



PCP Autonomous IV Program

Module I PART TWO

Advanced Assessment Critical Thinking

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Table of Contents

<u>SECTION</u>	<u>PAGE</u>
1.0 Summary.....	1
2.0 Limitation	2
3.0 Scope of Practice	3
3.0 Learning Outcomes.....	4
4.0 Program Design.....	6
5.0 Evaluation Process	6
6.0 Comparison to the National Occupational Competency Profiles.....	7
7.0 Program Staff	10
8.0 Course Schedule	10

Section 1.0 - Summary

Rural Remote Modular Program for Advanced Care Paramedic Education

The Rural & Remote Working Group, a subcommittee of the Medical Advisory Committee of the Ontario Base Hospital Group (OBHG), has provided a template for the development of an Advanced Care Paramedic (ACP) training curriculum in a modular format.

The objectives of the Working Group were to provide various stakeholders, i.e. Upper Tier Municipalities (UTMs), Emergency Medical Services (EMS) Directors and recognized educational institutions with the module outlines detailed in the group's position paper entitled, "Advancing ALS in Rural and Remote Communities Throughout Ontario (May 2000)". The modules are matched to the National Occupational Competency Profiles (NOCP) which were developed by the Paramedic Association of Canada (PAC) and the Canadian Medical Association (CMA).

The need to develop standardized curriculum in Ontario and across Canada is critical. The benefits of standardization of the training modules are numerous. These include the assurance that minimum acceptable levels of training are delivered, portability of the skillset throughout Ontario is possible and progression of the training to full ACP status may one day be possible.

The current Ambulance Act regulations state that ACP training programs must be approved by the Director of the MoHLTC – EHS Branch. The Ministry's position is that ACP training programs must be CMA accredited (pending or actual) in order to be approved. In addition to the above, the MAC recently reiterated the position that any modular training packages be reviewed and approved by the MAC prior to implementation.

The National Occupational Competency Profiles provide the blueprint for all Advanced Care Paramedic training programs in Canada. An application has **not** been made to the CMA to seek accreditation of the Rural Remote training modules at this time, however, the training outcomes of the NOCP will be "mirrored" in the modules.

Module I

This advanced life support module for prehospital care providers will instruct Primary Care Paramedics, through a combination of take home packages and in-class sessions, the theoretical foundation for critical thinking skills required by the Advanced Care Paramedic in the provision of advanced life support.

The paramedic successfully completing the Advanced Assessment/Critical Thinking Module will then be eligible for entry into Module II – Advanced Fluid Management/ Intravenous Therapy.

Modules 1 cannot be used toward the Advanced Care Paramedic certification at this time. However, in an effort to facilitate the advancement of Paramedic education in rural and remote communities in Ontario, it is hoped that recognized educational institutions will adopt the Rural Remote Modular concept and seek Canadian Medical Association (CMA) accreditation.



Section 2.0 - Limitation

As previously stated, completion of Module I – Advanced Assessment/Critical Thinking cannot be used as a prerequisite for application to write the Provincial Advanced Care Paramedic Certification Exam. Furthermore, the completion of any subsequent Modules, i.e. Module II - Advanced Fluid Management/Intravenous Therapy, Module III – Advanced Airway Management, Module IV – Advanced Pharmacology and Module V – Advanced Cardiology/Medical/Trauma Integration cannot be used as a prerequisite for application to write the Provincial Advanced Care Paramedic Certification Exam.



Section 3.0 – Scope of Practice

The following table outlines the Primary Care Paramedic scope of practice and changes that will occur upon successful completion of Module 1. The skillset for the PCP will expand as each module is completed.

√ = review and/or expected knowledge

X = change or expansion of scope

PROCEDURE/MEDICATION	PCP	MODULE I
Pulse oximeter monitoring	√	√
Defibrillation (SAED)	√	√
Intravenous Maintenance – Adult (Crystalloid)	√	√
Urinary Catheter – care & transport	√	√
ASA (PO)	√	√
EPI (SC)	√	√
Glucagon (SC)	√	√
Glucose Paste	√	√
Nitroglycerin (SL)	√	√
Oxygen	√	√
Salbutamol	√	√
ECG Interpretation	X	√

Explanation of Changes for Module I

The above table identifies only one change in the Primary Care Skillset. The change is the addition of ECG Interpretation. All other objectives taught or reviewed in Module I do not affect or increase the skillset.



