

Primary Care Paramedic PLAR Candidate Guide

Prior Learning Assessment and
Recognition (PLAR)



Tomorrow
in the making.

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Saskatchewan Polytechnic

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The Primary Care Paramedic Applied Certificate program is dedicated to removing barriers and broadening the access to programs at Saskatchewan Polytechnic. We believe that adults acquire knowledge and skills through life and work experience that may align with courses within our programs.

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Why consider a PLAR assessment?

PLAR refers to the combination of flexible ways of evaluating people's lifelong learning, both formal and informal against a set of established standards. You can receive academic credit for your relevant lifelong learning. The Primary Care Paramedic (PCP) program recognizes prior learning in a number of ways.

We recognize:

- Previous formal learning from an accredited training institution through transfer of credit.
- Previous informal learning or experiential learning through a comprehensive prior learning and recognition process.

What are the PLAR options?

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

Option A: Individual course challenge

If you have successful experience in the emergency health care field, and have learned the skills and knowledge for **one or more** of the Primary Care Paramedic courses, you may apply to be assessed for each applicable course.

Fees:

- There will be a charge for each individual course assessment.
- For a listing of the specific PLAR fees, check the [PLAR database](#) or call Saskatchewan Polytechnic and ask to speak to the [PLAR advisor/counsellor](#) assigned to the PCP program at: 1-866-467-4278.

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

Currently we have 13 out of 16 courses of the Primary Care Paramedic (PCP) Applied Certificate program with PLAR challenges available. There is no limit. You may challenge as many of these courses as you are able to prove prior skills and knowledge through assessment.

Which courses are PLAR-ready?

Primary Care Paramedic Applied Certificate Program Profile			
COURSE CODE	COURSE NAME	PLAR Challenge(s) available through program	PLAR Challenge(s) not available
APHY 164	Anatomy and Physiology 1	✓	
APHY 165	Anatomy and Physiology 2	✓	
COMM 107	Professionalism, Leadership and Communications	✓	
EMER 100	Patient Assessment and Transport	✓	
EMER 101	Cardiac Care	✓	
EMER 102	Respiratory Care	✓	
EMER 103	Diverse Population Groups	✓	
EMER 104	Community Paramedic		X
EMER 151	Obstetrics and Pediatrics	✓	
EMER 155	Patient Management and Integration	✓	
EMER 170	Trauma Management	✓	
EMER 171	Medical Care 1	✓	
EMER 198	Medical Care 2		X
PHAR 169	Pharmacology and Prehospital Meds	✓	
PHAR 170	Fluid Therapy		X
PRAC 106	Clinical Practicum	✓	
PRAC 107	Field Practicum	✓	
SFTY 135	Health and Safety	✓	

Note: Some courses common to multiple programs at Saskatchewan Polytechnic (i.e. computers, communications, math, and sciences) are managed by associated studies faculty. To see if these shared courses in your program are PLAR-ready, visit the "Courses Common to Multiple Programs" link on the [PLAR homepage](#) for further details.

For assistance call Saskatchewan Polytechnic and ask to speak to the PLAR advisor/counsellor assigned to the Primary Care Paramedic (PCP) program at: 1-866-467-4278.

Is PLAR available at any time of the year?

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

Is it *easier* to challenge a course through PLAR or take the course?

Neither is easier. By using PLAR you may reduce the repetition of studying information that you already know. The PLAR process allows you to demonstrate knowledge you already have.

PLAR is not an easy way to certification, rather a “different” way to obtain certification. Your personal level of skill and experience will dictate which courses you choose to challenge. The self-audit section found later in this guide will help you decide if you have a good match of skill and knowledge for a specific course.

Methods of assessing prior learning

Assessment methods measure an individual’s learning against course learning outcomes. The assessment methods listed below are the ones most commonly used, but other forms of flexible assessment may be considered. These assessments may include one or a combination of the following assessment tools:

- product validation & assessment
- challenge exam
- standardized tests
- performance evaluations (including skill demonstrations, role plays, clinical applications, case studies)
- interviews and oral exams
- equivalency (evaluations of learning from non-credit training providers)
- evidence or personal documentation files (providing evidence of learning from life and work experiences and accomplishments)

If I live out of town, do I have to travel to a main campus to do PLAR?

There will be times that you will need to meet with the program on campus. However, we will try to keep travel to a minimum.

What if I have a disability & need equity accommodations?

At Saskatchewan Polytechnic, we understand that sometimes services must be provided to students in a variety of ways to achieve the goals of fair representation. Therefore, the range of services provided for Education Equity students is as diverse as the needs of those students. We strive for equity (not uniformity) and provide varied services for students with differing needs. If more information is required, please contact a Saskatchewan Polytechnic counsellor at a campus closest to you or refer to the Saskatchewan Polytechnic website:

<http://saskpolytech.ca/student-services/support/counselling-services.aspx>

Are there other methods to gain Saskatchewan Polytechnic course credits for prior learning?

Transfer Credit

Yes, Saskatchewan Polytechnic will grant credit for previous training that is similar in content, objectives, and evaluation standards to Saskatchewan Polytechnic training. Transfer of credit is different from the PLAR process. Transfer credit guidelines may be found at: <http://saskpolytech.ca/admissions/resources/transfer-credit.aspx>

It is the student's responsibility to check with [Registration Services](#) for specific campus procedures on this policy. For specific information and guidelines regarding transfer of credit, contact a [Saskatchewan Polytechnic educational counsellor](#).

Equivalency Credit

Equivalency credit refers to the application of credit you may have earned in a previously taken Saskatchewan Polytechnic course to your current Saskatchewan Polytechnic course. Apply at registration services for *equivalency credit*. This process should also be completed prior to your PLAR challenge. If these credits cannot be used for *equivalency credit*, you may use these accredited courses as part of your evidence for your PLAR challenge.

Please contact the program head of Emergency Health Care for any equivalency inquiries at: 1-866-467-4278.

Contact us

If more information is required, please contact a designated PLAR counsellor at a campus closest to you.

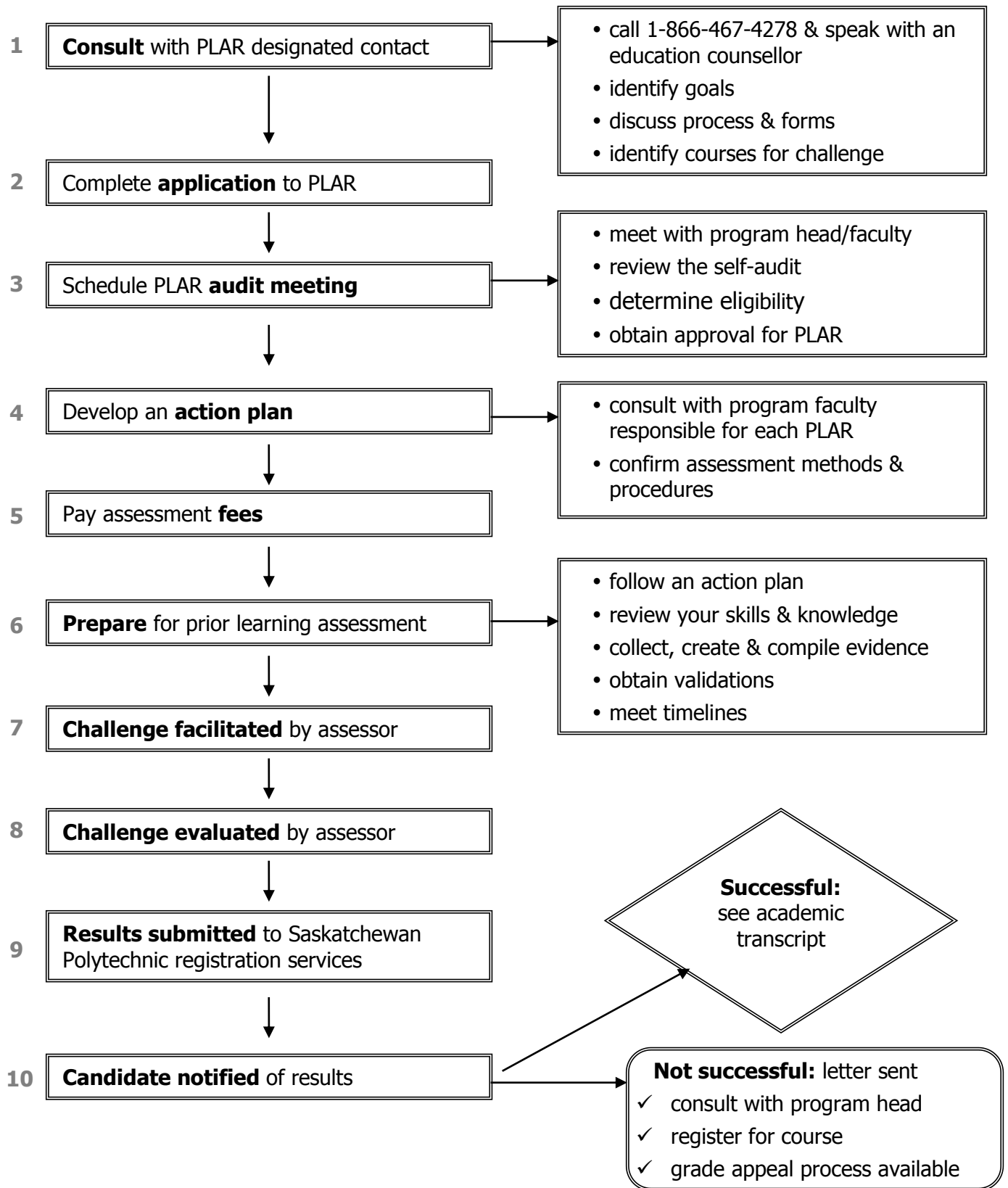
Saskatchewan Polytechnic in Moose Jaw
Counselling Services, Room 2.203
306-691-8311 or 306-691-8310
pallisercounselling@saskpolytech.ca

Saskatchewan Polytechnic in Prince Albert
Counselling Services, Room F203 (Technical Centre)
306-765-1611
woodlandcounselling@saskpolytech.ca

Saskatchewan Polytechnic in Regina
Counselling Services, Room 228
306-775-7436
wacanacounselling@saskpolytech.ca

Saskatchewan Polytechnic in Saskatoon
Counselling Services, Room 114
306-659-4050
kelseycounselling@saskpolytech.ca

Prior Learning Assessment and Recognition process



Guiding principles for developing a PLAR evidence file

1. As you begin the PLAR process you will be advised if any evidence is required. This will be identified in your [action plan](#). Check with the PLAR designated contact **before** you begin to gather evidence.
2. Evidence must be valid and relevant. Your evidence must match the learning outcomes identified for each course.
 - It is your responsibility to create, collect and compile relevant evidence – if required.
3. Learning must be current within the last 10 years.
4. The evidence should demonstrate the skills and knowledge from your experiences.
5. The learning must have both a theoretical and practical component.

