



COURSE OVERVIEW

PCP-101, Foundations, will be delivered in the classroom setting using an interactive, student centered blend of lecture and group discussion formats. In foundations, we will introduce students to the Paramedic's most fundamental roles and responsibilities to patient and to self as well as their ethical and legal obligations.

Specific topics include EMS systems, roles & responsibilities, the well-being of the Paramedic, illness & injury prevention, medicolegal issues, ethical issues, human development, and patient communication

MEETING TIMES & INSTRUCTIONAL METHODS

In-class sessions (virtual when warranted)

Lecture/Group Discussion: Tuesdays 8:30 – 10:00

Total hours: 7.5

REQUIRED MATERIALS & PREREQUISITES

Textbook

Caroline, N. (2021). *Emergency Care in the Streets: Canadian Edition* (8th ed.). Burlington, MA: Jones & 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-101 such as in-class presentations & assignments will be available for student access on this website. Academy faculty does not authorize the posting of PCP-101 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-105, PCP-107, PCP-113, PCP-117, PCP-119



INSTRUCTOR(S)

Instructor: Kailee Heath

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LEARNING OUTCOMES:

Upon successful completion of this course, it is expected that students will have gained sufficient knowledge and skill to effectively employ such soft skills as communication, stress management, teamwork and decision-making in a professional and ethical manner when performing their duties as a Paramedic. By the end of the course, the student will be able to:

- Describe the professional role and responsibilities of a Paramedic working in an EMS system
- List components of a Paramedic's well-being and strategies to remain healthy and well
- List helpful methods for dealing with the everyday stresses experienced by working Paramedics
- Describe strategies that can be employed for injury prevention
- Explain the medicolegal implications of responding to emergencies and rendering care as a Paramedic
- Recognize potential ethical conundrums and explain how a Paramedic may choose to navigate the situation from an ethics perspective
- List the phases of human development and describe attributes unique to each phase
- List strategies that can influence effective patient communication
- Explain how to conduct an effective patient interview
- Describe non-verbal behaviors and understand when to act assertively
- Understand the importance of research and evidence-based practice
- Review literature, analyze results, and determine the quality of a study
- By the end of the course, the student will be able to differentiate between assertive and aggressive behavior, apply and adapt assertive techniques effectively in interactions.
- Describe strategies for maintaining personal wellness, managing occupational stress, developing support systems, and sustaining physical and mental health throughout paramedic education and professional practice.



INTENDED LEARNING OBJECTIVES:

Learning objectives for PCP-101 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.



Learning Objectives	Embedded Knowledge and Skills
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.
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.f	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 1.1.f.1 - Explain common quality assurance and enhancement processes. ○ 1.1.f.2 - Acknowledge the relevance of quality assurance and enhancement programs, to paramedic practice.
O1.1.g	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 1.1.g.1 - Describe the characteristics of local emergency medical services, as well as emergency medical services in Canada. ○ 1.1.g.2 - Discuss emergency medical services in Canada.
O1.1.h	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 1.1.h.1 - Identify professional associations for paramedics' in Canada. ○ 1.1.h.2 - Describe the role of professional associations. ○ 1.1.h.3 - Acknowledge the benefits of participation in professional association(s).
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 - Analyze "ethical behavior." ○ 1.1.i.3 - Integrate ethical behavior with patients, peers, coworkers, medical staff, and allied agencies.



Learning Objectives	Embedded Knowledge and Skills
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.
O1.2.a	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 1.2.a.1 - Describe professional development. ○ 1.2.a.2 - Value professional development.
O1.2.b	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 1.2.b.1 - Discuss strategies for professional improvement. ○ 1.2.b.2 - Value goal setting and self-evaluation.
O1.2.c	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 1.2.c.1 - Explain the importance of research in emergency medical services. ○ 1.2.c.2 - Define “academic research” and “evidence-based practice.” ○ 1.2.c.3 - Distinguish between qualitative and quantitative research methodology. ○ 1.2.c.4 - Identify ethical considerations in research, a research question, as well as sources and levels of research evidence. ○ 1.2.c.5 - Review literature. ○ 1.2.c.6 - Analyze research evidence. ○ 1.2.c.7 - Discuss applicability of research findings to practice.
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.b	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 1.3.b.1 - Identify legislative requirements. ○ 1.3.b.2 - Discuss legal issues, pertaining to patient rights. ○ 1.3.b.3 - Value patient rights.



Learning Objectives	Embedded Knowledge and Skills
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.
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.



Learning Objectives	Embedded Knowledge and Skills
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.
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.
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.



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.
O2.2.b	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 2.2.b.1 - List common items of professional correspondence. ○ 2.2.b.2 - Describe essential elements of professional correspondence.



