

10 Program Learning Outcomes

PLO #	Program Learning Outcome (PLO)	PERRs Alignment	ACF Mapping
1	Adhere to legislative frameworks, provincial standards of practice, and professional codes of ethics while maintaining therapeutic boundaries and autonomous accountability in regulated practice.	Competency Area A (Professionalism)	Meets the provincial requirement for graduates to demonstrate a clear understanding of the regulatory, legal, and operational boundaries of their field.
2	Employ structured interviewing techniques, active listening, and adaptive communication technologies to facilitate mutual understanding, obtain informed consent, and navigate difficult clinical conversations safely.	Competency Area B (Communication)	Aligns with the core communication competency of the provincial qualifications framework, moving beyond technical skill into interpersonal efficacy.
3	Collaborate effectively within multi-disciplinary and interprofessional healthcare teams, participating in shared decision-making, crisis resource management, and seamless transitions of care.	Competency Area C (Collaboration)	Demonstrates the graduate's capacity to function productively within broader institutional and societal systems.
4	Engage in reflective practice, critical appraisal of clinical literature, and ongoing professional development to synthesize emerging evidence into localized, safe clinical practice.	Competency Area D (Continuous Learning and Adapting to Evidence)	Establishes the foundational requirements for lifelong learning, academic inquiry, and vertical mobility into higher credentials.
5	Synthesize personal health strategies, ergonomic principles, and psychological safety frameworks to mitigate the cumulative impact of chronic stress, critical incident trauma, and occupational hazards inherent to paramedicine practice.	Competency Area E (Health of Professional)	Aligns with the provincial expectation for self-management, risk mitigation, and long-term professional sustainability within high-stress clinical environments.

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6	Apply concepts of intersectionality, social determinants of health, and cultural humility to provide anti-oppressive, trauma-informed care that supports equity-deserving populations and honors the Truth and Reconciliation Calls to Action.	Competency Area F (Advocacy)	Integrates wider social, ethical, and cultural awareness into professional practice, a key benchmark for post-secondary credentials in Alberta.
7	Demonstrate situational leadership, effective resource allocation, and continuous quality improvement strategies to optimize patient flow and scene safety during routine operations and complex crisis situations.	Competency Area G (Leadership)	Addresses the transitional expectation of a diploma, preparing graduates to move from direct supervised execution to independent, situational management.
8	Formulate, calculate, and safely administer fluid resuscitation and approved medications via designated routes while systematically mitigating iatrogenic errors and managing adverse clinical events.	Competency Area H (Care), Section 5 (Pharmacology) and Section 27 (Hemodynamic Stability)	Evaluates the mathematical precision, pharmacological theory, and high-consequence skill integration expected of entry-to-practice practitioners.
9	Integrate comprehensive health histories, complete physical examinations, and cognitive assessments to formulate accurate clinical impressions and adapt care strategies across the lifespan.	Competency Area H (Care), Sections 15, 16, and 17	Demonstrates the application of specialized diagnostic techniques and baseline data collection required for technical clinical decision-making.
10	Execute and troubleshoot manual, supraglottic, and mechanical positive-pressure airway and ventilatory interventions to maintain homeostatic patency in critical patient environments.	Competency Area H (Care), Sections 21, 24, 25, and 26	Satisfies the psychomotor performance and specialized equipment manipulation standards of a technical health diploma.