Types of evidence

There are three types of evidence used to support your PLAR request:

1. Direct evidence – what you can demonstrate for yourself.
2. Indirect evidence – what others say or observe about you.
3. Self-evidence – what you say about your knowledge and experience.

Ensure that you provide full evidence to your PCP faculty assessor so that your prior learning application is assessed appropriately. Well organized, easy to track evidence will also ensure that none of the evidence is missed or assessed incorrectly.

Here are some examples of evidence that you may be requested to submit as part of your evidence file (if required):

- resume
- training records
- a research paper that highlights all or some of the learning outcomes from a particular course
- a report highlighting skills and accomplishments that demonstrates how you have accomplished the stated learning outcomes
- letters of validation from employer or medical director
- certifications
- course outlines and content descriptions from non-accredited training institutes
- copies of transcripts recording your academic education
- performance appraisals
- published materials
- special awards
- testimonials
- case examples of best practices you have applied at your job site

All documents that are submitted to Saskatchewan Polytechnic may be returned to the student after the final results have been given and the grade appeal deadline of seven days has passed. A copy of transcripts and certificates may be included in your evidence file, but be prepared to show original documents at the PLAR audit meeting for validation.

How long will it take to prepare evidence for PLAR?

Since the requirements are different for each course, and each candidate has different experiences, the amount of time it takes to prepare your evidence will vary.

Steps to complete a self-audit

1. Read through the levels of competence as listed below.

Mastery:	I am able to demonstrate the learning outcome well enough to teach it to someone else.
Competent:	I can work independently to apply the learning outcome.
Functional:	I need some assistance in using the outcome.
Learning:	I am developing skills and knowledge for this area.
None:	I have no experience with the outcome.

Learning outcomes

For each learning outcome listed, please self-evaluate your competency levels and record in the appropriate column for each self-audit.

2. Take a few minutes and read through the following self-audit for each course you are interested in as a PLAR candidate.
3. Check your level of competence as you read through each of the learning outcomes for each course. The information will help you in your decision to continue with your PLAR application.
4. In order to be successful in a PLAR assessment, your abilities must be at the competent or mastery level for the majority of the learning outcomes. Some things to consider when determining your level of competence are:
 - How do I currently use this outcome?
 - What previous training have I had in this outcome: workshops, courses, on-the-job?
 - What personal development or volunteer experience do I have in this area?

Be prepared to explain the reason you chose this level if asked by an assessor.

5. Bring the completed self-audit to a consultation meeting with the program head or faculty member in [step 3 – PLAR process](#) of the candidate process for prior learning assessment.
6. NOTE: Please refer to [Appendix A](#) at the end of the candidate guide for the corresponding National Occupational Competency Profile (NOCP) to cross reference the PCP candidate guide learning outcomes and learning steps. For a detailed description of the specific NOCP curriculum requirements, please refer to the Paramedic Association of Canada website:

<http://www.paramedic.ca/>. Link to the 'Initiatives' tab and click on to National Occupational Competency profile. From here you can download or print the document if you choose.

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

Self-audit guide(s)

APHY 164 – Anatomy and Physiology 1

You will be introduced to the anatomical structure and physiological function of the human body. Your studies will focus on the basic organization of the body concentrating on the respiratory system, cardiovascular system and nervous system.

Credit unit(s): 3.0

APHY 164 – Anatomy and Physiology 1 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe the structural organization of the human body.					
▪ Define the organization of the body from atom to human organism					
▪ Describe the organ systems of the body					
▪ Describe anatomical terms including directional terms, body planes and body regions					
▪ Identify body cavities					
▪ Identify abdominal regions and quadrants					
▪ Describe homeostasis and define a negative feedback loop					
2. Describe the chemical level of organization.					
▪ List the basic structures of life					
▪ List the various kinds of molecular bonds that occur in the body					
▪ Describe the basic processes of life					
▪ Describe the compounds of life including inorganic and organic compounds					
▪ Describe carbohydrates, lipids, and proteins					
▪ Describe the pH scale					
3. Describe the cellular level of organization.					
▪ Describe the structure and function of a cell and its components					
▪ Describe the variations in movement through a cell membrane					
▪ List the components of protein synthesis as well as cell growth and repair					
4. Describe the tissue level of organization.					
▪ List the three basic layers of tissue in an embryo					
▪ Describe the structure, function, and location of epithelial tissue					
▪ Describe the structure, function, and location of connective tissue					

APHY 164 – Anatomy and Physiology 1 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> Describe the structure, function, and location of nervous tissue 					
<ul style="list-style-type: none"> Describe the structure, function, and location of muscle tissue 					
<ul style="list-style-type: none"> List the stages of tissue repair 					
<ul style="list-style-type: none"> Describe epithelial and connective tissue membranes 					
5. Describe the structure and function of the respiratory system.					
<ul style="list-style-type: none"> List the structures of the upper and lower respiratory tract 					
<ul style="list-style-type: none"> Describe the structure and function of the components of the upper respiratory tract 					
<ul style="list-style-type: none"> Describe the structure and function of the components of the lower respiratory tract 					
<ul style="list-style-type: none"> Describe the factors involved in pulmonary ventilation 					
<ul style="list-style-type: none"> List the factors that influence breathing 					
<ul style="list-style-type: none"> Define common respiratory terms 					
<ul style="list-style-type: none"> Describe gas exchange and how the blood transports gases 					
6. Describe the structure and function of the cardiovascular system.					
<ul style="list-style-type: none"> Describe the components of blood 					
<ul style="list-style-type: none"> Describe the characteristics and functions of the three types of blood cells 					
<ul style="list-style-type: none"> Describe control of bleeding and blood groups 					
<ul style="list-style-type: none"> Describe the structure of the heart 					
<ul style="list-style-type: none"> List the heart sounds along with location 					
<ul style="list-style-type: none"> Describe blood flow through the heart as well as coronary circulation 					
<ul style="list-style-type: none"> Describe the cardiac cycle, cardiac conduction, and cardiac output 					
<ul style="list-style-type: none"> Describe the factors affecting heart rate and stroke volume 					
<ul style="list-style-type: none"> Describe the arteries, veins, and capillaries 					
<ul style="list-style-type: none"> Discuss capillary exchange 					
<ul style="list-style-type: none"> Describe the major vessels in the pulmonary and systemic system 					
<ul style="list-style-type: none"> Describe the factors affecting blood pressure and venous return 					
7. Describe the structure and function of the central nervous system.					
<ul style="list-style-type: none"> Describe the general functions and classifications of the nervous system 					

APHY 164 – Anatomy and Physiology 1 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Describe the structure and function of the nervous system cells 					
<ul style="list-style-type: none"> ▪ Describe impulse conduction and synapses 					
<ul style="list-style-type: none"> ▪ Describe the structure and function of the spinal cord 					
<ul style="list-style-type: none"> ▪ Describe the four main regions of the brain plus the meninges 					
<ul style="list-style-type: none"> ▪ Describe the divisions of the brain stem 					
<ul style="list-style-type: none"> ▪ Describe the divisions of the diencephalon 					
<ul style="list-style-type: none"> ▪ Describe the divisions of the cerebrum 					
<ul style="list-style-type: none"> ▪ Describe the functions of the cerebral cortex 					
<ul style="list-style-type: none"> ▪ List the regions dedicated to special senses 					
8. Describe the structure and function of the peripheral nervous system.					
<ul style="list-style-type: none"> ▪ Describe the structure and function of spinal nerves including the five categories and four plexuses 					
<ul style="list-style-type: none"> ▪ Describe somatic reflexes 					
<ul style="list-style-type: none"> ▪ Describe the structure and function of the twelve cranial nerves 					
<ul style="list-style-type: none"> ▪ List the differences between the somatic nervous system and the autonomic nervous system 					
<ul style="list-style-type: none"> ▪ Describe the two divisions of the autonomic nervous system 					
<ul style="list-style-type: none"> ▪ Describe the structure and function of the sympathetic nervous system 					
<ul style="list-style-type: none"> ▪ Describe the structure and function of the parasympathetic nervous system. 					
<ul style="list-style-type: none"> ▪ Describe the location and function of cholinergic fibers 					
<ul style="list-style-type: none"> ▪ Describe the location and function of adrenergic fibers 					
<ul style="list-style-type: none"> ▪ Describe the location and function of cholinergic receptors 					
<ul style="list-style-type: none"> ▪ Describe the location and function of adrenergic receptors 					

PLAR assessment methods

A written **challenge examination** – multiple choice questions.

APHY 165 – Anatomy and Physiology 2

Building on the knowledge gained in Anatomy and Physiology 1 (APHY 164), you will continue your study of the structure and function of the human body. Your studies will include the endocrine, immune, urinary, reproductive and digestive systems. You will also study the integumentary, skeletal and muscular system.

