

Intermediate Care Paramedic Applied Certificate Program



Candidate Guide



SIAS

SASKATCHEWAN INSTITUTE OF
APPLIED SCIENCE AND TECHNOLOGY

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

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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 Intermediate Care Paramedic Applied Certificate 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 SIAST student.

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 ICP 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 in the PLAR database, check the [PLAR database](#) or call SIAST and ask to speak to the PLAR advisor/counsellor assigned to the ICP program at: 1-866-467-4278 or 1-866-goSIAST.

How many courses can be challenged through PLAR in the Intermediate Care Paramedic Applied Certificate program?

Currently we have 11 out of 11 certificate courses with PLAR challenges available. There is no limit. You may challenge as many of these courses as you are able to prove prior skills and knowledge through assessment.

Which courses are PLAR-ready?

Certificate Program Profile		
Course	PLAR Challenge(s) Available through program	PLAR Challenge(s) Not Available
Associated Studies course	See **Note Below	
		X
		X
Available by transfer credit only		
EMER 157	√	
EMER 184	√	
EMER 185	√	
EMER 186	√	
EMER 187	√	
EMER 189	√	
EMER 190	√	
PHAR 164	√	
PHAR 165	√	
EMER 191	√	
EMER 192	√	

**Note: Some courses common to many programs at SIAST (i.e. communications, math, social sciences, computer applications) are managed by Associated Studies Faculty. To see if the shared courses in your program are PLAR-ready, visit the "PLAR-ready Courses" link on the [PLAR homepage](#) for further details.

For assistance call SIAST and ask to speak to the PLAR advisor/[counsellor](#) assigned to the ICP program at: 1-866-467-4278 or 1-866-goSIAST.

Is PLAR available at any time of the year?

Please contact the Emergency Health Care Program Head for PLAR availability.

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

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

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

Methods of assessing prior learning

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

- Product Validation & Assessment
- Challenge Exam
- Standardized Tests
- Performance Evaluations (including skill demonstrations, role plays, clinical applications, case studies)
- Interviews and Oral Exams
- Equivalency (evaluations of learning from non-credit training providers)
- Evidence or Personal Documentation Files (providing evidence of learning from life and work experiences and accomplishments)

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

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

What if I have a disability & need equity accommodations?

At SIAST, we understand that sometimes services must be provided to students in a variety of ways to achieve the goals of fair representation. Therefore, the range of services provided for Education Equity students is as diverse as the needs of those

students. We strive for equity (not uniformity) and provide varied services for students with differing needs. If more information is required, please contact a SIAST counsellor at a campus closest to you or refer to the SIAST Web site:

<http://www.siastr.sk.ca/siastr/servicesforstudents/>

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

Transfer Credit

Yes, SIAST will grant credit for previous training that is similar in content, objectives, and evaluation standards to SIAST training. **Transfer of credit** is different from the PLAR process. Transfer Credit guidelines may be found at:

<http://www.siastr.sk.ca/siastr/admissions/transfercrredit.htm>

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

If you are a recent high school graduate who has completed the Information Processing modules, check the Saskatchewan Learning Web site http://www.sasklearning.gov.sk.ca/docs/info_pro03/siastr.html for the Articulation Agreement between SIAST and Sask. Learning. You may be eligible for transfer credit towards the Standardized Introductory Computer courses.

