteomyelitis	Osteomyelitis
			Osteoporosis

This listing is a guideline and outlines the illnesses, conditions and injuries of which basic knowledge is recommended in order for practitioners to achieve the competencies defined in Competency Area 4.

	APPENDIX 4A (EMR)	APPENDIX 4B (PCP)	APPENDIX 4C ( ACP, CCP)
<b>H. Immunologic Disorders</b>			
	Anaphylaxis	Anaphylaxis / Anaphylactoid reactions	Anaphylaxis / Anaphylactoid reactions
			Autoimmune disorders
<b>I. Endocrine System</b>			
		Acid-base disturbances	Acid-base disturbances
			Addison's disease
			Cushing's disease
	Diabetes mellitus	Diabetes mellitus	Diabetes mellitus
		Electrolyte imbalances	Electrolyte imbalances
			Thyroid disease
<b>J. Ears, Eyes, Nose and Throat</b>			
<i>Eyes - Traumatic Injuries</i>			
	Eye trauma		
		Burns / chemical exposure	Burns / chemical exposure
		Corneal injuries	Corneal injuries
		Hyphema	Hyphema
		Penetrating injury	Penetrating injury
<i>Eyes - Medical Illness</i>			
			Cataracts
			Central retinal artery occlusion
		Glaucoma	Glaucoma
			Infection
		Retinal detachment	Retinal detachment
<i>External, Middle and Inner Ear Disorders</i>			
		Otitis externa	Otitis externa
		Otitis media	Otitis media
			Traumatic ear injuries
		Vertigo	Vertigo
<i>Face and Jaw Disorders</i>			
		Dental abscess	Dental abscess
	Trauma injury	Trauma injury	Trauma injury
		Trismus	Trismus

This listing is a guideline and outlines the illnesses, conditions and injuries of which basic knowledge is recommended in order for practitioners to achieve the competencies defined in Competency Area 4.

	APPENDIX 4A (EMR)	APPENDIX 4B (PCP)	APPENDIX 4C ( ACP, CCP)
	<i>Nasal and Sinus Disorders</i>		
	Epistaxis	Epistaxis	Epistaxis
		Sinusitis	Sinusitis
		Trauma injury	Trauma injury
	<i>Oral and Dental Disorders</i>		
		Dental fractures	Dental fractures
		Penetrating injury	Penetrating injury
	<i>Neck and Upper Airway Disorders</i>		
		Epiglottitis	Epiglottitis
		Obstruction	Obstruction
		Peritonsillar abscess	Peritonsillar abscess
		Retropharyngeal abscess	Retropharyngeal abscess
		Tonsillitis	Tonsillitis
		Tracheostomies	Tracheostomies
		Trauma injury - blunt / penetrating	Trauma injury - blunt / penetrating
	<b>K. Toxicologic Illness</b>		
		Prescription medication	Prescription medication
		Non-prescription medication	Non-prescription medication
		Recreational	Recreational
	Poisons (absorption, inhalation, ingestion, injection)	Poisons (absorption, inhalation, ingestion, injection)	Poisons (absorption, inhalation, ingestion, injection)
	Acids and alkalis	Acids and alkalis	Acids and alkalis
		Hydrocarbons	Hydrocarbons
		Asphyxiants	Asphyxiants
		Cyanide	Cyanide
		Cholinergics	Cholinergics
		Anti-cholinergics	Anti-cholinergics
		Sympathomimetics	Sympathomimetics
		Alcohols	Alcohols
		Food poisoning	Food poisoning
	Vesicants (blister agents)	Vesicants (blister agents)	Vesicants (blister agents)
	Crowd management agents	Crowd management agents	Crowd management agents
	<i>Alcohol Related</i>	Chronic alcoholism	Chronic alcoholism
		Delerium tremens	Delerium tremens
		Korsakov's psychosis	Korsakov's psychosis
		Wernicke's encephalopathy	Wernicke's encephalopathy

This listing is a guideline and outlines the illnesses, conditions and injuries of which basic knowledge is recommended in order for practitioners to achieve the competencies defined in Competency Area 4.

