



COURSE OVERVIEW

PCP-102, Ambulance Preceptorship, will take place in the community and in-hospital as the Paramedic student will work as a third member of land ambulance crew responding to medical and traumatic emergencies. The ambulance preceptorship experience is intended to reinforce the concepts and skills learned in terms 1 & 2 of the program. This phase of the program will afford the learner the opportunity to integrate, refine and solidify decision-making and practical skills by applying them in a practical patient contact situation, receiving constructive feedback from an experienced, licensed Paramedic and making necessary adjustments to their practice.

OLS Academy has learning agreements in place with Ambulance New Brunswick and Emergency Health Services Nova Scotia. As a note, preceptorship placements in Moncton are limited and students may be required to relocate outside of Moncton for this experience.

Successful candidates will be informed of the allocation of their preceptorship placement by the program. There is no guarantee that students will be placed at their desired preceptorship location. Special considerations of personal circumstances will not be given in regard to assigning preceptorship placements. Students will be responsible for fees associated with preceptorship such as entrance requirements, relocation, and travel costs.

SHIFT ROTATIONS

Paramedic students will follow an assigned preceptor on a repeating rotation of 4 x 12-hour shifts on and 4 shifts off.

Total shifts: 32 (minimum) | 40 (maximum)

Total hours: 384 (minimum) | 480 (maximum)

REQUIRED MATERIALS & PREREQUISITES

Electronics

A device compatible with CompTracker software will need to be carried with the students at all times for the purposes of tracking the attainment of competency sign-offs.

Uniform

Students will be expected to follow OLS Academy Student Dress Code Policy at all times during this phase of the program.



**OLS
Academy**

Primary Care Paramedicine 2023-24
Term 3
PCP-102 Ambulance Preceptorship
OLS Academy
Course Outline

Prerequisites: Successful completion of terms 1 & 2 of the program
Corequisites: None

Clinical Placement Coordinator

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LEARNING OUTCOMES

Upon successful completion of this phase of the program, it is expected that students will have sufficiently honed skills outlined in the NOCP guidelines for Paramedics and necessary to render patient care safely and proficiently to patients suffering from medical and traumatic emergencies. By the end of this phase of the program, the student will be able to:

- Perform adequate patient assessments and manage patient conditions according to local treatment guidelines.
- Communicate assessment findings with allied health professionals and correctly document findings, treatment rendered and transfer of care.
- Demonstrate the ability to utilize and troubleshoot all equipment, including communications equipment.
- Demonstrate positive interpersonal skills with ambulance crews, hospital employees, patients and their families.
- Practice with cultural awareness and sensitivity to the influences of racial and ethnic diversity on health.
- Function both independently and as a member of the team.
- Demonstrate the ability to prioritize responsibilities in the field, organize patient care, and maintain control of an emergency scene.
- Practice according to legal, professional, and ethical requirements.
- Demonstrate clinical competence in the skills outlined for PCP in the National Occupational Competency Profile for Paramedics.



INTENDED LEARNING OBJECTIVES:

Learning objectives for PCP-102 Ambulance Preceptorship are intended to support the learning objectives for term 1 and 2 courses and 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
O1.1.a	By the end of the course, the student will be able to: <ul style="list-style-type: none">○ 1.1.a.1 - Discuss dignity.○ 1.1.a.2 - Identify cultural characteristics that impact patient dignity.○ 1.1.a.3 - Acknowledge cultural differences, as well as personal privacy.○ 1.1.a.4 - Demonstrate empathy.○ 1.1.a.5 - Integrate care that is appropriate to the situation.○ 1.1.a.6 - Adapt care appropriate to the needs of special populations.
O1.1.b	By the end of the course, the student will be able to: <ul style="list-style-type: none">○ 1.1.b.1 - Distinguish language appropriate for patients, peers, and other professions.○ 1.1.b.2 - Choose language appropriate to the situation.○ 1.1.b.3 - Communicate verbally, using appropriate language.
O1.1.c	By the end of the course, the student will be able to: <ul style="list-style-type: none">○ 1.1.c.1 - Identify appropriate dress, for the situation and environment.○ 1.1.c.2 - Identify characteristics of personal hygiene.○ 1.1.c.3 - Acknowledge appearance, and personal hygiene.○ 1.1.c.4 - Integrate knowledge of the situation and environment to dress appropriately.○ 1.1.c.5 - Demonstrate personal hygiene.
O1.1.d	By the end of the course, the student will be able to: <ul style="list-style-type: none">○ 1.1.d.1 - Discuss appropriate personal interaction and inappropriate personal interaction.○ 1.1.d.2 - Demonstrate appropriate personal interaction with patients.○ 1.1.d.3 - Value appropriate professional relationships with patients.