Credit unit(s): 3.0

Equivalent course(s): (APHY 164) Anatomy and Physiology 1

APHY 165 – Anatomy and Physiology 2 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe the structure and function of the immune system.					
<ul style="list-style-type: none"> ▪ Describe lymph fluid and its flow through lymphatic vessels 					
<ul style="list-style-type: none"> ▪ Describe lymphatic tissues and lymphatic organs 					
<ul style="list-style-type: none"> ▪ Describe the characteristics of nonspecific immunity including external barriers, phagocytosis, antimicrobial proteins, natural killer cells, and inflammation 					
<ul style="list-style-type: none"> ▪ Describe the characteristics of specific immunity including lymphocytes, antibodies, cellular immunity, and humoral immunity 					
<ul style="list-style-type: none"> ▪ Identify immune system disorders 					
2. Describe the structure and function of the endocrine system.					
<ul style="list-style-type: none"> ▪ Identify the general structural and functional differences between the endocrine system and the nervous system 					
<ul style="list-style-type: none"> ▪ Describe the nature and classifications of hormones 					
<ul style="list-style-type: none"> ▪ Describe the structure and function of the pituitary gland and hypothalamus 					
<ul style="list-style-type: none"> ▪ Describe the structure and function of the pineal gland 					
<ul style="list-style-type: none"> ▪ Describe the structure and function of the thyroid gland 					
<ul style="list-style-type: none"> ▪ Describe the structure and function of the parathyroid glands 					
<ul style="list-style-type: none"> ▪ Describe the structure and function of the adrenal glands 					
<ul style="list-style-type: none"> ▪ Describe the structure and function of the pancreas 					
<ul style="list-style-type: none"> ▪ Describe the structure and function of the gonads 					
<ul style="list-style-type: none"> ▪ Describe the endocrine function of other cells in the body 					
3. Describe the structure and function of the urinary system.					
<ul style="list-style-type: none"> ▪ Describe the structure of the kidney including the circulation, innervation and the nephron 					
<ul style="list-style-type: none"> ▪ Describe the stages of urine formation 					
<ul style="list-style-type: none"> ▪ Describe the composition, storage, and elimination of urine 					

APHY 165 – Anatomy and Physiology 2 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Describe the structure and function of the ureters, urinary bladder, and the urethra 					
<ul style="list-style-type: none"> ▪ Describe the process of urination 					
<ul style="list-style-type: none"> ▪ Describe the fluid compartments within the body 					
<ul style="list-style-type: none"> ▪ Describe the regulation of water intake and output 					
<ul style="list-style-type: none"> ▪ Describe disorders of water balance 					
<ul style="list-style-type: none"> ▪ Describe the factors involved in electrolyte balance 					
<ul style="list-style-type: none"> ▪ Describe the factors involved in acid-base balance 					
<ul style="list-style-type: none"> ▪ Describe the factors involved in acid-base imbalances 					
4. Describe the structure and function of the reproductive system.					
<ul style="list-style-type: none"> ▪ List the primary and secondary sex organs for males and females 					
<ul style="list-style-type: none"> ▪ Describe the structure and function of the male reproductive organs 					
<ul style="list-style-type: none"> ▪ Describe spermatogenesis and the structure and function of a spermatozoa 					
<ul style="list-style-type: none"> ▪ Describe the structure and function of the female reproductive organs 					
<ul style="list-style-type: none"> ▪ Describe the ovarian cycle and list the hormones involved 					
<ul style="list-style-type: none"> ▪ Describe the menstrual cycle and list the hormones involved 					
<ul style="list-style-type: none"> ▪ Describe and compare the changes that take place during fetal development from week 4 through to week 38 					
<ul style="list-style-type: none"> ▪ Describe the physical changes that occur within the mother’s body 					
<ul style="list-style-type: none"> ▪ Describe the stages of labour during childbirth 					
<ul style="list-style-type: none"> ▪ Describe the characteristics of the newly born neonate 					
5. Describe the structure and function of the digestive system.					
<ul style="list-style-type: none"> ▪ List the primary and secondary sex organs for males and females 					
<ul style="list-style-type: none"> ▪ Describe the structure and function of the male reproductive organs 					
<ul style="list-style-type: none"> ▪ Describe spermatogenesis and the structure and function of a spermatozoa 					
<ul style="list-style-type: none"> ▪ Describe the structure and function of the female reproductive organs 					
<ul style="list-style-type: none"> ▪ Describe the ovarian cycle and list the hormones involved 					
<ul style="list-style-type: none"> ▪ Describe the menstrual cycle and list the hormones involved 					
<ul style="list-style-type: none"> ▪ Describe and compare the changes that take place during fetal development from week 4 through to week 38 					

APHY 165 – Anatomy and Physiology 2 Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Describe the physical changes that occur within the mother’s body 					
<ul style="list-style-type: none"> ▪ Describe the stages of labour during childbirth 					
<ul style="list-style-type: none"> ▪ Describe the characteristics of the newly born neonate 					
<ul style="list-style-type: none"> ▪ List the primary and secondary sex organs for males and females 					
6. Describe the structure and function of the integumentary system.					
<ul style="list-style-type: none"> ▪ Describe the structure of skin including the layers of the epidermis as well as the dermis and hypodermis 					
<ul style="list-style-type: none"> ▪ Describe the factors contributing to skin colour as well as abnormal changes in skin colour 					
<ul style="list-style-type: none"> ▪ Describe the functions of skin 					
<ul style="list-style-type: none"> ▪ Describe the structure and function of the appendages of the skin 					
<ul style="list-style-type: none"> ▪ List the disorders that can affect the integumentary system 					
7. Describe the structure and function of the skeletal system.					
<ul style="list-style-type: none"> ▪ List the seven functions of bone 					
<ul style="list-style-type: none"> ▪ Describe the classification of bones including the parts of a long bone 					
<ul style="list-style-type: none"> ▪ Describe osteoblasts, osteoclasts, and osteocytes as well as spongy bone and compact bone 					
<ul style="list-style-type: none"> ▪ Describe the location of bone marrow 					
<ul style="list-style-type: none"> ▪ Describe bone development including intramembranous ossification and endochondral ossification 					
<ul style="list-style-type: none"> ▪ Describe bone remodeling and bone fractures 					
<ul style="list-style-type: none"> ▪ Identify components of the axial skeleton and the appendicular skeleton 					
<ul style="list-style-type: none"> ▪ Describe the structure of the skull, vertebral column, thoracic cage, pectoral girdle, upper limb, pelvic girdle, and lower limb 					
<ul style="list-style-type: none"> ▪ Describe the classification of joints 					
<ul style="list-style-type: none"> ▪ Describe the movements of synovial joints 					
8. Describe the structure and function of the muscular system.					
<ul style="list-style-type: none"> ▪ Describe the three types of muscle tissue 					
<ul style="list-style-type: none"> ▪ Describe skeletal muscle structure 					
<ul style="list-style-type: none"> ▪ Describe how muscle fibers contract 					
<ul style="list-style-type: none"> ▪ Describe muscle tone and how an entire muscle contracts 					

APHY 165 – Anatomy and Physiology 2		Mastery	Competent	Functional	Learning	None
Mastery:	I am able to demonstrate it well enough to teach it to someone else.					
Competent:	I can work independently to apply the outcome.					
Functional:	I need some assistance in using the outcome.					
Learning:	I am developing skills and knowledge for this area.					
None:	I have no experience with the outcome.					
<ul style="list-style-type: none"> Differentiate between isometric contractions and isotonic contractions 						
<ul style="list-style-type: none"> Describe the energy source needed for different activities 						
<ul style="list-style-type: none"> Describe prime Mover, synergist, and antagonist 						

PLAR assessment methods

Written challenge exam – Multiple choice questions.

COMM 107 – Professionalism, Leadership and Communication

Your studies will focus on professionalism and leadership in Emergency Medical Services (EMS). You will demonstrate effective communication and customer service strategies. Research and Quality Assurance programs relevant to EMS will be covered. The course content will also include discussions on EMS's role in the primary health care model.

Credit unit(s): 2.0

COMM 107 – Professionalism, Leadership and Communication Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
9. Describe professionalism in paramedic practice.					
<ul style="list-style-type: none"> ▪ Describe paramedic practice in Canada 					
<ul style="list-style-type: none"> ▪ Describe the National Occupational Competency Profiles for paramedic practice in Canada 					
<ul style="list-style-type: none"> ▪ Describe the professional responsibilities of a Primary Care Paramedic 					
<ul style="list-style-type: none"> ▪ Acknowledge the importance of national paramedic professional associations 					
<ul style="list-style-type: none"> ▪ Acknowledge the importance of provincial professional associations 					
<ul style="list-style-type: none"> ▪ Acknowledge the importance of a quality assurance system in paramedic practice. 					
10. Describe leadership in paramedic practice.					
<ul style="list-style-type: none"> ▪ Describe components of leadership 					
<ul style="list-style-type: none"> ▪ Describe leadership styles 					
11. Describe medicolegal and ethical aspects of paramedic practices.					
<ul style="list-style-type: none"> ▪ Describe legislative acts and regulations relevant to paramedic practice 					
<ul style="list-style-type: none"> ▪ Describe medical/legal responsibilities of the Primary Care Paramedic 					
<ul style="list-style-type: none"> ▪ Describe ethical issues that influence paramedic practice 					
<ul style="list-style-type: none"> ▪ Recognize the rights of the patient and the implications on the role of the provider 					
12. Describe effective therapeutic communication strategies of paramedic practice.					
<ul style="list-style-type: none"> ▪ Describe elements of interpersonal communication 					
<ul style="list-style-type: none"> ▪ Describe client service 					
<ul style="list-style-type: none"> ▪ Describe conflict resolution strategies 					
<ul style="list-style-type: none"> ▪ Describe the use of communication in coping with challenging clients 					
<ul style="list-style-type: none"> ▪ Perform conflict resolution skills 					

COMM 107 – Professionalism, Leadership and Communication					
Mastery: I am able to demonstrate it well enough to teach it to someone else.					
Competent: I can work independently to apply the outcome.					
Functional: I need some assistance in using the outcome.					
Learning: I am developing skills and knowledge for this area.					
None: I have no experience with the outcome.					
	Mastery	Competent	Functional	Learning	None
13. Describe effective communications specific to paramedic practice.					
▪ Define communication terminologies					
▪ Describe verbal communication procedures					
▪ Describe documentation procedures					
14. Evaluate the importance of participation in continuing education and professional development.					
▪ Describe professional development					
▪ Discuss importance of self-evaluation and goal setting as related to professional practice					
▪ Analyse medical research using strategies relevant to paramedic practice					
▪ Evaluate importance of participation in continuing education and professional development					
15. Describe principles of critical thinking.					
▪ Describe critical thinking principles					
▪ Describe how critical thinking relates to patient presentation					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Research paper

Write a research paper related to EMS in Canada.

2. Demonstration

Demonstrate interpersonal communication strategies in an interview setting.

3. Challenge exam

Write an exam (short answer and multiple choice).

EMER 100 – Patient Assessment and Transport

You will learn to perform scene assessment, obtain a patient history, acquire vital signs, perform a physical examination and incorporate this knowledge into a complete patient assessment. You also will learn principles of extrication and rescue as it pertains to both industrial and agricultural emergencies. You will be introduced to the principles of road and aeromedical transport. You will operate an ambulance on a public roadway. Upon completion of the course you will receive certification from the Saskatchewan Safety Council for Professional Driver Improvement.

