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## **COURSE OVERVIEW**

*PCP-124 Medical II* will be delivered in the classroom setting using an interactive, student-centered blend of lecture, group discussion and group project formats. As a continuation of the curriculum covered in *PCP-114 Medical I*, *Medical II* will present the student with specific information regarding the recognition and management of chronic and acute medical conditions with which they may be faced when responding to emergencies.

Specific topics include gastrointestinal emergencies, renal and urologic emergencies, substance abuse and poisoning, hematologic emergencies, environmental emergencies, infectious and communicable diseases, behavioral emergencies, gynecologic emergencies, obstetric emergencies, assessment based management, and cardiac life support fundamentals

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## **MEETING TIMES & INSTRUCTIONAL METHODS**

In-class sessions (virtual when warranted)

Lecture/Group Discussion:	Mondays	10:15 – 12:00
	Tuesdays	08:30 – 10:00
	Thursdays	10:15 – 12:00

Total hours: 58

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## **REQUIRED MATERIALS, PREREQUISITES, & COREQUISITES**

### **Textbooks**

Caroline, N. (2021). *Emergency Care in the Streets, Canadian Edition 8<sup>th</sup> edition*. Burlington, MA, Jones and Bartlett Learning.

### **Class Materials**

Students will be expected to be prepared to take notes and complete in-class activities. Instructors may also specify the use of mobile phones and laptops for some activities.

**Supplemental materials to be posted on the private members' area of the Omni Life Support website.** Materials related to *PCP-124* (such as in-class presentations and assignments) will be available for student access on this website. Academy faculty does not authorize the posting of *PCP-124* materials on other sites. Each student is responsible for their own learning, which includes staying current with postings on the Omni Life Support website.



**OLS  
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**Primary Care Paramedicine 2023-24  
Term 2  
PCP-124 Medical II  
OLS Academy  
Course Outline**

**Prerequisites:**

PCP-114 Medical I

**Corequisites:**

PCP-100, PCP-108, PCP-122, PCP-126, PCP-127, PCP-129, &  
PCP-12PT

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### **INSTRUCTOR(S)**

**Instructor:** Chelsea Greene, PCP

E-mail: [chelsea.greene@omnilifesupport.com](mailto:chelsea.greene@omnilifesupport.com)

Voice: (506) 830-4277

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### **LEARNING OUTCOMES:**

Upon successful completion of this course, it is expected that students will have gained sufficient knowledge and skills to safely and proficiently render patient care to patients suffering from medical emergencies. By the end of the course, the student will be able to:

- Explain how a patient suffering from a gastrointestinal emergency may present, describe the focused gastrointestinal assessment, and describe a management plan
- Explain how a patient suffering from a renal or urologic emergency may present and describe the appropriate focused assessment and management plan
- Explain how a patient suffering from a toxicological emergency may present and describe the appropriate focused assessment and management plan
- Explain how a patient suffering from an infectious disease may present and describe the appropriate focused assessment and management plan
- Explain how a patient suffering from a behavioral emergency may present, the potential risks that exist for the patient and/or care provider and describe the appropriate focused assessment and management plan
- Explain how a patient suffering from a gynecological emergency may present and describe the appropriate focused assessment and management plan
- Describe the various obstetrical emergencies that may present for an expectant mother and explain the appropriate management plan for each
- Define assessment-based management and explain how it may be utilized to improve Paramedic practice and subsequently, patient care
- Explain cardiac life support strategies and describe how they may be implemented in the care for stable and unstable cardiac patients



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**INTENDED LEARNING OBJECTIVES:**

Learning objectives for *PCP-124 Medical II* are guided by the *National Occupational Competency Profiles (NOCP)* for paramedics. Each objective, indicated by the prefix “O”, is linked to the corresponding *NOCP* sub-competency with the matching alpha-numerical code (e.g., O1.1.a is the learning objective tied to sub-competency 1.1.a of the *NOCP* for paramedics). As per the *NOCP* guidelines for paramedics, to succeed in this course, you must demonstrate competence in the following areas:

<b>Learning Objectives</b>	<b>Embedded Knowledge and Skills</b>
<b>O2.4.c</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"><li>○ <b>2.4.c.1 - List</b> common emotional reactions exhibited by patients, relatives, bystanders, and paramedics.</li><li>○ <b>2.4.c.2 - List</b> common coping mechanisms and describe positive and negative aspects of coping mechanisms.</li><li>○ <b>2.4.c.3 - Identify</b> verbal means of supporting others displaying emotional reactions and coping mechanisms.</li><li>○ <b>2.4.c.4 - Identify</b> non-verbal means of supporting others displaying emotional reactions and coping mechanisms.</li><li>○ <b>2.4.c.5 - Value</b> the provision of emotional support.</li><li>○ <b>2.4.c.6 - Demonstrate</b> behaviors that provide emotional support.</li><li>○ <b>2.4.c.7 - Identify</b> community resources that may assist those in need.</li></ul>
<b>O2.4.f</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"><li>○ <b>2.4.f.1 - Define</b> "diplomacy," "tact," and "discretion."</li><li>○ <b>2.4.f.2 - Evaluate</b> the impact of diplomacy, tact, and discretion.</li><li>○ <b>2.4.f.3 - Value</b> diplomacy, tact, and discretion.</li><li>○ <b>2.4.f.4 - Adapt</b> behavior to show diplomacy, tact, and discretion.</li></ul>
<b>O3.3.d</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"><li>○ <b>3.3.d.1 - Describe</b> methods of defusing.</li><li>○ <b>3.3.d.2 - Describe</b> methods of self-protection.</li><li>○ <b>3.3.d.3 - Apply</b> methods of defusing and self-protection.</li><li>○ <b>3.3.d.4 - Choose</b> methods of defusing and self-protection.</li><li>○ <b>3.3.d.5 - Adapt</b> methods of defusing and self-protection.</li><li>○ <b>3.3.d.6 - Apply</b> safety precautions, when dealing with patients suffering from psychiatric illnesses.</li></ul>



<b>Learning Objectives</b>	<b>Embedded Knowledge and Skills</b>
<b>O4.3.f</b>	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> <li>○ <b>4.3.f.1 - Explain</b> the pathophysiology of specific illnesses and injuries related to the female reproductive system.</li> <li>○ <b>4.3.f.2 - Apply</b> assessment techniques, specific to the obstetrical patient.</li> <li>○ <b>4.3.f.3 - Evaluate</b> findings related to the etiology, pathophysiology, and manifestations of the illnesses and injuries related to the female reproductive system.</li> <li>○ <b>4.3.f.4 - Demonstrate</b> assessment techniques, for illnesses and injuries related to the female reproductive system.</li> <li>○ <b>4.3.f.5 - Adapt</b> assessment techniques, to history findings related to the female reproductive system.</li> </ul>
<b>O4.3.g</b>	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> <li>○ <b>4.3.g.1 - Explain</b> the pathophysiology of specific gastrointestinal illnesses and injuries.</li> <li>○ <b>4.3.g.2 - Apply</b> assessment techniques, specific to the gastrointestinal system.</li> <li>○ <b>4.3.g.3 - Evaluate</b> findings related to the etiology, pathophysiology, and manifestations of gastrointestinal system illnesses and injuries.</li> <li>○ <b>4.3.g.4 - Demonstrate</b> assessment techniques, for gastrointestinal illnesses and injuries.</li> <li>○ <b>4.3.g.5 - Adapt</b> assessment techniques, to gastrointestinal history findings.</li> </ul>
<b>O4.3.h</b>	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> <li>○ <b>4.3.h.1 - Explain</b> the pathophysiology of specific genitourinary / reproductive illnesses and injuries.</li> <li>○ <b>4.3.h.2 - Apply</b> assessment techniques, specific to the genitourinary / reproductive system.</li> <li>○ <b>4.3.h.3 - Evaluate</b> findings related to the etiology, pathophysiology, and manifestations of genitourinary / reproductive system illnesses and injuries.</li> <li>○ <b>4.3.h.4 - Demonstrate</b> assessment techniques, for genitourinary / reproductive illnesses and injuries.</li> <li>○ <b>4.3.h.5 - Adapt</b> assessment techniques, to genitourinary / reproductive history findings.</li> </ul>