Section 4.0 – Learning Outcomes

OBJECTIVES

In completing this module, the primary care paramedic will:

Effective

- Maintain a patient's dignity at all times
- Use appropriate language
- Maintain patient confidentiality
- Demonstrate ethical behaviour
- Function as a patient advocate
- Accept and deliver constructive feedback
- Function within the scope of practice defined by provincial regulating agencies and local medical control
- Explain to the patient, when asked, "patient rights", and be mindful of those rights on the role of provider
- Work collaboratively with other members of the healthcare team
- Demonstrate reasonable and prudent judgement
- Practice effective problem solving skills

Cognitive

- List medical terms, common abbreviations and symbols.
- Describe the components of the nervous system as well as selected associated pathologies.
- Describe types of shock and explain the body's compensatory mechanisms.
- Describe the respiratory system and explain selected associated pathologies.
- Describe oxygen and related gases; explain gas transport in the body and oxygen delivery systems.
- Describe fluid and electrolyte balance in relation to the body.
- Describe acid-base balance, the body's pH regulating systems and explain associated disturbances.
- Identify the anatomy and physiology of the abdominal organs and explain selected associated pathologies.
- Describe the endocrine system and explain selected associated pathologies.
- Describe the cardiovascular system and explain selected associated pathologies.
- Define the metric system, SI units used in health care and common conversion factors.
- Identify cardiac arrhythmias.
- Identify the components of an Advanced Assessment.
- Identify the components of an Advanced Report.



Psychomotor

Simulated

- Conduct a primary assessment based on patient presentation and interpret findings
- Conduct a secondary assessment based on patient presentation and interpret findings
- Perform Lead II ECG interpretation

Clinical

- No clinical for this module.



Section 5.0 - Program Design

Course Layout

Entrance Requirements

- Primary Care Paramedic (PCP) student in 2nd year* or Certified PCP
- Good standing with local Paramedic Base Hospital Program
- Current Certification in Symptom Relief and Defibrillation Protocols

Pre Course Material (Provided 2-4 months prior to the commencement of training)

- Approach to the Patient Package (Advanced Assessment, History Taking, Paramedic Roles)
- Symptom Relief and Defibrillation Learners Package and Protocols (Paramedic must be currently certified)
- Ministry of Health Advanced Life Support Program Pre-Course Material (Cardiovascular System, Respiratory System, Oxygen and Oxygen Delivery Systems, Fluids and Electrolytes, Acid Base Balance, Nervous System, Endocrine System, Medical Math, Abdomen and Shock)
- ECG Dysrhythmia Interpretation Learners Book
- Power Point slides
- Reporting Format

Total Hours - 140

Classroom

- “A” - Approach to the Patient Package (Advanced Assessment, History Taking, Paramedic Roles) – 4 hours
- “B” - Critical Thinking, Patching and Reporting, Medical Math - 4 hours
- “C” - Respiratory System, Endocrine System, GI System - 4 hours
- “D” - Cardiovascular System, Nervous system - 4 hours
- “E” - ECG Interpretation - 4 hours
- “F” - Fluids and Electrolytes, Acid Base Balance, Shock - 4 Hours

Total - 24 hours

* PCP students are not eligible to practice at the level achieved through this Module until they become certified under a Base Hospital



Section 6.0 - Evaluation Process

Evaluation

- Exam covering module 1 with an overall pass of 70% and a pass of 70% on the ECG section – *2 hours*
- Exam covering all material with a pass grade of 70% and a pass of 70% on the Medical Math section- *2 hours*



Section 7.0 - National Occupational Competency Profiles

Development of the curriculum for the individual modules is based on the Paramedic Association of Canada (PAC) and Canadian Medical Association's (CMA) National Competency Profiles (NOCP). The accompanying appendices have taken the profiles and separated them into their respective training modules.