Credit unit(s): 2.0

EMER 100 – Patient Assessment and Transport Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Integrate scene assessment, history taking, vital signs and physical assessment into a complete patient assessment.					
▪ Describe scene assessment strategies					
▪ Perform scene assessment					
▪ Describe history taking strategies					
▪ Perform history taking technique					
▪ Describe vital sign assessment					
▪ Perform vital sign assessment					
▪ Describe a physical assessment					
▪ Perform a physical assessment					
▪ Integrate scene assessment, history taking, vital signs and physical assessment into a complete patient assessment					
2. Apply principles of patient extrication and rescue.					
▪ Identify agricultural and industrial emergencies					
▪ Describe the principles of extrication and rescue					
▪ Apply extrication and rescue techniques					
3. Integrate the principles of road ambulance transport.					
▪ Describe components of a road ambulance transport vehicle					
▪ Describe vehicle maintenance and safety requirements					
▪ Describe defensive driving techniques					
▪ Describe safe emergency driving techniques					
▪ Operate road ambulance					

EMER 100 – Patient Assessment and Transport Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
4. Demonstrate principles of aeromedical transport.					
▪ Describe aeromedical physiology					
▪ Describe the principles of transferring a patient for aeromedical transport					
▪ Describe the principles of aeromedical transport					
▪ Demonstrate principles of aeromedical transport					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Demonstration

Demonstrate knowledge and skills in a scenario-based evaluation.

2. Challenge exam

Write a case study orientated exam with application of Saskatchewan Emergency Treatment Protocols.

EMER 101 – Cardiac Care

You will describe and provide care for common cardiac disorders (including vascular diseases, cardiac inflammatory disorders, acute coronary syndromes, heart failure, cardiac conduction disorders and cardiac arrest). You will integrate 3-lead electrocardiograms into patient care as well as obtain 12-lead electrocardiograms. You also will be introduced to advanced cardiac therapies (including transcutaneous pacing, manual defibrillation and cardioversion). Upon completion of this course you will receive Basic Life Support for Healthcare Provider’s certification from the Heart and Stroke Foundation.

Credit unit(s): 4.0

Prerequisite(s): APHY 164, APHY 165

EMER 101 – Cardiac Care Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe pathophysiology of cardiovascular disorders.					
▪ Describe vascular diseases					
▪ Describe cardiac inflammatory disorders					
▪ Describe acute coronary syndromes					
▪ Describe heart failure					
▪ Describe cardiac conduction disorders					
2. Integrate 3-lead electrocardiogram into patient care.					
▪ Describe electrophysiology of the heart					
▪ Describe basic concepts of cardiac monitoring					
▪ Analyse 3-lead ECG					
▪ Integrate 3-lead ECG monitoring into patient care					
3. Obtain a 12-lead electrocardiogram.					
▪ Describe principles of 12-lead ECG monitoring					
▪ Perform 12-lead ECG					
4. Describe advanced cardiac therapies.					
▪ Describe principles of transcutaneous pacing					
▪ Describe principles of cardioversion					
▪ Describe principles of manual defibrillation					
5. Provide care for a patient experiencing a cardiovascular disorder.					
▪ Explain principles of assessment and management of cardiovascular disorders					

EMER 101 – Cardiac Care					
Mastery: I am able to demonstrate it well enough to teach it to someone else.					
Competent: I can work independently to apply the outcome.					
Functional: I need some assistance in using the outcome.					
Learning: I am developing skills and knowledge for this area.					
None: I have no experience with the outcome.					
	Mastery	Competent	Functional	Learning	None
▪ Apply principles of effective communication					
▪ Apply principles of professionalism					
▪ Apply principles of leadership					
▪ Apply principles of medicolegal and ethical practice					
▪ Apply principles of lifting and moving					
▪ Apply principles of critical thinking					
▪ Provide care for a patient experiencing a cardiovascular disorder					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Challenge exam

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

2. Demonstration

Demonstrate knowledge and skills in a scenario-based evaluation.

EMER 102 – Respiratory Care

You will describe and provide care for common respiratory disorders (including asthma, anaphylaxis, pneumonia and respiratory failure). Your learning activities will include oxygen delivery, maintenance of upper airway, manual ventilation techniques and continuous positive airway pressure (CPAP). You will be introduced to advanced respiratory support therapies (including advanced airway management and ventilation techniques).

Credit unit(s): 4.0

Prerequisite(s): APHY 164, APHY 165

EMER 102 – Respiratory Care Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe pathophysiology of respiratory disorders.					
▪ Describe asthma					
▪ Describe allergic reaction and anaphylaxis					
▪ Describe chronic obstructive pulmonary disease					
▪ Describe plural effusion					
▪ Describe pneumonia and bronchitis					
▪ Describe pulmonary embolism					
▪ Describe acute respiratory failure					
▪ Describe adult respiratory disease syndrome					
▪ Describe aspiration					
▪ Describe hyperventilation					
2. Perform oxygen delivery.					
▪ Describe oxygen delivery devices					
▪ Prepare oxygen delivery system					
▪ Perform oxygen delivery					
3. Maintain patency of upper airway.					
▪ Describe manual airway manoeuvres					
▪ Describe suction techniques					
▪ Describe oropharyngeal airways					
▪ Describe nasopharyngeal airways					
▪ Describe King LT airways					

EMER 102 – Respiratory Care Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Maintain patency of upper airway 					
4. Demonstrate use of manual ventilation support devices.					
<ul style="list-style-type: none"> ▪ Describe the use of pocket mask 					
<ul style="list-style-type: none"> ▪ Describe the use of bag valve mask 					
<ul style="list-style-type: none"> ▪ Demonstrate the use of manual ventilation support devices 					
5. Demonstrate the use of continuous positive airway pressure (CPAP) devices.					
<ul style="list-style-type: none"> ▪ Identify the indications of CPAP use 					
<ul style="list-style-type: none"> ▪ Demonstrate the use of CPAP 					
6. Explain advanced respiratory support devices.					
<ul style="list-style-type: none"> ▪ Explain advanced airway management techniques 					
<ul style="list-style-type: none"> ▪ Explain advanced ventilation support techniques 					
7. Provide care for a patient experiencing a respiratory disorder.					
<ul style="list-style-type: none"> ▪ Explain principles of assessment and management of respiratory emergencies 					
<ul style="list-style-type: none"> ▪ Apply principles of effective communication 					
<ul style="list-style-type: none"> ▪ Apply principles of professionalism 					
<ul style="list-style-type: none"> ▪ Apply principles of leadership 					
<ul style="list-style-type: none"> ▪ Apply principles of medicolegal and ethical practice 					
<ul style="list-style-type: none"> ▪ Apply principles of lifting and moving 					
<ul style="list-style-type: none"> ▪ Apply principles of critical thinking 					
<ul style="list-style-type: none"> ▪ Provide care for a patient experiencing a respiratory disorder 					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Challenge exam

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

2. Demonstration

Demonstrate knowledge and skills in a scenario-based evaluation.

EMER 103 – Diverse Population Groups

You will integrate care for common illnesses and injuries specific to diverse population groups (including geriatric, physically impaired, and mentally impaired). As well, you will describe common challenges associated with bariatric and culturally diverse patients. Upon completion of this course you will receive certification for Geriatric Education for Emergency Medical Services (GEMS).

Credit unit(s): 1.0

Prerequisite(s): APHY 164, APHY 165

EMER 103 – Special Population Groups Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Integrate care for a geriatric patient.					
▪ Describe the principles of assessment and management of behavioural and psychiatric disorders					
▪ Describe behavioural and psychiatric disorders					
▪ Manage special behavioural problems					
▪ Describe physiological changes of aging					
▪ Describe the principles of assessment specific to the geriatric patient					
▪ Describe common illness and injuries specific to geriatric patient					
▪ Identify possible abuse and neglect of geriatric patient					
▪ Apply principles of effective communication					
▪ Apply principles of professionalism					
▪ Apply principles of leadership					
▪ Apply principles of medicolegal and ethical practice					
2. Describe care for a culturally diverse patient.					
▪ Describe cultural diversity					
▪ Acknowledge cultural differences					
▪ Describe challenges associated with cultural diverse patients					
3. Provide care for the abused and neglected patient.					
▪ Describe the physically impaired patient					
▪ Describe the principles of assessment specific to the physically impaired patient					
▪ Describe common illness and injuries specific to physically impaired patient					

EMER 103 – Special Population Groups Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Identify possible abuse and neglect of the physically impaired patient 					
<ul style="list-style-type: none"> ▪ Apply principles of effective communication 					
<ul style="list-style-type: none"> ▪ Apply principles of professionalism 					
<ul style="list-style-type: none"> ▪ Apply principles of leadership 					
<ul style="list-style-type: none"> ▪ Apply principles of medicolegal and ethical practice 					
<ul style="list-style-type: none"> ▪ Apply principles of lifting and moving 					
<ul style="list-style-type: none"> ▪ Apply principles of critical thinking 					
<ul style="list-style-type: none"> ▪ Integrate approach, assessment, treatment and transport techniques specific to a physically impaired patient 					
4. Integrate care for a mentally impaired patient.					
<ul style="list-style-type: none"> ▪ Describe the mentally impaired patient 					
<ul style="list-style-type: none"> ▪ Describe the principles of assessment specific to the mentally impaired patient 					
<ul style="list-style-type: none"> ▪ Describe common illness and injuries specific to mentally impaired patient 					
<ul style="list-style-type: none"> ▪ Identify possible abuse and neglect of the mentally impaired patient 					
<ul style="list-style-type: none"> ▪ Apply principles of effective communication 					
<ul style="list-style-type: none"> ▪ Apply principles of professionalism 					
<ul style="list-style-type: none"> ▪ Apply principles of leadership 					
<ul style="list-style-type: none"> ▪ Apply principles of medicolegal and ethical practice 					
<ul style="list-style-type: none"> ▪ Apply principles of lifting and moving 					
<ul style="list-style-type: none"> ▪ Apply principles of critical thinking. 					
<ul style="list-style-type: none"> ▪ Integrate approach, assessment, treatment and transport techniques specific to a mentally impaired patient 					
5. Describe care for a bariatric patient.					
<ul style="list-style-type: none"> ▪ Describe bariatric patient 					
<ul style="list-style-type: none"> ▪ Describe the principles of assessment specific to the bariatric patient 					
<ul style="list-style-type: none"> ▪ Identify possible abuse and neglect of bariatric patient 					
<ul style="list-style-type: none"> ▪ Identify variations in management specific to bariatric patient 					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Challenge exam

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

EMER 151 – Obstetrics and Pediatrics

You will describe and provide care for common gynecological and obstetrical disorders as well as provide care to pediatric and neonatal patients. You will also perform a simulated delivery. Upon completion of this course you will receive certification in Basic Life Support Provider: Pediatric Education for Prehospital Professional (BLS PEPP).