Equivalency Credit

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

Contact us

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

Kelsey Campus, Saskatoon, SK
(306) 933-6445 or 1-866-467-4278

Wascana Campus, Regina, SK
(306) 798-1267 or 1-866-467-4278

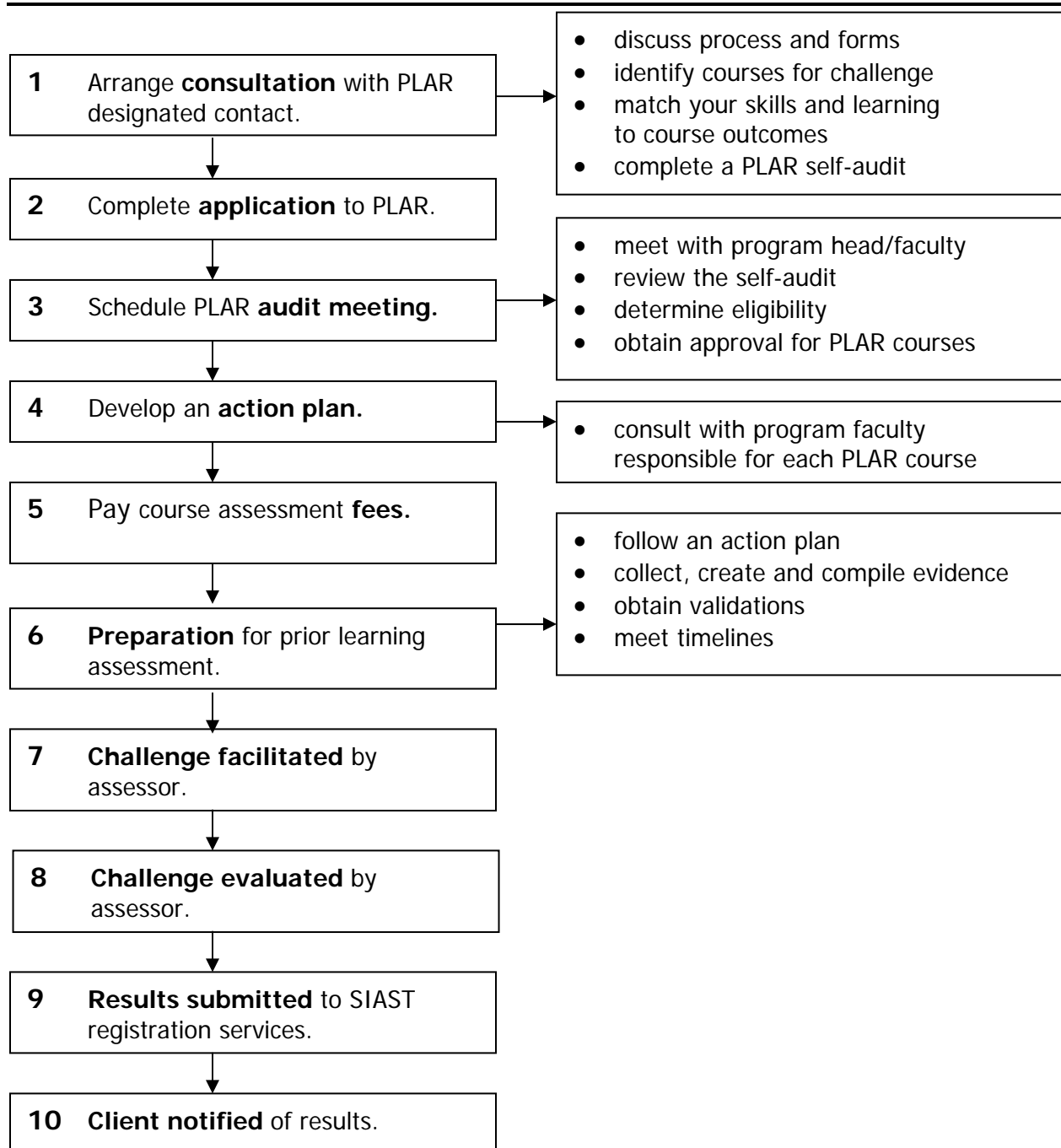
Palliser Campus, Moose Jaw, SK
(306) 694-3266 or 1-866-467-4278

Woodland Campus, Prince Albert, SK
(306) 953-7132 or 1-866-467-4278

The PLAR process

Note: To be eligible for PLAR, candidates must be enrolled in a SIAST course or program.

Candidate Process For Prior Learning Assessment



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.
 - a. It is your responsibility to create, collect and compile relevant evidence – if required.
3. Evidence of current clinical and field experience may be requested and reviewed. Evidence demonstrating a lack of current experience may result in the candidate participating in a clinical or field practicum experience. 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 ICP faculty assessor so that your prior learning application is assessed appropriately. Well organized, easy to track evidence will also ensure that none of the evidence is missed or assessed incorrectly.