Performance Environment and Performance Actions

For each Specific Competency the profiles list a Performance Environment. The Performance Environment specifies the setting in which the practitioner must demonstrate competence. The following notation and definitions apply to Performance Environments:

Performance Environment	Definition
N	The competency is <i>not applicable</i> to the practitioner.
X	The practitioner should have a <i>basic awareness</i> of the subject matter of the competency. The practitioner must have been provided with or exposed to basic information on the subject, but evaluation is not required.
A	The practitioner must have demonstrated an <i>academic understanding</i> of the competency. Individual evaluation is required.
S	The practitioner must have demonstrated the competency in a <i>simulated setting</i> . Individual evaluation of physical application skills is required, utilizing any of the following: practical scenario, skill station, mannequin, cadaver, live subject (human or non-human). In competency Areas 4 and 5, skills must be demonstrated on a human subject where legally and ethically acceptable.
C	The practitioner must have demonstrated the competency in a <i>clinical setting</i> with a patient. Individual evaluation of physical application skills is required. An acceptable clinical setting is any of the following: hospital health clinic, medical office, nursing home. Alternate clinical settings must be appropriate to the Specific Competency being evaluated.
P	The practitioner must have demonstrated the competency in a field <i>Preceptorship</i> with a patient. Individual evaluation of physical application skills is required. An acceptable field preceptorship setting is a land ambulance service. Alternate field preceptorship settings must be appropriate to the Specific Competency being evaluated.



Section	Performance Environment	Session * PL – Prior Learning
GENERAL COMPETENCY 1.1 Function as a professional.	A	PL
GENERAL COMPETENCY 1.3 Possess an understanding of the medico-legal aspects of the profession.	A	PL
GENERAL COMPETENCY 2.1 Practice effective oral communication skills.		
2.1.a Deliver an organized, accurate and relevant report utilizing telecommunication devices.	A	PL, Session “A”, “B”
2.1.b Deliver an organized, accurate and relevant verbal report.	A	PL, Session “A”, “B”
2.1.c Deliver an organized, accurate and relevant patient history.	A	PL, Session “A”, “B”
2.1.d Provide information to patient about their situation and how they will be treated.	A	PL, Session “A”, “B”
2.1.e Interact effectively with the patient, relatives and bystanders who are in stressful situations.	A	PL, Session “A”, “B”
2.1.f Speak in language appropriate to the listener.	A	PL, Session “A”, “B”
2.1.g Use appropriate terminology.	A	PL, Session “A”, “B”
GENERAL COMPETENCY 2.2 Practice effective written communication skills.		
2.2.a Record organized, accurate and relevant patient information.	A	PL, Session “A”, “B”
GENERAL COMPETENCY 2.4 Practice effective interpersonal relations.	A	PL
GENERAL COMPETENCY 3.1 Maintain good physical and mental health.	A	PL
GENERAL COMPETENCY 3.3 Create and maintain a safe work environment.	A	PL
GENERAL COMPETENCY 4.1 Conduct triage.	A	PL
GENERAL COMPETENCY 4.2 Obtain patient history.		
4.2.a Obtain list of patient’s allergies.	A	PL, Session “A”
4.2.b Obtain list of patient's medications	A	PL, Session “A”
4.2.c Obtain chief complaint and / or incident history from patient, family members and / or bystanders.	A	PL, Session “A”
4.2.d Obtain information regarding patient’s past medical history.	A	PL, Session “A”
4.2.e Obtain information about patient’s last oral intake.	A	PL, Session “A”
4.2.f Obtain information regarding incident through accurate and complete scene assessment.	A	PL, Session “A”
GENERAL COMPETENCY 4.3 Conduct complete physical assessment demonstrating appropriate use of inspection, palpation, percussion and auscultation, and interpret findings.		
4.3.a Conduct primary patient assessment and interpret findings.	A/S	PL, Session “A”
4.3.b Conduct secondary patient assessment and interpret findings.	A/S	PL, Session “A”
4.3.c. Conduct cardiovascular system assessment and interpret findings.	A/S	PL, Session “A”, “D”
4.3.d Conduct neurological system assessment and interpret findings.	A/S	PL, Session “A”, “D”
4.3.e Conduct respiratory system assessment and interpret findings.	A/S	PL, Session “A”, “C”
4.3.f Conduct obstetrical assessment and interpret findings.	A/S	PL, Session “A”
4.3.g Conduct gastrointestinal system assessment and interpret findings.	A/S	PL, Session “A”, “C”
4.3.h Conduct genitourinary system assessment and interpret findings.	A/S	PL, Session “A”
4.3.i Conduct integumentary system assessment and interpret findings.	A/S	PL, Session “A”
4.3.j Conduct musculoskeletal assessment and interpret findings.	A/S	PL, Session “A”