<b>Learning Objectives</b>	<b>Embedded Knowledge and Skills</b>
<b>O4.3.m</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>4.3.m.1 - Distinguish</b> between the “mentally well” and the “mentally unwell” person.</li> <li>○ <b>4.3.m.2 - Explain</b> the pathophysiology of psychiatric disorders.</li> <li>○ <b>4.3.m.3 - Apply</b> assessment techniques, specific to psychiatric disorders.</li> <li>○ <b>4.3.m.4 - Evaluate</b> psychiatric assessment findings.</li> <li>○ <b>4.3.m.5 - Demonstrate</b> assessment techniques, for psychiatric disorders.</li> </ul>
<b>O5.5.k</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>5.5.k.1 - Describe</b> cardioversion.</li> <li>○ <b>5.5.k.2 - Identify</b> the medical conditions that require cardioversion.</li> <li>○ <b>5.5.k.3 - Identify</b> equipment required for cardioversion.</li> <li>○ <b>5.5.k.4 - Identify</b> complications of cardioversion.</li> </ul>
<b>O5.5.l</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>5.5.l.1 - Describe</b> transcutaneous pacing.</li> <li>○ <b>5.5.l.2 - Identify</b> situations where transcutaneous pacing is indicated.</li> <li>○ <b>5.5.l.3 - Identify</b> equipment for transcutaneous pacing.</li> <li>○ <b>5.5.l.4 - Identify</b> complications of transcutaneous pacing.</li> </ul>
<b>O5.6.e</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>5.6.e.1 - Describe</b> methods for local cold injury assessment.</li> <li>○ <b>5.6.e.2 - Identify</b> the purposes of and indications for caring for local cold injury.</li> <li>○ <b>5.6.e.3 - Identify</b> the types of tissue damage that may result from local cold injury.</li> <li>○ <b>5.6.e.4 - Demonstrate</b> provision of care for local cold injury.</li> <li>○ <b>5.6.e.5 - Adjust</b> to changes in patient presentation.</li> </ul>



<b>Learning Objectives</b>	<b>Embedded Knowledge and Skills</b>
<b>O6.1.d</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"><li>○ <b>6.1.d.1 - Explain</b> the pathophysiology of specific genitourinary /reproductive conditions.</li><li>○ <b>6.1.d.2 - Explain</b> the approach to a patient presenting with genitourinary / reproductive conditions.</li><li>○ <b>6.1.d.3 - Explain</b> how patient history relates to a patient presenting with genitourinary /reproductive conditions.</li><li>○ <b>6.1.d.4 - Explain</b> how age, gender and health status relate to a patient presenting with genitourinary /reproductive conditions.</li><li>○ <b>6.1.d.5 - Infer</b> a differential diagnosis for a patient with genitourinary /reproductive conditions.</li><li>○ <b>6.1.d.6 - Discuss</b> potential complications of genitourinary / reproductive conditions.</li><li>○ <b>6.1.d.7 - Adapt</b> care based on a patient presenting with genitourinary /reproductive conditions.</li><li>○ <b>6.1.d.8 - Integrate</b> the approach, assessment, treatment and transport of a patient with genitourinary /reproductive conditions.</li><li>○ <b>6.1.d.9 - Justify</b> approach, assessment, care and transport decisions for a patient with genitourinary /reproductive conditions.</li></ul>
<b>O6.1.e</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"><li>○ <b>6.1.e.1 - Explain</b> the pathophysiology of specific gastrointestinal conditions.</li><li>○ <b>6.1.e.2 - Explain</b> the approach to a patient presenting with gastrointestinal conditions.</li><li>○ <b>6.1.e.3 - Explain</b> how patient history relates to a patient presenting with gastrointestinal conditions.</li><li>○ <b>6.1.e.4 - Explain</b> how age, gender and health status relate to a patient presenting with gastrointestinal conditions.</li><li>○ <b>6.1.e.5 - Infer</b> a differential diagnosis for the patient with gastrointestinal conditions.</li><li>○ <b>6.1.e.6 - Discuss</b> potential complications of gastrointestinal conditions.</li><li>○ <b>6.1.e.7 - Adapt</b> care based on a patient presenting with gastrointestinal conditions.</li><li>○ <b>6.1.e.8 - Integrate</b> the approach, assessment, treatment and transport of a patient with gastrointestinal conditions.</li><li>○ <b>6.1.e.9 - Justify</b> approach, assessment, care and transport decisions for a patient with gastrointestinal conditions.</li></ul>