Learning Objectives	Embedded Knowledge and Skills
O1.1.e	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 1.1.e.1 - Discuss legislative and regulatory requirements related to patient confidentiality. ○ 1.1.e.2 - Acknowledge conduct necessary to maintain patient confidentiality. ○ 1.1.e.3 - Integrate confidentiality into effective patient care.
O1.1.i	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 1.1.i.1 - Define “ethics.” ○ 1.1.i.2 - Describe “ethical behavior.” ○ 1.1.i.3 - Integrate ethical behavior with patients, peers, coworkers, medical staff, and allied agencies.
O1.1.j	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 1.1.j.1 - Define “patient advocacy.” ○ 1.1.j.2 - Discuss situations where patient advocacy is required. ○ 1.1.j.3 - Explain ways in which a practitioner can advocate for patients. ○ 1.1.j.4 - Value patient advocacy. ○ 1.1.j.5 - Integrate advocacy into patient care.
O1.3.a	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 1.3.a.1 - Define "scope of practice." ○ 1.3.a.2 - Communicate scope of practice. ○ 1.3.a.3 - Discuss protocols, standing orders, the role of Medical Oversight, as well as, directives and guidelines. ○ 1.3.a.4 - Describe the process to be followed for situations not covered by protocols, standing orders, directives or guidelines. ○ 1.3.a.5 - Justify deviation from protocols, standing orders, directives and guidelines.
O1.3.c	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 1.3.c.1 - Organize information for documentation. ○ 1.3.c.2 - Apply principles of correct documentation. ○ 1.3.c.3 - Acknowledge the importance of appropriate documentation. ○ 1.3.c.4 - Perform proper documentation.
O1.4.a	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 1.4.a.1 - Discuss legislation, policies and procedures. ○ 1.4.a.2 - Acknowledge the rationale for policies and procedures. ○ 1.4.a.3 - Perform in a manner consistent with legislation, policies and procedures.



Learning Objectives	Embedded Knowledge and Skills
O1.5.a	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 1.5.a.1 - Discuss characteristics of interpersonal relationships. ○ 1.5.a.2 - Acknowledge the impact of interpersonal relationships between team members, on patient care. ○ 1.5.a.3 - Integrate teamwork into the provision of care. ○ 1.5.a.4 - Adapt to work co-operatively, as a team member.
O1.5.b	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 1.5.b.1 - Discuss constructive feedback. ○ 1.5.b.2 - Receive constructive feedback. ○ 1.5.b.3 - Acknowledge constructive feedback. ○ 1.5.b.4 - Communicate with the intent to provide constructive feedback. ○ 1.5.b.5 - Integrate constructive feedback, within professional practice.
O1.6.a	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 1.6.a.1 - Discuss reasonable and prudent judgment. ○ 1.6.a.2 - Value reasonable and prudent judgment. ○ 1.6.a.3 - Integrate reasonable and prudent judgment.
O1.6.b	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 1.6.b.1 - Discuss effective problem solving. ○ 1.6.b.2 - Apply effective problem solving. ○ 1.6.b.3 - Value effective problem solving. ○ 1.6.b.4 - Integrate effective problem solving.
O1.6.c	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 1.6.c.1 - Discuss appropriate task delegation. ○ 1.6.c.2 - Perform appropriate task delegation. ○ 1.6.c.3 - Discuss tasks delegated to non-healthcare professionals. ○ 1.6.c.4 - Value the importance of leadership.
O2.1.b	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 2.1.b.1 - List the components of effective verbal communication. ○ 2.1.b.2 - Describe the components of a verbal report. ○ 2.1.b.3 - Organize information for a verbal report. ○ 2.1.b.4 - Perform an organized, accurate and relevant verbal report.
O2.1.c	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 2.1.c.1 - List the components of a patient history ○ 2.1.c.2 - Organize a patient history, for the purposes of oral communication. ○ 2.1.c.3 - Communicate an organized, accurate and relevant patient history.