4.3.k Conduct assessment of the immune system and interpret findings.	A/S	PL, Session “A”
4.3.l Conduct assessment of the endocrine system and interpret findings.	A/S	PL, Session “A”, “C”
4.3.m Conduct assessment of the ears, eyes, nose and throat and interpret findings.	A/S	PL, Session “A”
4.3.n Conduct multisystem assessment and interpret findings.	A/S	PL, Session “A”
4.3.o Conduct neonatal assessment and interpret findings.	A/S	PL
4.3.p Conduct psychiatric assessment and interpret findings.	A/S	PL
GENERAL COMPETENCY 4.4 Assess vital signs.		PL, Session “A”
4.4.a Assess pulse.	A/S	PL, Session “A”
4.4.b Assess respiration.	A/S	PL, Session “A”
4.4.c Conduct non-invasive temperature monitoring.	A/S	PL, Session “A”
4.4.d Measure blood pressure by auscultation.	A/S	PL, Session “A”
4.4.e Measure blood pressure by palpation.	A/S	PL, Session “A”
4.4.f Measure blood pressure with non-invasive blood pressure monitor.	A/S	PL, Session “A”
4.4.g Assess skin condition.	A/S	PL, Session “A”
4.4.h Assess pupils.	A/S	PL, Session “A”
4.4.i Assess level of mentation.	A/S	PL, Session “A”
GENERAL COMPETENCY 4.5 Utilize diagnostic tests.		
4.5.a Conduct oximetry testing and interpret findings.	A/S	PL, Session “A”
4.5.c Conduct glucometric testing and interpret findings.	A/S	PL, Session “A”
4.5.l Conduct 3-lead electrocardiogram (ECG) and interpret findings.	A/S	PL, Session “E”
GENERAL COMPETENCY 5.5 Implement measures to maintain hemodynamic stability.	A/S	PL
GENERAL COMPETENCY 6.1 Utilize differential diagnosis skills, decision-making skills and psychomotor skills in providing care to patients.		
6.1.a Provide care to patient experiencing illness or injury primarily involving cardiovascular system.	A	PL, Session “D”
6.1.b Provide care to patient experiencing illness or injury primarily involving neurological system.	A	PL, Session “D”
6.1.c Provide care to patient experiencing illness or injury primarily involving respiratory system.	A	PL, Session “C”
6.1.d Provide care to patient experiencing illness or injury primarily involving genitourinary / reproductive systems.	A	PL
6.1.e Provide care to patient experiencing illness or injury primarily involving gastrointestinal system.	A	PL, Session “C”
6.1.f Provide care to patient experiencing illness or injury primarily involving integumentary system.	A	PL
6.1.g Provide care to patient experiencing illness or injury primarily involving musculoskeletal system.	A	PL
6.1.h Provide care to patient experiencing illness primarily involving immune system.	A	PL
6.1.i Provide care to patient experiencing illness primarily involving endocrine system.	A	PL, Session “C »
6.1.j Provide care to patient experiencing illness or injury primarily involving the eyes, ears, nose or throat.	A	PL
6.1.k Provide care to patient experiencing illness or injury due to poisoning or overdose.	A	PL
6.1.l Provide care to patient experiencing non-urgent medical problem.	A	PL
6.1.m Provide care to patient experiencing terminal illness.	A	PL



6.1.n Provide care to patient experiencing illness or injury due to extremes of temperature or adverse environments.	A	PL
6.1.o Provide care to patient based on understanding of common physiological, anatomical, incident and patient- specific field trauma criteria that determine appropriate decisions for triage, transport and destination.	A	PL
6.1.p Provide care for patient experiencing psychiatric crisis.	A	PL
6.1.q Provide care for patient in labour.	A	PL
GENERAL COMPETENCY 6.2. Provide care to meet the needs of unique patient groups.	A	PL