<b>Learning Objectives</b>	<b>Embedded Knowledge and Skills</b>
<b>O6.1.k</b>	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> <li>○ <b>6.1.k.1 - Describe</b> the pathophysiology and presentations of the specific poisons and overdoses.</li> <li>○ <b>6.1.k.2 - Explain</b> the approach to a patient presenting with medical or physical disorders created from a poisoning or overdose event.</li> <li>○ <b>6.1.k.3 - Explain</b> how patient history relates to patient presentation for someone experiencing a poison or overdose.</li> <li>○ <b>6.1.k.4 - Explain</b> how age, gender and health status relate to the presentation of a patient experiencing a poison or overdose.</li> <li>○ <b>6.1.k.5 - Infer</b> a differential diagnosis for a patient experiencing a poison or overdose.</li> <li>○ <b>6.1.k.6 - Adapt</b> care based on the presentation of a patient experiencing a poison or overdose.</li> <li>○ <b>6.1.k.7 - Integrate</b> the approach, assessment, treatment, and transport of a patient experiencing a poison or overdose.</li> <li>○ <b>6.1.k.8 - Justify</b> approach, assessment, care, and transport decisions for patients experiencing a poison or overdose.</li> </ul>
<b>O6.1.n</b>	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> <li>○ <b>6.1.n.1 - Explain</b> the approach to a patient presenting with signs and symptoms due to exposure to adverse environments.</li> <li>○ <b>6.1.n.2 - Discuss</b> conditions resulting from exposure to adverse environments.</li> <li>○ <b>6.1.n.3 - Explain</b> how patient history relates to the presentation of a patient experiencing exposure to adverse environments.</li> <li>○ <b>6.1.n.4 - Explain</b> how age, gender and health status relate to the presentation of a patient with exposure to adverse environments.</li> <li>○ <b>6.1.n.5 - Infer</b> a differential diagnosis for the patient with exposure to adverse environments.</li> <li>○ <b>6.1.n.6 - Adapt</b> care based on presentation of the patient experiencing exposure to adverse environments.</li> <li>○ <b>6.1.n.7 - Integrate</b> the approach, assessment, treatment, and transport of a patient experiencing exposure to adverse environments.</li> <li>○ <b>6.1.n.8 - Justify</b> approach, assessment, care and transport decisions for the patient experiencing exposure to adverse environments.</li> </ul>



