



COURSE OVERVIEW

PCP-113, Lab Theory, will be delivered in the classroom setting using an interactive, student centered blend of lecture and group discussion formats. In Lab Theory, we will introduce students to the concepts practiced in the practical lab setting. This curriculum is designed to be supportive of the students' lab sessions in that, it will be during this class that the week's lab plan will be introduced, expectations will be outlined and foundation knowledge regarding the week's lab focus will be discussed.

Specific topics include Scene assessment, patient history taking, patient assessments, physical exams, clinical decision-making, communication and documentation, radio operations

MEETING TIMES & INSTRUCTIONAL METHODS

In-class sessions (virtual when warranted)

Lecture/Group Discussion: Mondays 13:00 – 14:45

Total hours: 23

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 to 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-113 such as in-class presentations & assignments will be available for student access on this website. Academy faculty does not authorize the posting of PCP-113 materials on other sites. Each student is responsible for his/her own learning which includes staying current with postings on the Omni Life Support website.

Prerequisites: None

Corequisites: PCP-101, PCP-105, PCP-107, PCP-112, PCP-114, PCP-116,
PCP-117, PCP-119, & PCP-11PT



INSTRUCTOR(S)

Instructor: Joel Mattatall, ACP

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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 and proficiently render patient care using industry standard equipment, assessment techniques and treatment modalities. By the end of the course, the student will be able to:

- Explain how to perform a structured patient interview
- List several techniques for interviewing patients regarding sensitive topics
- Describe how and when to utilize physical assessment equipment such as a sphygmomanometer, pulse oximeter, stethoscope, cardiac monitor etc.
- List typical concerns and areas of interest when assessing an emergency scene
- Define critical thinking and explain how it can be utilized in Paramedicine.
- Operate a two-way radio according to local protocols and industry standards
- Demonstrate industry standard documentation practices when documenting patient encounters

INTENDED LEARNING OBJECTIVES:

Learning objectives for PCP-113 Lab Theory are guided by the patient presentations and subsequent scenario management expectation that will be planned for the PCP-117 Lab 1 sessions for the same week.

Learning objectives for PCP-113 Lab Theory are intended to support the learning objectives for PCP-117 Lab 1 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
O2.1.a	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 2.1.a.1 - Identify relevant legislation and regulations. ○ 2.1.a.2 - List the components of effective telecommunication. ○ 2.1.a.3 - Describe the components of effective telecommunication. ○ 2.1.a.4 - Describe an accurate and relevant telecommunication report. ○ 2.1.a.5 - Organize an accurate and relevant telecommunication report. ○ 2.1.a.6 - Perform an accurate and relevant telecommunication report. ○ 2.1.a.7 - Identify various telecommunication devices. ○ 2.1.a.8 - Describe the operational features of various telecommunication devices. ○ 2.1.a.9 - Operate various telecommunication devices.
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.
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.
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.



Learning Objectives	Embedded Knowledge and Skills
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.
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.



Learning Objectives	Embedded Knowledge and Skills
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.



Learning Objectives	Embedded Knowledge and Skills
O4.3.b	<p>By the end of the course, the student will be able to:</p> <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.
O4.3.n	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> ○ 4.3.n.1 - Define, “pediatric patient.” ○ 4.3.n.2 - Explain developmental parameters. ○ 4.3.n.3 - Describe the anatomical and physiological differences, between the adult and pediatric patient. ○ 4.3.n.4 - Explain variations in assessment findings, between the adult and pediatric patient. ○ 4.3.n.5 - Modify assessment approach for the pediatric patient.
O4.4.a	<p>By the end of the course, the student will be able to:</p> <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.6 - Identify factors that influence pulse rate. ○ 4.4.a.7 - Perform pulse assessment. ○ 4.4.a.8 - Adapt techniques of obtaining pulse to patient situation.



Learning Objectives	Embedded Knowledge and Skills
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.c	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 4.4.c.1 - Identify sites where temperature may be assessed, by non-invasive methods. ○ 4.4.c.2 - Modify temperature check, based on patient age. ○ 4.4.c.3 - Distinguish between normal and abnormal temperature findings. ○ 4.4.c.4 - Discuss factors that will influence body temperature. ○ 4.4.c.5 - Perform a temperature assessment. ○ 4.4.c.6 - Adapt techniques of obtaining a temperature, 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.e	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> ○ 4.4.e.1 - Describe the physiology of pulse points. ○ 4.4.e.2 - Analyze the strengths and weaknesses of a palpated blood pressure. ○ 4.4.e.3 - Explain the factors that may influence a palpated blood pressure. ○ 4.4.e.4 - Demonstrate palpated determinations of blood pressure. ○ 4.4.e.5 - Adapt technique of palpating blood pressure, to patient situation.
O4.4.f	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> ○ 4.4.f.1 - Explain rationale for measuring blood pressure, with a non-invasive monitor. ○ 4.4.f.2 - Describe techniques to obtain a blood pressure, with a non-invasive monitor. ○ 4.4.f.3 - Distinguish normal and abnormal findings of blood pressure, determined with a non-invasive monitor. ○ 4.4.f.4 - Perform blood pressure, using a non-invasive monitor. ○ 4.4.f.5 - Perform troubleshooting, when using a non-invasive blood pressure monitor.
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.



Learning Objectives	Embedded Knowledge and Skills
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.a	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> ○ 4.5.a.1 - Identify factors the affect accuracy of pulse oximeters. ○ 4.5.a.2 - Describe the physiologic properties of oxygen. ○ 4.5.a.3 - Describe the function of a pulse oximeter. ○ 4.5.a.4 - Identify normal and abnormal findings, when performing oximetry testing. ○ 4.5.a.5 - Identify indications for oxygen administration, relative to saturate oxygen values. ○ 4.5.a.6 - Perform oximetry testing. ○ 4.5.a.7 - Adapt technique of oximetry testing, to patient age.
O4.5.b	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> ○ 4.5.b.1 - Differentiate between various end-tidal carbon dioxide monitoring. ○ 4.5.b.2 - Explain factors that may limit the reliability of end-tidal carbon dioxide values. ○ 4.5.b.3 - Explain the relationship of end-tidal carbon dioxide, to arterial blood gas measurement of the partial pressure of arterial carbon dioxide. ○ 4.5.b.4 - Differentiate between sidestream, microstream, and mainstream end-tidal carbon dioxide.



Learning Objectives	Embedded Knowledge and Skills
O4.5.c	By the end of the course, the student will be able to: <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.
O6.3.a	By the end of the course, the student will be able to: <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.
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.

GRADING

Students will be evaluated through written examination & class participation. A minimum of **70%** must be attained to receive a passing grade for PCP-116 Lab Theory.

Class Engagement	20%
Midterm Test	30%
Final Exam	50%



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 & respectful of others, and mindful that a classroom is a shared working space with the primary goal of learning.

Unnecessary distractions are to be minimized – that includes turning off cell phones and other distracters 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 break.

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

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 Mr. Mattatall 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: In order 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-113 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 joel.mattatall@omnilifesupport.com.

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