Credit unit(s): 2.0

Prerequisite(s): APHY 164, APHY 165

EMER 151 – Obstetrics and Pediatrics Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe pathophysiology of gynaecological disorders.					
<ul style="list-style-type: none"> ▪ Describe bleeding and discharge disorders 					
<ul style="list-style-type: none"> ▪ Describe infection disorders 					
<ul style="list-style-type: none"> ▪ Describe ovarian cyst 					
2. Integrate care for a patient experiencing a gynaecological disorder.					
<ul style="list-style-type: none"> ▪ Explain principles of assessment and management of gynaecological disorders 					
<ul style="list-style-type: none"> ▪ Apply principles of effective communication 					
<ul style="list-style-type: none"> ▪ Apply principles of professionalism 					
<ul style="list-style-type: none"> ▪ Apply principles of leadership 					
<ul style="list-style-type: none"> ▪ Apply principles of medicolegal and ethical practice 					
<ul style="list-style-type: none"> ▪ Apply principles of lifting and moving 					
<ul style="list-style-type: none"> ▪ Apply principles of critical thinking 					
<ul style="list-style-type: none"> ▪ Integrate approach, assessment, treatment and transport of a patient experiencing a gynaecological disorder 					
3. Describe pathophysiology of obstetrical disorders.					
<ul style="list-style-type: none"> ▪ Describe pregnancy complications 					
<ul style="list-style-type: none"> ▪ Describe delivery complications 					
4. Integrate care for patient experiencing an obstetrical disorder.					
<ul style="list-style-type: none"> ▪ Explain principles of assessment and management of obstetrical disorders 					
<ul style="list-style-type: none"> ▪ Apply principles of effective communication 					
<ul style="list-style-type: none"> ▪ Apply principles of professionalism 					

EMER 151 – Obstetrics and Pediatrics Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
▪ Apply principles of leadership					
▪ Apply principles of medicolegal and ethical practice					
▪ Apply principles of lifting and moving					
▪ Apply principles of critical thinking					
▪ Integrate approach, assessment, treatment and transport for patient experiencing an obstetrical disorder					
5. Perform a simulated delivery.					
▪ Describe fetal development and circulation					
▪ Describe the maternal changes of pregnancy					
▪ Apply principles of effective communication					
▪ Apply principles of professionalism					
▪ Apply principles of leadership					
▪ Apply principles of medicolegal and ethical practice					
▪ Apply principles of lifting and moving					
▪ Apply principles of critical thinking					
▪ Perform a simulated delivery					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Challenge exam

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

EMER 155 – Patient Management and Integration

You will integrate communication, professionalism, leadership, knowledge of medicolegal and ethics and physical strength into paramedic practice. You will integrate approach, assessment, treatment and transport for a cardiovascular, trauma, medical and respiratory patient in a simulated setting. You will integrate care following Saskatchewan emergency treatment protocols. You will also think critically while interpreting patient history and physical assessment as it relates to a patient presentation.

Credit unit(s): 3.0

Prerequisite(s): Anatomy and Physiology 1 (APHY 164)
 Anatomy and Physiology 2 (APHY 165)
 Professionalism, Leadership and Communications (COMM 107)
 Health and Safety (SFTY 135)
 Pharmacology and Prehospital Medications (PHAR 169)
 Fluid Therapy (PHAR 170)
 Patient Assessment and Transport (EMER 100)
 Obstetrics and Pediatrics (EMER 151)
 Cardiac Care (EMER 101)
 Respiratory Care (EMER 102)
 Diverse Population Groups (EMER 103)
 Community Paramedic (EMER 104)
 Trauma Management (EMER 170)
 Medical Care 1 (EMER 171)
 Medical Care 2 (EMER 198)

EMER 155 – Patient Management and Integration Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Integrate effective communication into paramedic practice.					
<ul style="list-style-type: none"> ▪ Integrate preparation and interpretation of patient records and reports 					
<ul style="list-style-type: none"> ▪ Integrate effective communications specific to professional correspondence to paramedic practice 					
<ul style="list-style-type: none"> ▪ Integrate communication procedures into paramedic practice 					
2. Integrate professionalism into paramedic practice.					
<ul style="list-style-type: none"> ▪ Demonstrate professionalism 					
<ul style="list-style-type: none"> ▪ Integrate professionalism into paramedic practice 					
3. Integrate leadership into paramedic practice.					
<ul style="list-style-type: none"> ▪ Demonstrate leadership 					
<ul style="list-style-type: none"> ▪ Integrate leadership into paramedic practice 					
4. Integrate knowledge of medicolegal and ethical aspects into paramedic practice.					
<ul style="list-style-type: none"> ▪ Demonstrate knowledge of medicolegal and ethical aspects pertinent to paramedic practice 					

EMER 155 – Patient Management and Integration Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Integrate knowledge of medicolegal and ethical aspects into paramedic practice 					
5. Integrate physical strength and fitness consistent with requirements of paramedic practice.					
<ul style="list-style-type: none"> ▪ Demonstrate safe lifting and moving techniques 					
<ul style="list-style-type: none"> ▪ Integrate physical strength and fitness consistent with requirements of paramedic practice 					
6. Integrate critical thinking into paramedic practice.					
<ul style="list-style-type: none"> ▪ Gather information from a patient history 					
<ul style="list-style-type: none"> ▪ Gather information from a physical patient assessment 					
<ul style="list-style-type: none"> ▪ Interpret the information gathered from a patient history as it relates to patient presentation 					
<ul style="list-style-type: none"> ▪ Interpret the information from a physical patient assessment as it relates to a patient presentation 					
<ul style="list-style-type: none"> ▪ Evaluate information gathered from patient history and physical assessment 					
<ul style="list-style-type: none"> ▪ Perform self-evaluation 					
7. Integrate care for a trauma patient.					
<ul style="list-style-type: none"> ▪ Review Saskatchewan treatment protocols 					
<ul style="list-style-type: none"> ▪ Integrate approach, assessment, treatment and transport of a trauma patient in a simulated setting in accordance with Saskatchewan treatment protocols 					
8. Integrate care for a medical patient.					
<ul style="list-style-type: none"> ▪ Review Saskatchewan treatment protocols 					
<ul style="list-style-type: none"> ▪ Integrate approach, assessment, treatment and transport of a medical patient in a simulated setting in accordance with Saskatchewan treatment protocols 					
9. Integrate care for a cardiovascular patient.					
<ul style="list-style-type: none"> ▪ Integrate approach, assessment, treatment and transport of a cardiovascular patient in a simulated setting in accordance with Saskatchewan treatment protocols 					
10. Integrate care for a respiratory patient.					
<ul style="list-style-type: none"> ▪ Review Saskatchewan treatment protocols 					
<ul style="list-style-type: none"> ▪ Integrate approach, assessment, treatment and transport of a respiratory patient in a simulated setting in accordance with Saskatchewan treatment protocols 					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Demonstration

Demonstrate knowledge and skills in a scenario-based evaluation.

2. Challenge exam

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

EMER 170 – Trauma Management

You will integrate care for common traumatic injuries. You will learn assessment and management of shock, burns, fractures and soft tissue injuries. You will also learn the skills necessary to assess and manage head and facial, thoracic, abdominal and spinal injuries. You will be introduced to advanced life support therapies relevant to trauma (including indications for chest tubes and needle thoracostomy). Upon completion of this course you will receive certification in International Trauma Life Support (ITLS) at the basic level.

Credit unit(s): 5.0

Prerequisites: APHY 164, APHY 165

EMER 170 – Trauma Management Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Perform a trauma assessment.					
▪ Describe scene size-up and mechanisms of injury					
▪ Describe a trauma assessment					
▪ Perform a trauma assessment					
2. Integrate care for a patient with shock.					
▪ Explain shock					
▪ Explain principles of assessment and management of shock					
▪ Apply principles of effective communication					
▪ Apply principles of professionalism					
▪ Apply principles of leadership					
▪ Apply principles of medicolegal and ethical practice					
▪ Apply principles of lifting and moving					
▪ Apply principles of critical thinking					
▪ Integrate approach, assessment, treatment and transport for patient experiencing shock					
3. Integrate care for a patient with abdominal injuries.					
▪ Explain pathophysiology of abdominal injuries					
▪ Explain principles of assessment and management of abdominal injuries					
▪ Apply principles of effective communication					
▪ Apply principles of professionalism					
▪ Apply principles of leadership					
▪ Apply principles of medicolegal and ethical practice					

EMER 170 – Trauma Management Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Apply principles of lifting and moving 					
<ul style="list-style-type: none"> ▪ Apply principles of critical thinking 					
<ul style="list-style-type: none"> ▪ Integrate approach, assessment, treatment and transport for patient experiencing abdominal injuries 					
4. Integrate care for a patient with thoracic injuries.					
<ul style="list-style-type: none"> ▪ Explain pathophysiology of thoracic injuries 					
<ul style="list-style-type: none"> ▪ Explain principles of assessment and management of thoracic injuries 					
<ul style="list-style-type: none"> ▪ Apply principles of effective communication 					
<ul style="list-style-type: none"> ▪ Apply principles of professionalism 					
<ul style="list-style-type: none"> ▪ Apply principles of leadership 					
<ul style="list-style-type: none"> ▪ Apply principles of medicolegal and ethical practice 					
<ul style="list-style-type: none"> ▪ Apply principles of lifting and moving 					
<ul style="list-style-type: none"> ▪ Apply principles of critical thinking 					
<ul style="list-style-type: none"> ▪ Integrate approach, assessment, treatment and transport for patient experiencing thoracic injuries 					
5. Integrate care for a patient with head and facial injuries.					
<ul style="list-style-type: none"> ▪ Explain pathophysiology of head and facial injuries 					
<ul style="list-style-type: none"> ▪ Explain principles of assessment and management of head and facial injuries 					
<ul style="list-style-type: none"> ▪ Apply principles of effective communication 					
<ul style="list-style-type: none"> ▪ Apply principles of professionalism 					
<ul style="list-style-type: none"> ▪ Apply principles of leadership 					
<ul style="list-style-type: none"> ▪ Apply principles of medicolegal and ethical practice 					
<ul style="list-style-type: none"> ▪ Apply principles of lifting and moving 					
<ul style="list-style-type: none"> ▪ Apply principles of critical thinking 					
<ul style="list-style-type: none"> ▪ Integrate approach, assessment, treatment and transport for patient experiencing head and facial injuries 					
6. Integrate care for a patient with spinal injuries.					
<ul style="list-style-type: none"> ▪ Explain pathophysiology of spinal injuries 					
<ul style="list-style-type: none"> ▪ Explain principles of assessment and management of spinal injuries 					
<ul style="list-style-type: none"> ▪ Apply principles of effective communication 					