<b>Learning Objectives</b>	<b>Embedded Knowledge and Skills</b>
<b>O6.1.p</b>	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> <li>○ <b>6.1.p.1 - Explain</b> the approach to a patient presenting with psychiatric crisis.</li> <li>○ <b>6.1.p.2 - Discuss</b> conditions that may precipitate psych. crisis.</li> <li>○ <b>6.1.p.3 - Explain</b> how patient history relates to the presentation of a patient experiencing a psychiatric crisis.</li> <li>○ <b>6.1.p.4 - Explain</b> how age, gender and health status relate to a patient presenting with a psychiatric crisis.</li> <li>○ <b>6.1.p.5 - Infer</b> a differential diagnosis with a patient experiencing a psychiatric crisis.</li> <li>○ <b>6.1.p.6 - Adapt</b> care based on the presentation of a patient experiencing a psychiatric crisis.</li> <li>○ <b>6.1.p.7 - Adjust</b> care based on the presentation of a patient experiencing a psychiatric crisis.</li> <li>○ <b>6.1.p.8 - Integrate</b> care based on the presentation experiencing a psychiatric crisis.</li> <li>○ <b>6.1.p.9 - Demonstrate</b> the ability to approach, assess, treat and transport a patient experiencing a psychiatric crisis.</li> <li>○ <b>6.1.p.10 - Integrate</b> the approach assessment, treatment and transport of a patient experiencing a psychiatric crisis.</li> <li>○ <b>6.1.p.11 - Justify</b> approach, assessment, care and transport decisions for a patient experiencing a psychiatric crisis.</li> </ul>
<b>O6.1.q</b>	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> <li>○ <b>6.1.q.1 - Explain</b> the approach to an obstetrical patient.</li> <li>○ <b>6.1.q.2 - Describe</b> disease processes that interfere with the labour and delivery.</li> <li>○ <b>6.1.q.3 - Describe</b> complications of labour and delivery.</li> <li>○ <b>6.1.q.4 - Explain</b> how patient history relates to obstetrical patient presentation.</li> <li>○ <b>6.1.q.5 - Explain</b> how age and health status relate to the obstetrical patient presentation.</li> <li>○ <b>6.1.q.6 - Discuss</b> indications that suggest the need to prepare for imminent delivery.</li> <li>○ <b>6.1.q.7 - Adapt</b> care based on fetal and maternal presentation.</li> <li>○ <b>6.1.q.8 - Demonstrate</b> the ability to manage imminent delivery.</li> <li>○ <b>6.1.q.9 - Integrate</b> the approach, assessment, treatment and transport of an obstetrical patient.</li> <li>○ <b>6.1.q.10 - Justify</b> approach, assessment, care and transport decisions of the obstetrical patient.</li> </ul>





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## **GRADING**

Students will be evaluated through written examination & class participation. A minimum of **70%** must be attained to receive a passing grade for *PCP-124 Medical II*.

Class Engagement	10%
Quiz I	5%
Test I	10%
Midterm Exam	20%
Quiz II	5%
Test II	10%
Final Exam	40%

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## **EXPECTATIONS & TIPS FOR SUCCESS**

**Academic Standards and Workload:** Appropriate professional tone is expected on all student submissions and examinations. This is to help build strong professional practice skills.

A typical PCP course should require 1-2 hours per week of out-of-class work. This time may vary depending on how quickly you read and comprehend assigned course materials.

**Classroom Protocol:** Students are expected to be courteous and respectful of others, and mindful that a classroom is a shared working space with the primary goal of learning course material.

Unnecessary distractions are to be minimized. This includes turning off cell phones and other distractors during lectures unless permission has been granted by the instructor.

Tardiness is strongly discouraged as it is in the paramedic workplace. If for some reason you arrive late, please wait and enter the class during the break.

Unless otherwise notified by the class instructor, attendance of all classes is mandatory. Absences will be dealt with on a case-by-case basis.

**Deadlines and Late Penalties:** Course deliverables submitted after the due date will be assigned a grade of zero (0). This penalty may be waived at the discretion of the instructor in the event of extraordinary or special circumstances (with supporting verification/documentation).



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**Engagement Points:** A student's engagement will be graded out of 100 (representing 20% of the overall course mark). Students will be evaluated on their attendance and participation in every class. Each class will be worth an equal portion of the total 100 points. (See: *Engagement Rubric* in the Resource Folder.)

**Absence Due to Special Circumstances or Illness:** Let Ms. Greene know in advance if you need to be away due to special circumstances. If the event conflicts with class examinations, verification of the reason for absence will be required.

**Academic Integrity:** To maintain a culture of academic integrity, members of the OLS Academy community are expected to promote honesty, trust, fairness, respect and responsibility.

**Communication Methods:** Most communications regarding *PCP-124* will be done during class sessions. Special announcements will be posted on the OLS Academy website. Emails sent to students will be sent from [academy@omnilifesupport.com](mailto:academy@omnilifesupport.com). Students can email the instructor at [chelsea.greene@omnilifesupport.com](mailto:chelsea.greene@omnilifesupport.com).

*This outline is subject to change at the discretion of academy administrators.*