Learning Objectives	Embedded Knowledge and Skills
O2.1.d	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 2.1.d.1 - Identify information that should be communicated to the patient. ○ 2.1.d.2 - Evaluate patient comprehension. ○ 2.1.d.3 - Communicate to the patient their situation and how they will be cared for. ○ 2.1.d.4 - Adapt communication based on patient’s apparent comprehension.
O2.1.e	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 2.1.e.1 - List factors that contribute to stress in patients, relatives, and bystanders. ○ 2.1.e.2 - Identify verbal and nonverbal indicators of stress. ○ 2.1.e.3 - Adapt communication techniques, during stressful situations. ○ 2.1.e.4 - Discuss techniques, to maximize the effectiveness of communication. ○ 2.1.e.5 - Choose techniques, to maximize the effectiveness of communication.
O2.1.f	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 2.1.f.1 - Identify basic communication needs. ○ 2.1.f.2 - Describe common communication barriers. ○ 2.1.f.3 - Discuss methods of meeting basic communication needs. ○ 2.1.f.4 - Adapt communication techniques effectively.
O2.1.g	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 2.1.g.1 - Define common medical terminology. ○ 2.1.g.2 - Integrate medical and nonmedical terminology, in their practice.
O2.2.a	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 2.2.a.1 - Organize patient information for the purposes of a written report. ○ 2.2.a.2 - Communicate accurate, organized, and relevant documentation.
O2.3.b	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 2.3.b.1 - Define "active listening." ○ 2.3.b.2 - Acknowledge the relationship between sincerity, genuine interest, and active listening. ○ 2.3.b.3 - Perform active listening in interactions with colleagues, patients, and others. ○ 2.3.b.4 - Communicate openly, despite the impeding nonverbal behavior of others.



Learning Objectives	Embedded Knowledge and Skills
O2.3.c	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 2.3.c.1 - List behaviors that help establish trust and establish rapport. ○ 2.3.c.2 - Describe feedback that indicates that trust and rapport have been established. ○ 2.3.c.3 - Receive feedback that indicates that trust and rapport have been established. ○ 2.3.c.4 - Demonstrate behavior that promotes trust and rapport.
O2.3.d	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 2.3.d.1 - Distinguish threatening and non-threatening behaviors. ○ 2.3.d.2 - Identify behaviors that diffuse hostility. ○ 2.3.d.3 - Discuss behaviors that may provoke hostile behavior in others. ○ 2.3.d.4 - Evaluate reactions to positive and negative patient behaviors. ○ 2.3.d.5 - Choose appropriate patient care options. ○ 2.3.d.6 - Demonstrate ability to manage hostile situations.
O2.4.a	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 2.4.a.1 - Define "respect." ○ 2.4.a.2 - List examples of ways to demonstrate respect ○ 2.4.a.3 - Identify cultural differences that affect the demonstration of respect. ○ 2.4.a.4 - Value respect in patient care. ○ 2.4.a.5 - Demonstrate behavior that is respectful to patients. ○ 2.4.a.6 - Adjust actions as appropriate, consistent with others' expectations of respectful behavior.
O2.4.b	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 2.4.b.1 - Define "empathy," "compassion," and "sympathy." ○ 2.4.b.2 - Distinguish between empathy, sympathy, and compassion. ○ 2.4.b.3 - Describe behaviors that convey empathy and compassion. ○ 2.4.b.4 - Demonstrate empathy and compassion. ○ 2.4.b.5 - Value empathy and compassion.