EMER 170 – Trauma Management Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Apply principles of professionalism 					
<ul style="list-style-type: none"> ▪ Apply principles of leadership 					
<ul style="list-style-type: none"> ▪ Apply principles of medicolegal and ethical practice 					
<ul style="list-style-type: none"> ▪ Apply principles of lifting and moving 					
<ul style="list-style-type: none"> ▪ Apply principles of critical thinking 					
<ul style="list-style-type: none"> ▪ Integrate approach, assessment, treatment and transport for patient experiencing spinal injuries 					
7. Integrate care for a patient with musculoskeletal and soft tissue injuries.					
<ul style="list-style-type: none"> ▪ Explain pathophysiology of integumentary injuries 					
<ul style="list-style-type: none"> ▪ Explain principles of assessment and management of integumentary injuries 					
<ul style="list-style-type: none"> ▪ Explain pathophysiology of musculoskeletal injuries 					
<ul style="list-style-type: none"> ▪ Explain principles of assessment and management 					
<ul style="list-style-type: none"> ▪ Apply principles of effective communication 					
<ul style="list-style-type: none"> ▪ Apply principles of professionalism 					
<ul style="list-style-type: none"> ▪ Apply principles of leadership 					
<ul style="list-style-type: none"> ▪ Apply principles of medicolegal and ethical practice 					
<ul style="list-style-type: none"> ▪ Apply principles of lifting and moving 					
<ul style="list-style-type: none"> ▪ Apply principles of critical thinking 					
<ul style="list-style-type: none"> ▪ Integrate approach, assessment, treatment and transport for patient experiencing integumentary and musculoskeletal injuries 					
8. Integrate care for a patient with burn injuries.					
<ul style="list-style-type: none"> ▪ Explain pathophysiology of burn injuries 					
<ul style="list-style-type: none"> ▪ Explain principles of assessment and management of burn injuries 					
<ul style="list-style-type: none"> ▪ Apply principles of effective communication 					
<ul style="list-style-type: none"> ▪ Apply principles of professionalism 					
<ul style="list-style-type: none"> ▪ Apply principles of leadership 					
<ul style="list-style-type: none"> ▪ Apply principles of medicolegal and ethical practice 					
<ul style="list-style-type: none"> ▪ Apply principles of lifting and moving 					
<ul style="list-style-type: none"> ▪ Apply principles of critical thinking 					

EMER 170 – Trauma Management	Mastery	Competent	Functional	Learning	None
Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.					
<ul style="list-style-type: none"> Integrate approach, assessment, treatment and transport for patient experiencing burns 					
9. Provide care for a trauma patient.					
<ul style="list-style-type: none"> Identify special considerations with a trauma patient 					
<ul style="list-style-type: none"> Apply principles of effective communication 					
<ul style="list-style-type: none"> Apply principles of professionalism 					
<ul style="list-style-type: none"> Apply principles of leadership 					
<ul style="list-style-type: none"> Apply principles of medicolegal and ethical practice 					
<ul style="list-style-type: none"> Apply principles of lifting and moving 					
<ul style="list-style-type: none"> Apply principles of critical thinking 					
<ul style="list-style-type: none"> Provide care for a trauma patient 					
10. Identify advanced life support therapies relevant to trauma.					
<ul style="list-style-type: none"> Describe indications of a chest tube 					
<ul style="list-style-type: none"> Identify the components of a chest tube 					
<ul style="list-style-type: none"> Describe indications for needle thoracostomy 					
<ul style="list-style-type: none"> Identify equipment used for needle thoracostomy 					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Demonstration

Demonstrate knowledge and skills in a scenario-based evaluation.

2. Challenge exam

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

EMER 171 – Medical Care I

You will describe and integrate care for common medical disorders (including gastrointestinal, genitourinary and eye, ear, nose and throat disorders). You will also learn how to describe and integrate care for a patient experiencing disorders as a result of adverse environments.

Credit unit(s): 3.0

Prerequisite(s): APHY 163, APHY 165

EMER 171 – Medical Care I Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe pathophysiology of gastrointestinal disorders.					
▪ Describe esophagus and stomach disorders					
▪ Describe liver and gallbladder disorders					
▪ Describe pancreas disorders					
▪ Describe small and large bowel disorders					
2. Integrate care for a patient experiencing gastrointestinal disorders.					
▪ Explain principles of assessment and management of gastrointestinal disorders					
▪ Apply principles of effective communication					
▪ Apply principles of professionalism					
▪ Apply principles of leadership					
▪ Apply principles of medicolegal and ethical practice					
▪ Apply principles of lifting and moving					
▪ Apply principles of critical thinking					
▪ Integrate approach, assessment, treatment and transport for patient experiencing gastrointestinal disorder					
3. Describe pathophysiology of genitourinary disorders.					
▪ Describe renal disorders					
▪ Describe bladder disorders					
▪ Describe testicular torsion					
4. Integrate care for a patient experiencing genitourinary disorders.					
▪ Explain principles of assessment and management of genitourinary disorders					
▪ Apply principles of effective communication					
▪ Apply principles of professionalism					
▪ Apply principles of leadership					

EMER 171 – Medical Care I Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Apply principles of medicolegal and ethical practice 					
<ul style="list-style-type: none"> ▪ Apply principles of lifting and moving 					
<ul style="list-style-type: none"> ▪ Apply principles of critical thinking 					
<ul style="list-style-type: none"> ▪ Integrate approach, assessment, treatment and transport for patient experiencing genitourinary disorder 					
5. Describe pathophysiology of disorders caused as a result of adverse environments.					
<ul style="list-style-type: none"> ▪ Describe thermoregulation 					
<ul style="list-style-type: none"> ▪ Describe hyperthermic disorders 					
<ul style="list-style-type: none"> ▪ Describe hypothermic disorders 					
<ul style="list-style-type: none"> ▪ Describe aquatic disorders 					
<ul style="list-style-type: none"> ▪ Describe radiation disorders 					
<ul style="list-style-type: none"> ▪ Describe sting and bite disorders 					
6. Integrate care for a patient experiencing disorders by adverse environments.					
<ul style="list-style-type: none"> ▪ Explain principles of assessment and management of environmental conditions 					
<ul style="list-style-type: none"> ▪ Apply principles of effective communication 					
<ul style="list-style-type: none"> ▪ Apply principles of professionalism 					
<ul style="list-style-type: none"> ▪ Apply principles of leadership 					
<ul style="list-style-type: none"> ▪ Apply principles of medicolegal and ethical practice 					
<ul style="list-style-type: none"> ▪ Apply principles of lifting and moving 					
<ul style="list-style-type: none"> ▪ Apply principles of critical thinking 					
<ul style="list-style-type: none"> ▪ Integrate approach, assessment, treatment and transport for patient experiencing disorder from adverse environment 					
7. Describe pathophysiology of disorders involving eye, ear, nose and throat.					
<ul style="list-style-type: none"> ▪ Describe eye disorders 					
<ul style="list-style-type: none"> ▪ Describe ear disorders 					
<ul style="list-style-type: none"> ▪ Describe oral and dental disorders 					
<ul style="list-style-type: none"> ▪ Describe nasal and sinus disorders 					
<ul style="list-style-type: none"> ▪ Describe neck and upper airway disorders 					

EMER 171 – Medical Care I Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
8. Integrate care for a patient experiencing a disorder involving eye, ear, nose, or throat.					
<ul style="list-style-type: none"> ▪ Explain principles of assessment and management of patient experiencing a disorder involving eye, ear, nose or throat 					
<ul style="list-style-type: none"> ▪ Apply principles of effective communication 					
<ul style="list-style-type: none"> ▪ Apply principles of professionalism 					
<ul style="list-style-type: none"> ▪ Apply principles of leadership 					
<ul style="list-style-type: none"> ▪ Apply principles of medicolegal and ethical practice 					
<ul style="list-style-type: none"> ▪ Apply principles of lifting and moving 					
<ul style="list-style-type: none"> ▪ Apply principles of critical thinking 					
<ul style="list-style-type: none"> ▪ Integrate approach, assessment, treatment and transport of a patient experiencing a disorder involving eye, ear, nose or throat 					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Demonstration

Demonstrate knowledge and skills in a scenario-based evaluation.

2. Challenge exam

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

PHAR 169 – Pharmacology and Prehospital Meds

You will focus on the principles of pharmacology and medication administration techniques. You will study the fundamentals of pharmacology (including terminology, legislation) and medication classifications. You will perform mathematical calculations (including general math calculations, metric conversions and drug dose and intravenous rate calculations). Your studies will include medications within a Primary Care Paramedic’s scope of practice in Saskatchewan. You will also participate in labs that will help you develop the skills necessary for responsible and safe medication administration.

Credit unit(s): 3.0

PHAR 169 – Pharmacology and Prehospital Meds Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe the fundamentals of pharmacology.					
▪ Describe introductory pharmacological concepts					
▪ Interpret drug legislation					
▪ Describe drug actions within the body					
▪ Describe the role of the sympathetic and parasympathetic nervous system					
2. Explain common medication classifications.					
▪ Explain medications affecting the central nervous system					
▪ Explain medications affecting the autonomic nervous system					
▪ Explain medications affecting the respiratory system					
▪ Explain medications affecting the cardiovascular system					
▪ Explain medications affecting blood clotting mechanisms					
▪ Explain medications used to treat electrolyte and substrate imbalance					
▪ Explain medications used to treat/ prevent inflammatory response and infections					
▪ Explain medications used to treat poisoning and overdose					
3. Explain commonly used medications in paramedic practice.					
▪ Describe commonly used medications in paramedic practice					
▪ Explain Saskatchewan medication treatment protocols for paramedic practice					
4. Perform general mathematical calculations.					
▪ Explain general math concepts					
▪ Explain conversion concepts					

PHAR 169 – Pharmacology and Prehospital Meds Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Perform drug dose calculations 					
<ul style="list-style-type: none"> ▪ Perform drip rate calculations 					
5. Follow safe process for responsible medication administration.					
<ul style="list-style-type: none"> ▪ Describe medication administration techniques 					
<ul style="list-style-type: none"> ▪ Perform medication administration techniques 					
<ul style="list-style-type: none"> ▪ Describe safe storage of medication 					
<ul style="list-style-type: none"> ▪ Follow safe process for responsible medication administration 					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Demonstration

Demonstrate skills in lab setting.