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

- Resume
- Training records
- A research paper that highlights all or some of the learning outcomes from a particular course
- A report highlighting skills and accomplishments that demonstrates how you have accomplished the stated learning outcomes
- Letters of validation from employer or medical director
- Certifications
- Course outlines and content descriptions from non-accredited training institutes

- Copies of transcripts recording your academic education
- Performance appraisals
- Published materials
- Special awards
- Testimonials
- Case examples of best practices you have applied at your job site

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

How long will it take to prepare evidence for PLAR?

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

Steps to complete a self-audit

1. Read through the Levels of Competence as listed below.

Levels of Competence:

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	Competency Level				
For each learning outcome listed, please self-evaluate your competency levels and record in the appropriate column	Mastery	Competent	Functional	Learning	None

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.

Self-audit Guide(s)

EMER 157 - Intermediate Care Paramedic Preparation

Course Hours: 32

Credit Units: 2

EMER 157 – Intermediate Care Paramedic Preparation 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 professionalism and leadership in Emergency Medical Services (EMS).					
▪ Discuss participation in professional associations					
▪ Discuss the process of conducting a literature search					
▪ Interpret research evidence.					
▪ Demonstrate methods of effective communication in EMS					
▪ Adhere to Provincial acts and regulations relevant to EMS					
2. Explain the anatomy and physiology of selected body Systems.					
▪ Describe the anatomy and physiology of the cardiovascular system					
▪ Describe the anatomy and physiology of the neurological system					
▪ Describe the anatomy and physiology of the respiratory system					
▪ Describe the anatomical and physiological differences between an adult and pediatric					
3. Explain the pathophysiology of various diseases processes.					
▪ Describe common cardiovascular diseases					
▪ Describe common neurological diseases					
▪ Describe common respiratory diseases					
▪ Describe common gastrointestinal diseases					
▪ Describe common endocrine diseases					
4. Administer medications.					
▪ Perform drug calculations					
▪ Prepare medications					
▪ Administer medications					
5. Interpret 3-lead electrocardiograms.					
▪ Perform 3-lead cardiac monitoring					
▪ Interpret 3-lead cardiac rhythms					
6. Integrate patient assessment and management strategies.					
▪ Manage common medical emergencies					
▪ Manage common trauma emergencies					
▪ Manage interfacility patient transfers					

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

1. Write a short answer, multiple choice, and case study orientated exam.
2. Demonstrate knowledge and skills in a lab setting.
3. Demonstrate knowledge and skills in a scenario based evaluation.

EMER 184 - Patient Assessment

Course Hours: 22

Credit Units: 2

EMER 184 – Patient Assessment					
Mastery: I am able to demonstrate it well enough to teach it to someone else.	Mastery	Competent	Functional	Learning	None
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.					
1. Apply critical thinking principles.					
▪ Explain critical thinking principles					
▪ Explain how critical thinking relates to patient presentation					
▪ Demonstrate critical thinking					
2. Assess a patient.					
▪ Apply critical thinking skills as it relates to patient presentation					
▪ Interpret the information gathered from a patient history as it relates to patient presentation					
▪ Interpret the information gathered from performing a physical patient assessment as it relates to patient presentation					
▪ Assess 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. Write a short answer, multiple choice, and case study orientated exam.
2. Demonstrate knowledge and skills in a scenario based evaluation.

EMER 185 - Emergency Cardiac Care

Course Hours: 32

EMER 185 – Emergency 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. Perform manual defibrillation.					
▪ Explain differences between automated external defibrillation and manual defibrillation					
▪ Explain the principles of manual defibrillation					
▪ Explain the indications for manual defibrillation					
▪ Perform manual defibrillation					
2. Describe advanced electrical therapies.					
▪ Describe cardioversion					
▪ Describe transcutaneous pacing					
▪ Describe principles of 12-Lead monitoring					
3. Manage patients with common cardiovascular emergencies.					
▪ Perform a cardiac patient assessment					
▪ Manage patients with common cardiovascular conditions					

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

1. Write a short answer, multiple choice, and case study orientated exam.
2. Demonstrate knowledge and skills in a scenario based evaluation.

