



COURSE OVERVIEW

PCP-105 Operations will be delivered in the classroom setting using an interactive, student-centered blend of lecture and group discussion formats. In *Operations* we will introduce students to industry standard operational procedures. The student will receive a generic representation of industry-accepted practices for safely operating an ambulance, managing mass casualty incidents, managing terrorist threats and attacks, participating in rescue operations, managing hazardous materials incidents, and working in and around crime scenes.

Specific topics include orientation to land ambulance and associated equipment, emergency vehicle operations, ambulance staffing and deployment models, medical incident command systems, terrorism and weapons of mass destruction, general rescue scene procedures, hazardous materials incident response, and crime scene awareness.

MEETING TIMES & INSTRUCTIONAL METHODS

In-class sessions (virtual when warranted)

Lecture/Group Discussion: Thursdays 08:30 – 10:00

Total hours: 15

REQUIRED MATERIALS, PREREQUISITES, & COREQUISITES

Textbook

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

Class Materials

Students will be expected to come to class 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-105* (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-105* materials on other sites. Each student is responsible for their own learning. This includes staying current with postings on the Omni Life Support website.



**OLS
Academy**

Primary Care Paramedicine 2026-27
Term 1 | Block 1 & 2
PCP-105 Operations
OLS Academy
Course Outline
Cohort A

Prerequisites: None
Corequisites: PCP-101, PCP-107, PCP-113, PCP-114, PCP-117, PCP-119

INSTRUCTOR(S)

Instructor: Cheyenne Heath E-mail: Cheyenne.Heath@omnilifesupport.com
Voice: (506) 830-4277

LEARNING OUTCOMES

Upon successful completion of this course, it is expected that students will have gained sufficient knowledge and skill to safely perform Primary Care Paramedic duties in environments of varying degrees of risk to health and safety. By the end of the course, the student will be able to:

- Locate ambulance equipment and perform a pre-shift ambulance readiness check
- Describe various ambulance types and deployment models
- Function effectively as a responding paramedic within an incident command situation
- Explain the structure of a mass casualty incident response
- Identify terrorist acts and potential risks from chemical agents, biological agents, and radiological devices
- Describe the roles that paramedics may play in a rescue operation
- Utilize resources to identify hazardous materials and determine an appropriate response
- Describe the risks and proper procedures associated with dangerous/violent environments and crime scenes
- Apply rescue awareness, crime scene awareness, law enforcement interaction, and hazardous materials principles to a simulated operational incident by identifying scene hazards, EMS role limitations, resource needs, communication priorities, and documentation considerations.



INTENDED LEARNING OBJECTIVES

Learning objectives for *PCP-105 Operations* 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:

Learning Objectives	Embedded Knowledge and Skills
O1.7.a	By the end of the course, the student will be able to: <ul style="list-style-type: none">○ 1.7.a.1 - Describe criminal law as it applies to paramedic practice.○ 1.7.a.2 - Describe common characteristics of real or potential crime scenes.○ 1.7.a.3 - Describe the role of the paramedic in the management of real or potential crime scenes○ 1.7.a.4 - Manage patients in real or potential crime scenes.○ 1.7.a.5 - Adapt scene management, to the specific needs of a crime scene.○ 1.7.a.6 - Identify the potential roles of a paramedic, in a specialized law enforcement team.○ 1.7.a.7 - Describe the benefits of accurate note taking, in real or potential crime scenes.○ 1.7.a.8 - Maintain notes appropriate to real or potential crime scenes.○ 1.7.a.9 - Describe the requirements of legal testimony.
O1.7.b	By the end of the course, the student will be able to: <ul style="list-style-type: none">○ 1.7.b.1 - Describe the ethical and legal requirements for reporting real or suspected situations of abuse, from ethical and legal perspectives.○ 1.7.b.2 - Comply with reporting requirements.○ 1.7.b.3 - Adapt care and scene management, to fulfill reporting requirements.