Learning Objectives	Embedded Knowledge and Skills
O2.4.c	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> ○ 2.4.c.1 - List common emotional reactions exhibited by patients, relatives, bystanders, and paramedics. ○ 2.4.c.2 - List common coping mechanisms and describe positive and negative aspects of coping mechanisms. ○ 2.4.c.3 - Identify verbal means of supporting others displaying emotional reactions and coping mechanisms. ○ 2.4.c.4 - Identify non-verbal means of supporting others displaying emotional reactions and coping mechanisms. ○ 2.4.c.5 - Value the provision of emotional support. ○ 2.4.c.6 - Demonstrate behaviors that provide emotional support. ○ 2.4.c.7 - Identify community resources that may assist those in need.
O2.4.d	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> ○ 2.4.d.1 - Discuss confidence. ○ 2.4.d.2 - Identify the impact of confidence on patient care. ○ 2.4.d.3 - Identify risks associated with over confidence. ○ 2.4.d.4 - Choose behaviors that display confidence. ○ 2.4.d.5 - Adjust behavior to exhibit an appropriate level of confidence.
O2.4.e	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> ○ 2.4.e.1 - Discuss assertive behavior and aggressive behavior. ○ 2.4.e.2 - Distinguish between assertive and aggressive behavior. ○ 2.4.e.3 - Describe techniques of assertive behavior and evaluate assertive behavior. ○ 2.4.e.4 - Choose assertive behavior when appropriate. ○ 2.4.e.5 - Perform appropriate assertive behavior, in interactions. ○ 2.4.e.6 - Adapt assertive behavior as appropriate.
O2.4.f	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> ○ 2.4.f.1 - Define "diplomacy," "tact," and "discretion." ○ 2.4.f.2 - Evaluate the impact of diplomacy, tact, and discretion. ○ 2.4.f.3 - Value diplomacy, tact, and discretion. ○ 2.4.f.4 - Adapt behavior to show diplomacy, tact, and discretion.
O3.1.e	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> ○ 3.1.e.1 - Describe the physical capabilities required of an EMS practitioner. ○ 3.1.e.2 - Describe strategies to develop and maintain physical strength and fitness. ○ 3.1.e.3 - Choose strategies to develop and maintain physical strength and fitness. ○ 3.1.e.4 - Demonstrate adequate strength and fitness.



Learning Objectives	Embedded Knowledge and Skills
O3.2.a	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 3.2.a.1 - Define “safe biomechanics.” ○ 3.2.a.2 - Describe potential injuries common to EMS practitioners. ○ 3.2.a.3 - Describe strategies to reduce risk of injury. ○ 3.2.a.4 - Choose strategies to reduce risk of injury. ○ 3.2.a.5 - Adapt proper lifting techniques.
O3.2.b	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 3.2.b.1 - List equipment required for a patient transfer. ○ 3.2.b.2 - Describe indications for equipment use related to a patient transfer. ○ 3.2.b.3 - Identify specifications of the equipment to be used for a patient transfer, including equipment for special patient populations. ○ 3.2.b.4 - Explain techniques of a patient transfer, using specified equipment. ○ 3.2.b.5 - Perform patient transfers.
O3.2.d	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 3.2.d.1 - Identify safe and secure methods to secure patients to various equipment. ○ 3.2.d.2 - Integrate safe and secure procedures for patient movement and transport.
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.



Learning Objectives	Embedded Knowledge and Skills
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.5 - Integrate infection control precautions and safe handling procedures. ○ 3.3.f.6 - Demonstrate proper use of personal protective equipment.
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.
O4.2.a	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 4.2.a.1 - List common examples of allergens. ○ 4.2.a.2 - Describe how an allergen can affect individuals. ○ 4.2.a.3 - Evaluate how information about an allergy will affect patient care. ○ 4.2.a.4 - Integrate the skill of obtaining information about allergies, into history gathering procedures.
O4.2.b	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 4.2.b.1 - Apply various methods of discovering patient’s medication profile. ○ 4.2.b.2 - Describe relationship of medication, dosage, and frequency, to patient history. ○ 4.2.b.3 - Integrate the skill of obtaining medication profile, into history gathering procedures. ○ 4.2.b.4 - Assess patient medication compliance.
O4.2.c	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 4.2.c.1 - Describe methods of discovering an incident history. ○ 4.2.c.2 - Describe common components of an incident history. ○ 4.2.c.3 - Integrate the skill of obtaining incident history into the overall patient assessment. ○ 4.2.c.4 - Adapt interview techniques to the incident history findings. ○ 4.2.c.5 - Integrate incident history information into patient care procedures.