EMER 186 - Advanced Airway Management

Course Hours: 32

Credit Unit: 2

EMER 186 – Advanced Airway 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 combitube and nasal pharyngeal insertion.					
▪ Explain the rationale for the use of a combitube airway device and a nasal pharyngeal device					
▪ Explain indications, contraindications and complications of using a combitube airway device					
▪ Explain indications, contraindications and complications of using a nasal pharyngeal airway device					
▪ Perform the insertion of a combitube airway device					
▪ Perform the insertion of a nasal pharyngeal airway device					
2. Perform suctioning beyond oral pharynx.					
▪ Explain the rationale for suctioning beyond oral pharynx					
▪ Explain indications, contraindications and complications of suctioning beyond oral pharynx					
▪ Perform suctioning beyond oral pharynx					
3. Explain advanced respiratory support therapies.					
▪ Explain the process of endotracheal intubation					
▪ Explain the process of laryngeal mask airway (LMA) insertion					
▪ Explain the process of foreign body removal					
4. Manage patients with common respiratory emergencies.					
▪ Perform a respiratory assessment					
▪ Manage patients with common respiratory emergencies					

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. Write an exam; short answer, multiple choice, and case study orientated exam with application of Saskatchewan Treatment Protocols.
2. Demonstrate knowledge and skills in a scenario based evaluation.

EMER 187 - Medical Emergencies

Course Hours: 42

Credit Units: 3

EMER 187 – Medical Emergencies 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 urinary catheterization.					
▪ Explain indications for urinary catheterization					
▪ Explain preparation process for urinary catheterization					
▪ Explain complications of urinary catheterization					
▪ Demonstrate urinary catheterization					
2. Manage patients with common medical emergencies.					
▪ Perform a medical assessment					
▪ Manage patients with neurological emergencies					
▪ Manage patients with endocrine emergencies					
▪ Manage patients with gastrointestinal emergencies					
▪ Manage patients with toxicological emergencies					
▪ Manage patients with environmental emergencies					
▪ Manage patients with genitourinary emergencies					
▪ Manage patients with multisystem emergencies					
▪ Manage patients with obstetrical emergencies					
3. Manage pediatric and special needs patients with common medical emergencies.					
▪ Perform a pediatric assessment					
▪ Perform an assessment of a special needs patient					
▪ Manage common pediatric emergencies					
▪ Manage special needs patients with common medical emergencies					

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. Write an exam; short answer, multiple choice, and case study orientated exam.
2. Demonstrate knowledge and skills in a scenario-based evaluation.

EMER 189 - Trauma Emergencies

Course Hours: 17

Credit Units: 1

EMER 189 – Trauma Emergencies	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.					
1. Manage patients with traumatic emergencies.					
▪ Perform a trauma assessment					
▪ Manage patients with traumatic emergencies					
2. Manage pediatric and special needs patients with traumatic emergencies.					
▪ Perform a trauma assessment					
▪ Manage pediatric and special needs patients with traumatic emergencies					

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. Write an exam; short answer, multiple choice, and case study orientated exam.
2. Demonstrate knowledge and skills in a scenario based evaluation.

EMER 190 - Patient Management and Integration

Course Hours: 45

Credit Units: 3

EMER 190 – Patient Management and Integration		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.					
1. Perform patient management skills in a simulated prehospital setting.						
▪ Apply Saskatchewan Emergency Treatment Protocols to patient presentation						
▪ Perform field-based patient care scenarios						
2. Perform patient management skills in a simulated health facility.						
▪ Perform clinical-based patient care scenario						
▪ Apply Saskatchewan Emergency Treatment Protocols 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. Write a case study orientated exam with application of Saskatchewan treatment Protocols.
2. Demonstrate knowledge and skills in a scenario-based evaluation.