Learning Objectives	Embedded Knowledge and Skills
O2.3.a	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 2.3.a.1 - Describe non-verbal behaviors. ○ 2.3.a.2 - List examples of non-verbal behaviors that may impact others positively and negatively. ○ 2.3.a.3 - Identify cultural factors that may affect non-verbal communication. ○ 2.3.a.4 - Identify growth and development factors, which may affect non-verbal communication. ○ 2.3.a.5 - Identify personal factors, which may affect non-verbal communication. ○ 2.3.a.6 - Acknowledge the relationship between positive non-verbal behavior and personal feelings. ○ 2.3.a.7 - Demonstrate non-verbal behavior that positively impacts communication.
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.
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.



Learning Objectives	Embedded Knowledge and Skills
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.
O2.4.d	By the end of the course, the student will be able to: <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.



Learning Objectives	Embedded Knowledge and Skills
O2.4.e	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ Discuss assertive behavior and aggressive behavior. ○ Distinguish between assertive and aggressive behavior. ○ Describe techniques of assertive behavior and evaluate assertive behavior. ○ Choose assertive behavior when appropriate. ○ Perform appropriate assertive behavior, in interactions. ○ Adapt assertive behavior as appropriate.
O2.4.g	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 2.4.g.1 - Define “conflict” and identify situations of potential conflict. ○ 2.4.g.2 - Discuss basic conflict resolution strategies. ○ 2.4.g.3 - Justify the use of basic conflict resolution skills. ○ Demonstrate basic conflict resolution skills.
O3.1.a	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 3.1.a.1 - List the components of a balanced, healthy lifestyle. ○ 3.1.a.2 - Describe personal activities and habits that promote a balanced, healthy lifestyle. ○ 3.1.a.3 - Choose personal activities and habits that promote a balanced and healthy lifestyle.
O3.1.b	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 3.1.b.1 - List personal support systems that promote the maintenance of physical and mental health. ○ 3.1.b.2 - Describe the benefits of a personal support system. ○ 3.1.b.3 - Value the benefits of a personal support system.
O3.1.c	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 3.1.c.1 - Define “stress.” ○ 3.1.c.2 - Define “stress disorder.” ○ 3.1.c.3 - Describe factors that typically contribute to personal stress. ○ 3.1.c.4 - Discuss techniques to manage stress. ○ 3.1.c.5 - Explain the concept of critical incident stress management. ○ 3.1.c.6 - Recognize behaviors suggesting a negative response to stress. ○ 3.1.c.7 - Choose techniques for managing personal stress.



Learning Objectives	Embedded Knowledge and Skills
O3.1.d	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 3.1.d.1 - List the effects of shift work on physical and mental health. ○ 3.1.d.2 - Describe strategies to promote physical and mental health. ○ 3.1.d.3 - Choose strategies to promote physical and mental health.
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.
O6.1.1	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ Explain the approach to a patient presenting with non-urgent problem. ○ Distinguish between urgent and non-urgent problems. ○ Explain how patient history relates to patient presenting with a non-urgent problem. ○ Explain how age, gender, and health status relate to a patient presenting with a non-urgent problem. ○ Infer a differential diagnosis for the patient experiencing a non-urgent problem. ○ Adapt care based on the presentation of a patient experiencing a non-urgent problem. ○ Integrate the approach, assessment, treatment, and referral of a non-urgent patient. ○ Justify approach, assessment, care and referral decisions for the patient experiencing a non-urgent problem.



Learning Objectives	Embedded Knowledge and Skills
O8.1.a	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 8.1.a.1 - Differentiate between primary, secondary, and tertiary care strategies. ○ 8.1.a.2 - Explain the purpose of health promotion and prevention strategies. ○ 8.1.a.3 - Describe common health promotion and prevention strategies. ○ 8.1.a.4 - Describe health promotion and prevention strategies for individuals and communities. ○ 8.1.a.5 - Describe tissue / organ donation programs.
O8.1.b	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 8.1.b.1 - Explain the purpose of injury prevention and public safety initiatives. ○ 8.1.b.2 - Describe common injury prevention and public safety initiatives. ○ 8.1.b.3 - Describe injury prevention strategies for individuals, households, workplaces and communities.
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.
O8.1.d	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 8.1.d.1 - Identify common community support programs. ○ 8.1.d.2 - Discuss situations that may require expertise of community support agencies. ○ 8.1.d.3 - Discuss related legislative requirements. ○ 8.1.d.4 - Acknowledge the need for additional intervention ○ 8.1.d.5 - Communicate options to patient.
O8.3.b	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 8.3.b.1 - Discuss importance of PPE. ○ 8.3.b.2 - List levels of PPE. ○ 8.3.b.3 - Discuss limitations of PPE.



GRADING

Students will be evaluated didactically through written examination & an assignment. A minimum of **70%** must be attained to receive a passing grade for PCP-101 Foundations.

Assignment #1 – Illness & Injury Prevention	35%
Final Exam	65%

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 – 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.

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).

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.**



**OLS
Academy**

Primary Care Paramedicine 2026-27
Term 1 | Block 1
PCP-101 Foundations
OLS Academy
Course Outline
Cohort A

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-101 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 Kailee.Heath@omnilifesupport.com with the intended recipient's name in the subject line.

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