Learning Objectives	Embedded Knowledge and Skills
O4.2.d	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 4.2.d.1 - List methods of discovering a patient’s medical history. ○ 4.2.d.2 - List common components of a complete medical history. ○ 4.2.d.3 - Integrate the skill of obtaining medical history, into the overall patient assessment. ○ 4.2.d.4 - Adapt interview techniques, to the medical history findings. ○ 4.2.d.5 - Integrate medical history information into patient care procedures. ○ 4.2.d.6 - Assess current health status, with respect to past medical history.
O4.2.e	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 4.2.e.1 - List situations when information about a patient's last oral intake may be required. ○ 4.2.e.2 - List methods of discovering information regarding last oral intake. ○ 4.2.e.3 - Integrate the skill of obtaining information regarding last oral intake, into the overall patient assessment.
O4.2.f	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 4.2.f.1 - Describe methods of discovering incident information. ○ 4.2.f.2 - Integrate the skill of obtaining incident information, into the overall scene assessment. ○ 4.2.f.3 - Adapt scene management, from information gained during continuous scene assessment. ○ 4.2.f.4 - Integrate incident information into patient care procedures.
O4.3.a	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 4.3.a.1 - Explain primary assessment. ○ 4.3.a.2 - Distinguish between trauma assessment and primary medical assessment. ○ 4.3.a.3 - Evaluate life-threatening findings from primary assessment. ○ 4.3.a.4 - Apply appropriate sequential techniques for primary assessment. ○ 4.3.a.5 - Apply primary assessment to different age groups. ○ 4.3.a.6 - Perform techniques for primary assessment. ○ 4.3.a.7 - Adapt assessment techniques to primary assessment findings. ○ 4.3.a.8 - Analyze initial assessments, to determine patient's level of distress and severity of illness or injury. ○ 4.3.a.9 - Infer a provisional diagnosis.
O4.3.b	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 4.3.b.1 - Explain secondary assessment. ○ 4.3.b.2 - Distinguish between trauma assessment and secondary medical assessment. ○ 4.3.b.3 - Evaluate life-threatening findings, from the secondary assessment. ○ 4.3.b.4 - Apply appropriate sequential techniques, for the secondary assessment. ○ 4.3.b.5 - Apply the secondary assessment, to different age groups. ○ 4.3.b.6 - Perform techniques for a secondary assessment. ○ 4.3.b.7 - Adapt assessment techniques, to secondary assessment findings. ○ 4.3.b.8 - Infer a provisional diagnosis.



Learning Objectives	Embedded Knowledge and Skills
O4.3.c	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 4.3.c.1 - Explain the pathophysiology of specific cardiovascular illnesses and injuries. ○ 4.3.c.2 - Apply assessment techniques, specific to the cardiovascular system. ○ 4.3.c.3 - Evaluate findings related to the etiology, pathophysiology, and manifestations of cardiovascular system illnesses and injuries. ○ 4.3.c.4 - Perform assessment techniques, for cardiovascular illnesses and injuries. ○ 4.3.c.5 - Adapt assessment techniques, to cardiovascular history findings.
O4.3.d	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 4.3.d.1 - Explain the pathophysiology of specific neurological illnesses and injuries. ○ 4.3.d.2 - Apply assessment techniques, specific to the neurological system. ○ 4.3.d.3 - Evaluate findings related to the etiology, pathophysiology, and manifestations of neurological system illnesses and injuries. ○ 4.3.d.4 - Perform assessment techniques, for neurological illnesses and injuries. ○ 4.3.d.5 - Adapt assessment techniques, to neurological history findings.
O4.3.e	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 4.3.e.1 - Explain the pathophysiology of specific respiratory illnesses and injuries. ○ 4.3.e.2 - Apply assessment techniques, specific to the respiratory system. ○ 4.3.e.3 - Evaluate findings related to the etiology, pathophysiology, and manifestations of respiratory system illnesses and injuries. ○ 4.3.e.4 - Perform assessment techniques, for respiratory illnesses and injuries. ○ 4.3.e.5 - Adapt assessment techniques, to respiratory history findings.
O4.3.j	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 4.3.j.1 - Explain the pathophysiology of specific musculoskeletal illnesses and injuries. ○ 4.3.j.2 - Apply assessment techniques, specific to the musculoskeletal system. ○ 4.3.j.3 - Evaluate findings related to the etiology, pathophysiology, and manifestations of musculoskeletal system illnesses and injuries. ○ 4.3.j.4 - Perform assessment techniques, for musculoskeletal illnesses and injuries. ○ 4.3.j.5 - Adapt assessment techniques, to musculoskeletal history findings.