PHAR 164 - Fluid Therapy

Course Hours: 20

Credit Units: 1

PHAR 164 – Fluid Therapy 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. Explain common types of solutions used for fluid replacement.					
▪ Explain commonly used crystalloid solutions					
▪ Explain commonly used colloid solutions					
▪ Explain blood products					
2. Perform intravenous therapy.					
▪ Explain indications for intravenous therapy					
▪ Explain the preparation process for intravenous therapy					
▪ Locate intravenous access sites					
▪ Explain complications of intravenous therapy					
▪ Perform intravenous therapy					
3. Perform intraosseous therapy.					
▪ Describe the structure and function of bone					
▪ Explain indications for intraosseous therapy					
▪ Explain preparation process for intraosseous therapy					
▪ Locate intraosseous access sites					
▪ Explain complications of intraosseous therapy					
▪ Demonstrate intraosseous therapy					
4. Describe advanced fluid therapies.					
▪ Describe the process of external jugular cannulization					
▪ Describe indwelling vascular devices					
▪ Identify the use of indwelling vascular devices in pre-hospital care					

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. Write a short answer and multiple-choice exam.
2. Demonstrate knowledge and skills in a lab setting.

PHAR 165 - Pharmacology

Course Hours: 30

Credit Units: 2

PHAR 165 – Pharmacology 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. Explain approved medications according to scope of practice.					
▪ Identify prehospital medications					
▪ Explain pharmacodynamics					
▪ Explain indications and contraindications as per Saskatchewan Emergency Treatment Protocols					
▪ Explain route of administration and dosage as per Saskatchewan Emergency Treatment Protocols					
2. Manage pre-hospital medications.					
▪ Explain common pharmaceutical preparations					
▪ Differentiate between various medication administration techniques					
▪ Perform administration of pre-hospital medications					
3. Identify commonly prescribed medications.					
▪ List commonly prescribed medications for common cardiac conditions					
▪ List commonly prescribed medications for common respiratory conditions					
▪ List commonly prescribed medications for common medical disorders					

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

1. Write a short answer and multiple-choice exam.
2. Medication Research assignment.

EMER 191 - Clinical Practicum

Course Hours: 99

Credit Units: 7

EMER 191 – 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. Perform documentation procedures following agency policies and procedures.					
2. Perform patient assessments.					
3. Demonstrate effective communication strategies with patients and other health care professions.					
4. Function as a member of the health care team.					
5. Implement appropriate patient care.					
6. Perform peripheral intravenous cannulation and					
7. Intravenous therapy.					
8. Adapt care to changes in patient status.					
9. Interpret EKGs.					
10. Administer medications.					
11. Demonstrate patient lifting and moving strategies.					
12. Demonstrate airway management techniques.					
13. Demonstrate urinary catheterization procedures.					
14. Describe specialized treatments and procedures (i.e., orthopedics, radiology, respiratory).					
15. Provide care for the pediatric patient.					
16. Provide care for the geriatric 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. Complete ICP Practicum Criteria Form.

EMER 192 - Field Practicum

Course Hours: 243

Credit Units: 16

EMER 192 – Field Practicum	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.					
1. Perform patient assessments.					
2. Demonstrate effective communication strategies with patients and other health care professionals.					
3. Perform appropriate documentation on all patient call reports.					
4. Function as a member of the health care team.					
5. Implement appropriate patient care.					
6. Perform intravenous cannulation and intravenous therapy.					
7. Adapt care to changes in patient status.					
8. Interpret EKGs.					
9. Administer medications.					
10. Develop care plans consistent with Saskatchewan Emergency Treatment protocols.					
11. Describe advanced life support procedures (i.e., advanced airway management, cardioversion, transcutaneous pacing, 12 lead monitoring).					
12. Assume a team leader role in patient care situations.					
13. Participate in routine duties as a member of the EMS crew.					
14. Provide assessment and integrated care for patients with cardiovascular conditions.					
15. Provide assessment and integrated care for patients with immunologic conditions.					
16. Provide assessment and integrated care for patients with neurological conditions.					
17. Provide assessment and integrated care for patients with respiratory conditions.					
18. Provide assessment and integrated care for patients with musculoskeletal conditions.					
19. Provide assessment and integrated care for patients with endocrine conditions.					
20. Provide assessment and integrated care for patients with gastrointestinal conditions.					
21. Provide assessment and integrated care for patients with integumentary conditions.					
22. Provide assessment and integrated care for trauma patients.					
23. Provide assessment and integrated care for non-urgent medical patient care situations.					

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

1. Complete ICP Practicum Criteria Form.