	APPENDIX 4A (EMR)	APPENDIX 4B (PCP)	APPENDIX 4C ( ACP, CCP)
<b>L. Adverse Environments</b>			
		Barotrauma	
	Hyperthermal injuries		
	Hypothermal injuries	Hypothermal injuries	
		Air embolism	Air embolism
		Decompression sickness	Decompression sickness
		Descent, ascent barotrauma	Descent, ascent barotrauma
		Heat cramps	Heat cramps
		Heat exhaustion	Heat exhaustion
		Heat stroke	Heat stroke
			High altitude cerebral edema
			High altitude pulmonary edema
		Local cold injuries	Local cold injuries
	Near drowning and drowning	Near drowning and drowning	Near drowning and drowning
		Radiation exposure	Radiation exposure
	Stings and bites	Stings and bites	Stings and bites
			Systemic hypothermia
<b>M. Trauma</b>			
	Assault	Assault	Assault
	Blast injuries	Blast injuries	Blast injuries
	Crush Injuries	Crush Injuries	Crush Injuries
	Falls	Falls	Falls
	Rapid deceleration injuries	Rapid deceleration injuries	Rapid deceleration injuries
<b>N. Psychiatric Disorders</b>			
	<i>Anxiety Disorders</i>		
		Acute stress disorder	Acute stress disorder
		Generalized anxiety disorder	Generalized anxiety disorder
		Panic disorder	Panic disorder
		Post-traumatic stress disorder	Post-traumatic stress disorder
		Situational disturbances	Situational disturbances
	<i>Childhood Psychiatric Disorders</i>		
		Attention-deficit disorder	Attention-deficit disorder
		Autistic disorder	Autistic disorder
	<i>Cognitive Disorders</i>		
		Delirium	Delirium



This listing is a guideline and outlines the illnesses, conditions and injuries of which basic knowledge is recommended in order for practitioners to achieve the competencies defined in Competency Area 4.

	APPENDIX 4A (EMR)	APPENDIX 4B (PCP)	APPENDIX 4C (ACP, CCP)
	<i>Eating Disorders</i>		
		Anorexia nervosa	Anorexia nervosa
		Bulimia nervosa	Bulimia nervosa
	<i>Affective Disorders</i>		
		Bipolar disorder	Bipolar disorder
		Depressive disorders	Depressive disorders
	Suicidal ideation	Suicidal ideation	Suicidal ideation
	<i>Psychotic Disorders</i>		
	Anxiety / depression		
	Psychosis		
		Delusional disorder	Delusional disorder
		Homicidal ideation	Homicidal ideation
		Schizophrenia	Schizophrenia
	<i>Psychosocial disorders</i>		
		Antisocial disorder	Antisocial disorder
	<b>O. Obstetrics and Neonates</b>		
	<i>Pregnancy complications</i>		
		Abruptio placenta	Abruptio placenta
		Eclampsia	Eclampsia
	Ectopic pregnancy	Ectopic pregnancy	Ectopic pregnancy
	First trimester bleeding	First trimester bleeding	First trimester bleeding
		Placenta previa	Placenta previa
		Pre-eclampsia	Pre-eclampsia
	Third trimester bleeding	Third trimester bleeding	Third trimester bleeding
		Uterine rupture	Uterine rupture
	<i>Childbirth complications</i>		
		Abnormal presentations	Abnormal presentations
			Post partum complications
	Post partum bleeding	Post partum hemorrhage	Postpartum hemorrhage
		Prolapsed cord	Prolapsed cord
		Uterine inversion	Uterine inversion

This listing is a guideline and outlines the illnesses, conditions and injuries of which basic knowledge is recommended in order for practitioners to achieve the competencies defined in Competency Area 4.