Learning Objectives	Embedded Knowledge and Skills
O4.3.o	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 4.3.o.1 - Define “geriatric patient.” ○ 4.3.o.2 - Discuss the effects of the aging process. ○ 4.3.o.3 - Explain variations in assessment findings. ○ 4.3.o.4 - Demonstrate appropriate assessment techniques, for the geriatric patient. ○ 4.3.o.5 - Modify assessment approach.
O4.4.a	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 4.4.a.1 - Define “pulse.” ○ 4.4.a.2 - Identify sites where a pulse may be found. ○ 4.4.a.3 - Modify pulse check to the age of the patient. ○ 4.4.a.4 - Evaluate pulse rate, rhythm, and quality. ○ 4.4.a.5 - Distinguish between normal and abnormal findings. ○ 4.4.a.5 - Identify factors that influence pulse rate. ○ 4.4.a.6 - Perform pulse assessment. ○ 4.4.a.7 - Adapt techniques of obtaining pulse to patient situation.
O4.4.b	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 4.4.b.1 - Describe the physiology of respiration. ○ 4.4.b.2 - Modify respiratory assessment, based on patient age. ○ 4.4.b.3 - Evaluate respiratory rate, effort, excursion, and symmetry. ○ 4.4.b.4 - Distinguish between adequate and inadequate respiratory effort. ○ 4.4.b.5 - Identify factors that influence the respiratory rate. ○ 4.4.b.6 - Perform a respiratory assessment. ○ 4.4.b.7 - Adapt techniques of obtaining respirations to patient situation.
O4.4.d	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 4.4.d.1 - Describe the physiology of blood pressure. ○ 4.4.d.2 - Analyze the strengths and limitations of an auscultated blood pressure. ○ 4.4.d.3 - Distinguish between a blood pressure taken by auscultation and palpation. ○ 4.4.d.4 - Explain average blood pressure expectations, based on age. ○ 4.4.d.5 - Explain factors that may influence a patient’s blood pressure. ○ 4.4.d.6 - Perform auscultated determination of blood pressure. ○ 4.4.d.7 - Adapt techniques of auscultating a blood pressure, to patient situation.



Learning Objectives	Embedded Knowledge and Skills
O4.4.g	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> ○ 4.4.g.1 - List the four parameters used to assess skin condition. ○ 4.4.g.2 - Identify the factors that affect skin temperature, color, moisture, and turgor. ○ 4.4.g.3 - Distinguish between normal and abnormal findings, when assessing skin color. ○ 4.4.g.4 - Identify how to assess color changes, in different races. ○ 4.4.g.5 - Distinguish between normal and abnormal findings, when assessing skin temperature, condition, and turgor. ○ 4.4.g.6 - Perform assessment of skin condition, utilizing four parameters. ○ 4.4.g.7 - Adapt technique of skin assessment, to patient age and race.
O4.4.h	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> ○ 4.4.h.1 - List the three parameters used to assess pupils. ○ 4.4.h.2 - Identify the cranial nerves that regulate eye movement and contraction. ○ 4.4.h.3 - Distinguish between normal and abnormal findings, when assessing pupils for size, symmetry, and reactivity. ○ 4.4.h.4 - Perform pupil assessment, using the three parameters. ○ 4.4.h.5 - Adapt technique of assessing pupils, to patient situation.
O4.4.i	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> ○ 4.4.i.1 - Identify factors that affect patient’s mental status. ○ 4.4.i.2 - Apply methods of assessing level of consciousness. ○ 4.4.i.3 - Apply, “Alert, Verbal, Pain, Unresponsive” (AVPU) scale to mental status assessment. ○ 4.4.i.4 - Perform assessment of level of consciousness. ○ 4.4.i.5 - Adapt technique of assessing level of consciousness, to patient age.
O4.5.c	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> ○ 4.5.c.1 - Identify indications for glucometric testing. ○ 4.5.c.2 - Identify the factors that affect the accuracy of glucometric testing. ○ 4.5.c.3 - Identify normal and abnormal findings, when performing glucometric testing. ○ 4.5.c.4 - Describe the physiologic mechanism of glucose. ○ 4.5.c.5 - Describe the function of a glucometer. ○ 4.5.c.6 - Perform glucometric testing. ○ 4.5.c.7 - Adapt the techniques of glucometric testing, to patient age.