Learning Objectives	Embedded Knowledge and Skills
O3.2.c	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 3.2.c.1 - Describe situations where emergency evacuation may be required. ○ 3.2.c.2 - Describe emergency lifting and moving techniques. ○ 3.2.c.3 - Distinguish alternative techniques and conditions for use. ○ 3.2.c.4 - Demonstrate emergency lifting and moving techniques.
O3.3.a	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 3.3.a.1 - Define “scene safety.” ○ 3.3.a.2 - Describe factors contributing to scene safety. ○ 3.3.a.3 - Apply techniques for assessing scene safety. ○ 3.3.a.4 - Integrate techniques for the assessment of scene safety.
O3.3.b	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 3.3.b.1 - List potential occupational hazards. ○ 3.3.b.2 - Describe ways to manage occupational hazards. ○ 3.3.b.3 - Adapt to occupational hazards.
O3.3.e	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 3.3.e.1 - Describe applicable legislation and regulations as they relate to the Workplace Hazardous Materials Information System.
O3.3.f	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 3.3.f.1 - Describe common routes for transmission of disease and infection. ○ 3.3.f.2 - Define “infection control precautions”. ○ 3.3.f.3 - Apply infection control precautions. ○ 3.3.f.4 - Describe the appropriate procedures for the disposal of sharps and contaminated supplies. ○ 3.3.f.5 - Describe personal protective equipment utilized in practice. ○ 3.3.f.6 - Integrate infection control precautions and safe handling procedures. ○ 3.3.f.7 - Demonstrate proper use of personal protective equipment.



Learning Objectives	Embedded Knowledge and Skills
O3.3.g	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 3.3.g.1 - List equipment and supplies required to clean / disinfect equipment. ○ 3.3.g.2 - Describe techniques to clean and disinfect equipment. ○ 3.3.g.3 - Demonstrate correct equipment cleaning and disinfecting techniques.
O3.3.h	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 3.3.h.1 - List equipment and supplies required to clean and disinfect work environment. ○ 3.3.h.2 - Describe methods to clean and disinfect work environment. ○ 3.3.h.3 - Demonstrate correct cleaning and disinfecting techniques.
O4.1.a	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 4.1.a.1 - Discuss triage and identify circumstances under which triage is required. ○ 4.1.a.2 - Evaluate a triage system. ○ 4.1.a.3 - Apply the equipment and materials used to sort patients. ○ 4.1.a.4 - Perform targeted patient assessment based on a triage system. ○ 4.1.a.5 - Communicate with other responders. ○ 4.1.a.6 - Adapt triage decision-making processes.
O4.1.b	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 4.1.b.1 - Distinguish between the EMS practitioner roles involved when managing a multiple patient incident. ○ 4.1.b.2 - Describe the principal responsibilities of each role during a multiple patient incident.
O4.1.c	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 4.1.c.1 - Apply management principles to a multiple patient incident. ○ 4.1.c.2 - Modify procedures, to meet the needs of a specific incident.
O7.1.a	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 7.1.a.1 - Identify components of a maintenance check. ○ 7.1.a.2 - Perform a maintenance check. ○ 7.1.a.3 - Perform a safety check.



Learning Objectives	Embedded Knowledge and Skills
O7.1.b	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 7.1.b.1 - List the conditions that require removal of a vehicle from service.
O7.1.c	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 7.1.c.1 - Explain the purpose of all vehicle equipment ○ 7.1.c.2 - Explain the purpose of all vehicle devices. ○ 7.1.c.3 - Operate vehicle equipment correctly. ○ 7.1.c.4 - Operate all vehicle devices correctly.
O7.2.a	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 7.2.a.1 - Describe principles of defensive driving. ○ 7.2.a.2 - Apply techniques of defensive driving.
O7.2.b	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 7.2.b.1 - Distinguish between driving characteristics of an ambulance and a passenger vehicle. ○ 7.2.b.2 - Distinguish between emergency driving and driving under normal conditions. ○ 7.2.b.3 - Apply appropriate driving techniques. ○ 7.2.b.4 - Describe relevant legislative requirements regarding the operation of an emergency vehicle. ○ 7.2.b.5 - Discuss potential reactions from other drivers.
O7.2.c	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 7.2.c.1 - Describe driving techniques for maximizing the safety of the working environment.
O7.3.a	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 7.3.a.1 - List the required elements of a safe landing zone. ○ 7.3.a.2 - Describe procedure to create a safe landing zone.
O7.3.b	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 7.3.b.1 - Describe the technique for safely approaching a rotary wing aircraft.
O7.3.c	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 7.3.c.1 - Describe the technique for safely approaching a fixed wing aircraft.
O7.4.a	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 7.4.a.1 - Identify the unique patient care principles for air medical transport. ○ 7.4.a.2 - Describe the preparation of patient for air medical transport.