2. Challenge exam

Write an exam (short answer and multiple choice).

PRAC 106 – Clinical Practicum

You will participate in a clinical practicum placement at a Saskatchewan Health Region facility with an assigned practicing registered nurse. This placement includes participation in a hospital orientation, review of relevant policies and procedures, and completions of and compliance with required legal documentation. You will conduct independent patient assessments, use treatment modalities while using hospital equipment. You will demonstrate the various roles and responsibilities of the Primary Care Paramedic as outlined within the National Occupational Competency Profiles (NOCP) for the Paramedic Practitioner of Canada.

Credit unit(s): 7.0

PRAC 106 – Clinical Practicum Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Function as a professional.					
2. Integrate knowledge of medicolegal and ethical aspects into paramedic practice.					
3. Function effectively in a team environment.					
4. Make decisions effectively.					
5. Practice effective oral communication skills.					
6. Practice effective written communication skills.					
7. Practice effective non-verbal communication skills.					
8. Practice effective interpersonal relations.					
9. Obtain patient history.					
10. Conduct complete physical assessment demonstrating appropriate use of inspection, palpation, percussion and auscultation.					
11. Assess vital signs.					
12. Interpret diagnostic tests.					
13. Maintain patency of upper airway and trachea.					
14. Deliver oxygen and manual ventilation.					
15. Utilize ventilation equipment.					
16. Implement measures to maintain hemodynamic stability.					
17. Administer medications.					
18. Provide care to meet the needs of unique patient groups.					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

Complete all mandatory learning outcomes in a scheduled Saskatchewan Polytechnic Practicum
OR provide evidence to support meeting of all mandatory learning outcomes.

PRAC 107 – Field Practicum

You will participate in a field practicum placement at a Saskatchewan Emergency Medical Services (EMS) organization with an assigned practicing paramedic preceptor. This placement includes participation in EMS orientations, review of relevant policies and procedures, and completions of and compliance with required legal documentation. You will conduct independent patient assessments and use treatment modalities while using ambulance equipment. You will demonstrate and meet lifting requirements. You will demonstrate the various roles and responsibilities of the Primary Care Paramedic as outlined within the National Occupational Competency Profiles (NOCP) for the Paramedic Practitioner of Canada.

Credit unit(s): 18.0

PRAC 107– Field Practicum Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Function as a professional.					
2. Integrate knowledge of medicolegal and ethical aspects into paramedic practice.					
3. Comply with relevant provincial and federal legislation.					
4. Function effectively in a team environment.					
5. Make decisions effectively.					
6. Practice effective oral communication skills.					
7. Practice effective written communication skills.					
8. Practice effective non-verbal communication skills.					
9. Practice effective interpersonal relations.					
10. Maintain good physical and mental health.					
11. Practice safe lifting and moving techniques.					
12. Establish a safe work environment.					
13. Obtain patient history.					
14. Conduct complete physical assessment demonstrating appropriate use of inspection, palpitation, percussion and auscultation.					
15. Assess vital signs.					
16. Interpret diagnostic tests.					
17. Prepare oxygen delivery devices.					
18. Provide basic care for soft tissue injuries.					

PRAC 107– Field Practicum Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
19. Immobilize actual and suspected fractures.					
20. Utilize differential diagnosis skills, decision-making skills and psychomotor skills in providing care to patients.					
21. Conduct ongoing assessments and provide care.					
22. Prepare ambulance for service.					
23. Integrate professional practice into community care.					
24. Contribute to public safety through collaboration with other emergency response agencies.					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Complete all mandatory learning outcomes in a scheduled Saskatchewan Polytechnic Practicum OR provide evidence to support meeting of all mandatory learning outcomes.

SFTY 135 – Health and Safety

You will learn strategies for maintaining a healthy lifestyle. Your studies will focus on personal wellness, maintaining a safe work environment, using infection control techniques and integration of the proper lifting and moving principles. You will also learn how to manage scenes that pose a risk to paramedics (including crime scenes, hazardous materials, potential terrorist actions and mass casualty incidents). Upon completion of the course you will receive certification in Transfer, Lift and Reposition (TLR), Workplace Hazardous Materials Information System (WHMIS) and Chemical, Biological, Radiological, Nuclear, Explosive (CBRNE) Basic.

Credit unit(s): 3.0

SFTY 135 – Health and Safety Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Demonstrate personal wellness and healthy living strategies.					
▪ Acknowledge the benefits of a personal health and wellness plan					
▪ Describe stress and burnout in the workplace					
▪ Describe stress management techniques					
▪ Demonstrate personal wellness and healthy living					
2. Establish a safe work environment.					
▪ Identify potential occupational hazards					
▪ Acknowledge safe workplace practice and injury prevention					
▪ Describe self-protective strategies relevant to paramedic practice					
▪ Integrate scene assessment and management techniques					
3. Demonstrate infection control techniques.					
▪ Identify common infectious and communicable diseases					
▪ Identify infection control techniques relevant to paramedic practice					
▪ Demonstrate infection control techniques					
4. Demonstrate the principles of lifting and moving.					
▪ Describe safe body mechanics for lifting and moving					
▪ Describe mechanical lifting devices relevant to paramedic practice					
▪ Identify the importance of physical strength and fitness relevant to paramedic practice					
▪ Demonstrate emergency and non-emergency manoeuvres					
▪ Demonstrate the principles of lifting and moving					
5. Manage scenes with actual or potential forensic implications.					

SFTY 135 – Health and Safety		Mastery	Competent	Functional	Learning	None
Mastery:	I am able to demonstrate it well enough to teach it to someone else.					
	Competent: I can work independently to apply the outcome.					
	Functional: I need some assistance in using the outcome.					
	Learning: I am developing skills and knowledge for this area.					
	None: I have no experience with the outcome.					
	<ul style="list-style-type: none"> Describe a crime scene 					
	<ul style="list-style-type: none"> Describe the role of a Primary Care Paramedic at a crime scene 					
	<ul style="list-style-type: none"> Collaborate with law enforcement agencies in the management of crime scenes 					
6.	Perform care in accordance with Workplace Hazardous Materials Information System (WHMIS) and hazardous material management requirements.					
	<ul style="list-style-type: none"> Recognize common dangerous goods materials 					
	<ul style="list-style-type: none"> Explain the purpose of WHMIS 					
	<ul style="list-style-type: none"> Describe the components of WHMI 					
	<ul style="list-style-type: none"> Manage a hazardous material incident. 					
7.	Participate in the management of a chemical, biological, radiological, nuclear, explosive (CBRNE) incident.					
	<ul style="list-style-type: none"> Recognize indicators of agent exposure 					
	<ul style="list-style-type: none"> Possess knowledge of personal protective equipment 					
	<ul style="list-style-type: none"> Perform CBRNE scene size-up 					
	<ul style="list-style-type: none"> Conduct triage at CBRNE incident 					
	<ul style="list-style-type: none"> Conduct decontamination procedures 					
	<ul style="list-style-type: none"> Provide medical care to patients involved in CBRNE incident 					
8.	Integrate the principles of triage and disaster management into daily practice.					
	<ul style="list-style-type: none"> Describe the principles of triage and disaster management 					
	<ul style="list-style-type: none"> Integrate triage and disaster management strategies 					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Challenge exam

Write an exam (short answer and multiple choice).

Primary Care Paramedic

Appendices

Appendix A

The PLAR Candidate will find the following document helpful in aligning their PLAR evidence with the National Occupational Competency Profile to ensure their learning meets the established CMA Accreditation standards for Saskatchewan Polytechnic Emergency Health Care programs. Please refer to the Paramedic Association of Canada website ([page 11](#)) to get a detailed description of NOCP requirements.

COMM 107 – Professionalism, Leadership, & Communication

Learning should have a focus on professionalism and leadership in Emergency Medical Services (EMS). You will be required to demonstrate effective communication strategies. Research and Quality Assurance programs relevant to EMS should also have been covered and relevant to your past learning. Your learning activities may include participating in discussion and research groups, and any research assignments related to Emergency Medical Services in Canada.

Learning Outcomes	NOCP Specific Competency
1. Describe professionalism in paramedic practice.	(NOCP 1.1g, 1.1f, 1.1h)
2. Describe leadership in paramedic practice.	
3. Describe medicolegal and ethical aspects of paramedic practices.	(NOCP 1.3b)
4. Describe effective therapeutic communication strategies of paramedic practice.	(NOCP 2.3a, 2.3b, 2.3c, 2.3d, 2.4a, 2.4g)
5. Describe effective communications specific to paramedic practice.	(NOCP 2.1g)
6. Evaluate the importance of participation in continuing education and professional development.	(NOCP 1.2a, 1.2b, 1.2c)
7. Describe principles of critical thinking.	

EMER 100 – Patient Assessment and Transport

You will perform physical assessments of various body systems (including cardiac, respiratory and neurological systems). You must demonstrate the fundamentals of lifting, moving and transporting patients by land ambulance. The course content includes the basic principles of aeromedical transport.

Learning Outcomes	NOCP Specific Competency
1. Integrate scene assessment, history taking, vital signs and physical assessment into a complete patient assessment.	(NOCP 4.2a, 4.2b, 4.2c, 4.2d, 4.2e, 4.2f, 4.3a, 4.3b, 4.4a, 4.4b, 4.4c, 4.4d, 4.4e, 4.4f, 4.4g, 4.4h, 4.4i, 4.5a, 4.5g)
2. Apply principles of patient extrication and rescue.	
3. Integrate the principles of road ambulance transport.	(NOCP 7.1a, 7.1b, 7.1c, 7.2a, 7.2b, 7.2c)
4. Demonstrate principles of aeromedical transport.	(NOCP 7.3a, 7.3b, 7.3c, 7.4a, 7.4b)

EMER 101 – Cardiac Care

You should be able to recognize and manage common cardiac emergencies (including hypertension, myocardial infarction and cardiac arrest). Your learning should have included dynamic Cardiopulmonary Resuscitation (CPR on-the-move). Certification in Automated External Defibrillation (AED) is also required.