Learning Objectives	Embedded Knowledge and Skills
O4.5.m	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> ○ 4.5.m.1 - Explain the electrophysiological principles of the heart, and cardiac conduction. ○ 4.5.m.2 - Explain the indications for ECG monitoring. ○ 4.5.m.3 - Perform the technique of obtaining an ECG. ○ 4.5.m.4 - Adapt the technique of obtaining a 3-lead ECG, to patient age and gender. ○ 4.5.m.5 - Describe the principles of interpretation of cardiac rhythms. ○ 4.5.m.6 - List possible causes of abnormal cardiac rhythms. ○ 4.5.m.7 - Analyze cardiac rhythms. ○ 4.5.m.8 - Identify potentially lethal cardiac rhythms.
O5.2.b	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> ○ 5.2.b.1 - Describe the sequential steps for setting up oxygen delivery systems. ○ 5.2.b.2 - Operate oxygen delivery systems. ○ 5.2.b.3 - Demonstrate cleaning and disinfection of oxygen delivery systems.
O5.6.a	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> ○ 5.6.a.1 - Identify the purposes of and indications for soft tissue dressing, bandaging and immobilization. ○ 5.6.a.2 - Describe the various types of dressings and bandages. ○ 5.6.a.3 - Perform appropriate dressing, bandaging and immobilization procedures. ○ 5.6.a.4 - Adjust to changes in patient presentation.
O5.7.b	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> ○ 5.7.b.1 - Identify signs and symptoms of possible fracture injury to the axial skeleton. ○ 5.7.b.2 - Describe the relationship of kinematics to potential spinal injury. ○ 5.7.b.2 - Evaluate commercially manufactured immobilization devices for use based on patient presentation. ○ 5.7.b.3 - Modify immobilization devices to meet patient needs. ○ 5.7.b.4 - Perform treatment of suspected fractures involving the axial skeleton.



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



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



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



Learning Objectives	Embedded Knowledge and Skills
O6.1.o	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> ○ 6.1.o.1 - Discuss how trauma indices (scores) relate to triage and transport decisions. ○ 6.1.o.2 - Explain how age, gender, and health status relate to a trauma patient presentation. ○ 6.1.o.3 - Prioritize treatment and transport decisions for trauma patients. ○ 6.1.o.4 - Adapt care based on the trauma patient presentation. ○ 6.1.o.5 - Justify approach, assessment, care and transport decisions for a trauma patient.
O6.1.p	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> ○ 6.1.p.1 - Explain the approach to a patient presenting with psychiatric crisis. ○ 6.1.p.2 - Discuss conditions that may precipitate psychiatric crisis. ○ 6.1.p.3 - Explain how patient history relates to the presentation of a patient experiencing a psychiatric crisis. ○ 6.1.p.4 - Explain how age, gender and health status relate to a patient presenting with a psychiatric crisis. ○ 6.1.p.5 - Infer a differential diagnosis with a patient experiencing a psychiatric crisis. ○ 6.1.p.6 - Adapt care based on the presentation of a patient in a psychiatric crisis. ○ 6.1.p.7 - Adjust care based on the presentation of a patient in a psychiatric crisis. ○ 6.1.p.8 - Integrate care based on the presentation experiencing a psychiatric crisis. ○ 6.1.p.9 - Demonstrate the ability to approach, assess, treat and transport a patient experiencing a psychiatric crisis. ○ 6.1.p.10 - Integrate the approach assessment, treatment and transport of a patient experiencing a psychiatric crisis. ○ 6.1.p.11 - Justify approach, assessment, care and transport decisions for a patient experiencing a psychiatric crisis.
O6.3.a	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> ○ 6.3.a.1 - Adapt ongoing assessments based on patient presentation. ○ 6.3.a.2 - Evaluate results of ongoing assessments. ○ 6.3.a.3 - Integrate assessment and patient care procedures. ○ 6.3.a.4 - Justify ongoing assessment decisions.