Learning Objectives	Embedded Knowledge and Skills
O7.4.b	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 7.4.b.1 - List the environmental factors and stresses experienced in flight. ○ 7.4.b.2 - Describe how environmental factors and stresses may affect air medical patients. ○ 7.4.b.3 - Modify techniques of care during flight.
O8.2.a	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 8.2.a.1 - List community emergency response agencies. ○ 8.2.a.2 - Describe the roles of and relationship to other emergency response agencies. ○ 8.2.a.3 - Discuss mutual assistance and tiered-response. ○ 8.2.a.4 - Value collaborative work with other emergency response agencies. ○ 8.2.a.5 - Perform collaborative work with other emergency response agencies
O8.2.b	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 8.2.b.1 - Identify a variety of Incident Management Systems. ○ 8.2.b.2 - Describe the principles of an IMS. ○ 8.2.b.3 - Explain the various participant roles in an IMS. ○ 8.2.b.4 - Apply an IMS structure to an incident.
O8.3.a	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 8.3.a.1 - List common CBRNE agents. ○ 8.3.a.2 - Discuss signs and symptoms due to agent exposure. ○ 8.3.a.3 - Identify potential dissemination devices.
O8.3.c	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 8.3.c.1 - Describe how to safely perform CBRNE scene size up. ○ 8.3.c.2 - Describe agent / hazard avoidance techniques ○ 8.3.c.3 - Describe how to define and establish inner and outer perimeters.
O8.3.d	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 8.3.d.1 - Describe the principles of triage specific to a CBRNE incident. ○ 8.3.d.2 - Control contaminated casualties.
O8.3.e	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 8.3.e.1 - Conduct emergency decontamination procedures ○ 8.3.e.2 - Assist with the decontamination process.



Learning Objectives	Embedded Knowledge and Skills
O8.3.f	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 8.3.f.1 - Discuss directed first-aid and explain when its use is appropriate. ○ 8.3.f.2 - List chemical countermeasures. ○ 8.3.f.3 - Identify precautions to be taken when transporting patients. ○ 8.3.f.4 - Identify possible support requirements by hospitals. ○ 8.3.f.5 - Recognize psychological impact of CBRNE incidents on the community resources and first responders.

GRADING

Students will be evaluated through written examinations, an in-class case workshop & class engagement. A minimum of **70%** must be attained to receive a passing grade for *PCP-105 Operations*.

Class Engagement	10%
Midterm Exam	35%
Case Workshop	15%
Final Exam	40%

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.



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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).

Engagement Points: A student's engagement will be graded out of 100 (representing 10% 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 the Instructor 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. **Total Amount of Absences Permitted = 2 classes.**

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-105* 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. Students can email the instructor at Cheyenne.Heath@omnilifesupport.com.

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



Engagement Points: A student's engagement will be graded out of 100. Please reference the applicable Course Outline, for weighting of Engagement Points.

Engagement points are evaluated using the following scale:

Fully Engaged (Full Points)	<ul style="list-style-type: none"> • Student is present in class, has an absence excused by Faculty (e.g., medical appointment that cannot be scheduled outside of class hours), or, situation permitting, student is virtually present at lectures they are unable to attend physically. • Student comes to class prepared. • Student is not distracted by irrelevant activities on phone or another electronic device. • Student makes thoughtful contributions to the conversation. • Student shows an interest in and respect for the contribution of others. • Student actively participates in group activities. • Student hands in assignments in a timely manner.
Partially Engaged (Half Points)	<ul style="list-style-type: none"> • Student is late for class. • Student is present but has not prepared for class. • Student is distracted by irrelevant activities on phone or another electronic device but discontinues behaviour when requested. • Student does not make thoughtful contributions to the conversation. • Student requires guidance from an instructor to behave appropriately; inappropriate behaviour is discontinued upon request. • Student is present but requires prompting and guidance to actively participate in group activities. • Student hands in assignments passed assigned deadline.
Disengaged (No Points)	<ul style="list-style-type: none"> • Student is absent from class and, situation permitting, student refuses offer from Faculty to be virtually present at lectures they are unable to attend physically. • Student is distracted by irrelevant activities on phone or another electronic device but does not discontinue behaviour when requested. • Student requires guidance from an instructor to behave appropriately; inappropriate behaviour is not discontinued upon request. • Student displays disrespect to instructor and/or other students. • Student is present but does not participate in group activities. • Student does not hand in assignments.