Learning Outcomes	NOCP Specific Competency
1. Describe pathophysiology of cardiovascular disorders.	(NOCP Appendix 4B-A, C)
2. Integrate 3-lead electrocardiogram into patient care.	(NOCP 4.5m)
3. Obtain a 12-lead electrocardiogram.	(NOCP 4.5n)
4. Describe advanced cardiac therapies.	(NOCP 5.5j, 5.5k, 5.5l)
5. Provide care for a patient experiencing a cardiovascular disorder.	(NOCP 4.3c, 6.1a, 6.1l)
6. Integrate care for a patient in cardiac arrest.	(NOCP 5.1i, 5.5a, 5.5i)

EMER 102 – Respiratory Care

You should be able to recognize and manage common respiratory emergencies (including asthma, anaphylaxis and respiratory arrest). Your learning should include oxygen administration, bag-valve-mask resuscitation and the use of various respiratory support devices.

Learning Outcomes	NOCP Specific Competency
1. Describe pathophysiology of respiratory disorders.	(NOCP Appendix 4B-C, H)
2. Perform oxygen delivery.	(NOCP 5.2a, 5.2b, 5.3a, 5.3b, 5.3d, 5.3c)
3. Maintain patency of upper airway.	(NOCP 5.1a, 5.1b, 5.1d, 5.1e, 5.1f)
4. Demonstrate use of manual ventilation support devices.	(NOCP 5.3e, 5.4a)
5. Demonstrate the use of continuous positive airway pressure (CPAP) devices.	(NOCP – none)
6. Explain advanced respiratory support devices.	(NOCP 5.1c, 5.1g, 5.1h, 5.1j, 5.1k, 5.1l, 4.5b, 5.4b, 5.4c, 5.4d)
7. Provide care for a patient experiencing a respiratory disorder.	(NOCP 4.3e, 6.1c, 6.1h, 6.1l)

EMER 103 – Diverse Population Groups

Your past learning and experience should have prepared you to recognize and manage common geriatric diseases and psychiatric illnesses. You should be able to develop a basic understanding of illness and managing the physically and mentally challenged patient and patients with terminal illnesses.

Learning Outcomes	NOCP Specific Competency
1. Integrate care for a geriatric patient.	(NOCP 4.3o, 6.2c, 6.1l, 1.7b)
2. Describe care for a culturally diverse patient.	(NOCP 1.1a)
3. Integrate care for a physically impaired patient.	(NOCP 1.7b, 6.2d, 6.1l)
4. Integrate care for a mentally impaired patient.	(NOCP 6.2e, 6.1l, 1.7b)
5. Describe care for a bariatric patient.	(NOCP 4.3p, 6.2f)

EMER 151 – Obstetrics and Pediatrics

Your past learning should allow you to recognize and manage imminent labour and childbirth and discuss care of the neonate. Your learning should have focussed on recognizing and managing common pediatric diseases (including croup, asthma, fever and seizures).

Learning Outcomes	NOCP Specific Competency
1. Describe pathophysiology of gynecological disorders.	(NOCP Appendix 4B-D, P)
2. Integrate care for a patient experiencing a gynecological disorder.	(NOCP 4.3h, 6.1d)
3. Describe pathophysiology of obstetrical disorders.	(NOCP Appendix 4B-O)
4. Integrate care for patient experiencing an obstetrical disorder.	(NOCP 4.3f, 6.1q)
5. Perform a simulated delivery.	
6. Integrate care for a pediatric patient.	(NOCP 1.7b, 4.3n, 6.2b, Appendix 4B-B, C)
7. Integrate care for a neonatal patient.	(NOCP 4.3l, 6.2a, Appendix 4B-O)

EMER 155 – Patient Management and Integration

You will perform patient assessments and provide safe and competent care to simulated patients in pre-hospital and hospital environments. Therapeutic integration will follow Saskatchewan Emergency Treatment Protocols. Protocols may be accessed from the Saskatchewan College of Paramedics website: www.collegeofparamedics.sk.ca . Some local hospital treatment protocols may apply.

Learning Outcomes	NOCP Specific Competency
1. Integrate effective communication into paramedic practice.	(NOCP 1.3c, 2.1a, 2.1b, 1.5b, 2.1c, 2.1g, 2.2a, 2.2b, 2.4b, 2.4c, 2.4d, 2.4e, 2.4f, 2.1e, 2.1d)
2. Integrate professionalism into paramedic practice.)	(NOCP 1.1a, 1.1b, 1.1c, 1.1d, 1.1e, 1.1i, 1.1j)
3. Integrate leadership into paramedic practice.	
4. Integrate knowledge of medicolegal and ethical aspects into paramedic practice.	(NOCP 1.4a)
5. Integrate physical strength and fitness consistent with requirements of paramedic practice.	(NOCP 3.1e)
6. Integrate critical thinking into paramedic practice.	
7. Integrate care for a trauma patient.	(NOCP 1.3a, 1.5a, 1.6a, 1.6b, 1.6c, 6.3a, 6.3b)
8. Integrate care for a medical patient.	(NOCP 1.3a, 1.5a, 1.6a, 1.6b, 1.6c, 6.3a, 6.3b)
9. Integrate care for a cardiovascular patient.	(NOCP 1.3a, 1.5a, 1.6a, 1.6b, 1.6c, 6.3a, 6.3b)
10. Integrate care for a respiratory patient.	(NOCP 1.3a, 1.5a, 1.6a, 1.6b, 1.6c, 6.3a, 6.3b)

EMER 170 – Trauma Management

Your studies will have prepared you to recognize and manage common traumatic injuries. Content learning should include spinal and head injuries, fracture care and certification in International Trauma Life Support (ITLS) (Basic Provider Level), formerly known as Basic Trauma Life Support.

Learning Outcomes	NOCP Specific Competency
1. Perform a trauma assessment.	(NOCP 4.3a)
2. Integrate care for a patient with shock.	(NOCP Appendix 4B-P)
3. Integrate care for a patient with abdominal injuries.	(NOCP 4.3g, 6.1e, Appendix 4B-E)
4. Integrate care for a patient with thoracic injuries.	(NOCP 4.3e, 4.3c, 6.1a, 6.1c, Appendix 4B-A, C)
5. Integrate care for a patient with head and facial injuries.	(NOCP 4.3k, 4.3d, 6.1b, 6.1j, Appendix 4B-B, J)
6. Integrate care for a patient with spinal injuries.	(NOCP 5.7b, Appendix 4B-M)
7. Integrate care for a patient with musculoskeletal and soft tissue injuries.	(NOCP 4.3i, 4.3j, 5.5b, 5.6a, 5.6c, 5.6d, 5.7a, 5.7c, 6.1f, 6.1g, Appendix 4B-M, G, F)
8. Integrate care for a patient with burn injuries.	(NOCP 5.6b, Appendix 4B-F)
9. Provide care for a trauma patient.	(NOCP 6.1o, 6.1l)
10. Identify advanced life support therapies relevant to trauma.	(NOCP 5.5r, 5.5s)

EMER 171 – Medical Care I

You will recognize and manage common medical emergencies (including seizures, diabetes and stroke). You will also demonstrate knowledge and intervention for common environmental emergencies (such as burns and hypothermia).

Learning Outcomes	NOCP Specific Competency
1. Describe pathophysiology of gastrointestinal disorders.	(NOCP Appendix 4B-E)
2. Integrate care for a patient experiencing gastrointestinal disorders.	(NOCP 4.3g, 6.1e, 6.1l)
3. Describe pathophysiology of genitourinary disorders.	(Appendix 4B-D)
4. Integrate care for a patient experiencing genitourinary disorders.	(NOCP 4.3h, 6.1d, 6.1l)
5. Describe pathophysiology of disorders caused as a result of adverse environments.	(Appendix 4B-L)
6. Integrate care for a patient experiencing disorders by adverse environments.	(NOCP 5.6e, 6.1l, 6.1n)
7. Describe pathophysiology of disorders involving eye, ear, nose and throat.	(NOCP Appendix 4B-J)
8. Integrate care for a patient experiencing a disorder involving eye, ear, nose, or throat.	(NOCP 4.3k, 6.1j, 6.1l)

PHAR 176 - Pharmacology

Your past learning should have a focus on the basic principles of pharmacology and common medication classifications. You should have participated in medication administration lab sessions.

Learning Outcomes	NOCP Specific Competency
1. Describe the fundamentals of pharmacology.	(NOCP 5.8a)
2. Explain common medication classifications.	(NOCP 5.8a, Appendix 5-A.1, A.2, A.7, B.1, C.1, D.8, E.1, E.3, G.1, H.1, H.2, I.3, J.1)
3. Explain commonly used medications in paramedic practice.	(NOCP 5.8O)
4. Perform general mathematical calculations.	(NOCP 5.8a)
5. Follow safe process for responsible medication administration.	(NOCP 5.8b, 5.8e, 5.8f, 5.8g, 5.8j, 5.8l, 5.8c, 5.8k, 5.8d, 5.8h, 5.8i, 5.8m, 5.8n)

SFTY 135 – Health and Safety

Your past learning and life experiences should reflect knowledge, strategies, and practices for healthy living. Your learning should have a focus on workplace safety and recognizing dangerous goods, and Workplace Hazardous Materials Information System (WHMIS). There should be knowledge of communicable diseases and their prevention.

Learning Outcomes	NOCP Specific Competency
1. Demonstrate personal wellness and healthy living strategies.	(NOCP 3.1a, 3.1b, 3.1c, 3.1d)
2. Establish a safe work environment.	(NOCP 3.3a, 3.3b, 3.3d)
3. Demonstrate infection control techniques.	(NOCP 3.3f, 3.3g, 3.3h, Appendix 4B-P)
4. Demonstrate the principles of lifting and moving.	(NOCP 3.2a, 3.2b, 3.2c, 3.2d, 3.3c)
5. Manage scenes with actual or potential forensic implications.	(NOCP 1.7a)
6. Perform care in accordance with Workplace Hazardous Materials Information System (WHMIS) and hazardous material management requirements.	(NOCP 3.3e)
7. Participate in the management of a chemical, biological, radiological, nuclear, explosive (CBRNE) incident.	(NOCP 8.3a, 8.3b, 8.3c, 8.3d, 8.3e, 8.3f)
8. Integrate the principles of triage and disaster management into daily practice.	(NOCP 4.1a, 4.1b, 4.1c, 8.2a, 8.2b)