Learning Objectives	Embedded Knowledge and Skills
O6.3.b	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 6.3.b.1 - Adapt management priorities. ○ 6.3.b.2 - Communicate changes to patient, family, or primary caregiver(s). ○ 6.3.b.3 - Justify approach, assessment, care and transport decisions.
O8.1.c	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 8.1.c.1 - List other members of the health care community ○ 8.1.c.2 - Describe the roles of and relationship to other healthcare professionals. ○ 8.1.c.3 - Value working collaboratively with other health care professionals. ○ 8.1.c.4 - Demonstrate collaborative work with other health care professionals.
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

GRADING

Students will be evaluated through their demonstration of scene management, patient assessments, adherence to treatment guidelines, patient communication abilities, documentation skills, and attainment of competency signoffs.

To achieve a *Mastery* in PCP-102 Ambulance Preceptorship, students must attain:

- A mastery of all skills designated as a “P” (preceptorship setting)
- The minimum number of hours, as outlined in the Ambulance Preceptorship environment. (384 hours)
- The ambulance preceptor must indicate that the student has reached the *Final Preceptorship Milestone*, as outlined in the Student Expectation Guide



Student Expectation Guide

Milestone	Student Expectation
1st & 2nd Calls	<ul style="list-style-type: none"> It is common for preceptors to offer to do the 1st and potentially the 2nd call as a model. This is not the expectation but is reasonable if the preceptor wishes to do so. On routine calls, the student should begin interacting with the patient even if doing so appears uncomfortable or forced.
3rd Call	<ul style="list-style-type: none"> If the student appears to be quite hesitant to take the lead on a routine, low stress call, the preceptor may, at their discretion, take the lead on the call but insist that the student play an active support role in the call. On high-stress calls with high risk to the patient, it is understandable that the preceptor will hold the student back from taking the lead. As always, the preceptor's intuition will be trusted.
4th Call	<ul style="list-style-type: none"> Outside of high-stress calls, the student should be capable of initiating contact with the patient and leading the call with support from the preceptor.
By the end of the 1st full rotation	<ul style="list-style-type: none"> Students should be familiar with the routine and should be regularly attending on routine calls. It is quite possible that the preceptor will not feel comfortable allowing a student to take the lead on high-acuity calls with high risk to the patient.
By the end of the 2nd full rotation	<ul style="list-style-type: none"> Students should be regularly attending to routine calls. Students should be able to mostly take the lead on high-acuity calls with some support
Midway through the preceptorship	<ul style="list-style-type: none"> With some minor errors in judgement and awkwardness, students should be mostly capable of leading most calls with minimal support from the preceptor Students should be on target to have all signoffs completed by the end of preceptorship
¾ done preceptorship	<ul style="list-style-type: none"> Students should begin to appear comfortable leading most calls and require little support from the preceptor Students should have most signoffs complete
End of preceptorship	<ul style="list-style-type: none"> Students should be working autonomously at an entry level of proficiency

In cases where a student's preceptor feels that the student is not performing at an adequate level, an investigation into the matter will take place. In cases where the student is found to be underperforming, the student will be offered remedial training and subsequently receive a second opportunity to complete the ambulance preceptorship phase of their training.

In cases where the student has been found to be performing at an appropriate level or it is unclear the student will receive an opportunity to complete the ambulance preceptorship phase of their training with another preceptor.



**OLS
Academy**

**Primary Care Paramedicine 2023-24
Term 3
PCP-102 Ambulance Preceptorship
OLS Academy
Course Outline**

EXPECTATIONS & TIPS FOR SUCCESS

Absence Due to Special Circumstances or Illness: Let Mr. Mattatall know in advance if you need to be away due to special circumstances. Arrangements will need to be made to make up the lost time.

Communication Methods: Most communications regarding PCP-102 will be done via the CompTracker messaging function. Students wishing to email the Program Coordinator can do so at joel.mattatall@omnilifesupport.com.

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