	APPENDIX 4A (EMR)	APPENDIX 4B (PCP)	APPENDIX 4C ( ACP, CCP)
	<i>Neonatal complications</i>		
	Neonatal care		
		Premature	Premature
		Cardiovascular insufficiency	Cardiovascular insufficiency
		Meconium aspiration	Meconium aspiration
		Respiratory insufficiency	Respiratory insufficiency
		Cold stress	Cold stress
	<b>P. Multisystem Diseases and Injuries</b>		
	<i>Cancer</i>		
	Malignancy	Malignancy	Malignancy
	<i>Hematologic Disorders</i>		
		Anemia	Anemia
		Bleeding disorders	Bleeding disorders
			Leukemia
			Lymphomas (Hodgkins, non-Hodgkins)
			Multiple myeloma
			Sickle cell disease
	<i>Infectious Diseases</i>		
		Acquired immune deficiency syndrome	Acquired immune deficiency syndrome
		Antibiotic resistant infection	Antibiotic resistant infection
		CBRNE related bacterial agents	CBRNE related bacterial agents
		CBRNE related viral agents	CBRNE related viral agents
		Influenza virus	Influenza virus
			Malaria
		Meningococccemia / bacteremia	Meningococccemia / bacteremia
		Tetanus	Tetanus
		Toxic shock syndrome	Toxic shock syndrome
		Tuberculosis	Tuberculosis
		Varicella	Varicella
		Rubella	Rubella
		West Nile Virus	West Nile Virus
	<i>Shock Syndromes</i>		
	Anaphylactic	Anaphylactic	Anaphylactic
		Cardiogenic	Cardiogenic
	Hypovolemic	Hypovolemic	Hypovolemic
	Neurogenic	Neurogenic	Neurogenic
		Obstructive	Obstructive
		Septic	Septic

This list is a guideline marked with an "X" to indicate the groups of pharmacologic agents with which it is recommended that Primary, Advanced and Critical Care Paramedics be familiar.

The technical skill of medication administration is included in the NOCP as General Competency 5.8.

The administration of any medication by a paramedic is at the sole discretion of the respective Medical Director.

		PCP	ACP	CCP
<b>A. Medications affecting the central nervous</b>				
A.1	Opioid Antagonists	X	X	X
A.2	Anaesthetics			X
A.3	Anticonvulsants		X	X
A.4	Antiparkinsonism Agents		X	X
A.5	Anxiolytics, Hypnotics and Antagonists		X	X
A.6	Neuroleptics		X	X
A.7	Non-narcotic analgesics	X	X	X
A.8	Opioid Analgesics		X	X
A.9	Paralytics			X
<b>B. Medications affecting the autonomic nervous system.</b>				
B.1	Adrenergic Agonists	X	X	X
B.2	Adrenergic Antagonists		X	X
B.3	Cholinergic Agonists		X	X
B.4	Cholinergic Antagonists		X	X
B.5	Antihistamines		X	X
<b>C. Medications affecting the respiratory system.</b>				
C.1	Bronchodilators	X	X	X
<b>D. Medications affecting the cardiovascular system.</b>				
D.1	Antihypertensive Agents		X	X
D.2	Cardiac Glycosides		X	X
D.3	Diuretics		X	X
D.4	Class 1 Antidysrhythmics		X	X
D.5	Class 2 Antidysrhythmics		X	X

D.6	Class 3 Antidysrhythmics		X	X
D.7	Class 4 Antidysrhythmics		X	X
D.8	Antianginal Agents	X	X	X
<b>E. Medications affecting blood clotting mechanisms.</b>				
E.1	Anticoagulants		X	X
E.2	Thrombolytics		X	X
E.3	Platelet Inhibitors	X	X	X
<b>F. Medications affecting the gastrointestinal system.</b>				
F.1	Antiemetics		X	X
<b>G. Medications affecting labour, delivery and postpartum hemorrhage.</b>				
G.1	Uterotonics		X	X
G.2	Tocolytics		X	X
<b>H. Medications used to treat electrolyte and substrate imbalances.</b>				
H.1	Vitamin and Electrolyte Supplements		X	X
H.2	Antihypoglycemic Agents	X	X	X
H.3	Insulin		X	X
<b>I. Medications used to treat / prevent inflammatory responses and infections.</b>				
I.1	Corticosteroids		X	X
I.2	NSAID		X	X
I.3	Antibiotics		X	X
I.4	Immunizations		X	X
<b>J. Medications used to treat poisoning and overdose.</b>				
J.1	Antidotes or Neutralizing Agents		X	X