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## **COURSE OVERVIEW**

*PCP-127, Lab 2*, will be delivered in the lab setting using an interactive, student centered blend of skills stations, simulated emergency scenario practice and group discussion. Lab 2 is a continuation of Lab 1 and therefore, in lab 2, students will have continued opportunity to put into practice the knowledge and skills to which they were introduced during the classroom lectures and lab support classes (Lab skills 2 & Lab Theory).

Specific topics include Scenario structure and etiquette review, gastrointestinal, renal, & urologic complaints, shock management, toxicologic emergencies, soft tissue and burn injuries, head injuries, obstetric emergencies and childbirth, thoracic injuries, and musculoskeletal injuries

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## **MEETING TIMES & INSTRUCTIONAL METHODS**

Lab Sessions:	Wednesdays (Groups A&B)	08:30 – 12:00 / 13:00 – 16:30
	Fridays (Groups A&B)	08:30 – 12:00 / 13:00 – 16:30
Total hours:	96	

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

### **Textbook**

OLS Academy lab manual

### **Class Materials**

Students will be expected to come to lab prepared to perform skills and manage simulated patients. Students will be expected to be in uniform.

<b>Prerequisites:</b>	PCP-117 Lab 1
<b>Corequisites:</b>	PCP-100, PCP-108, PCP-122, PCP-124, PCP-126, PCP-129, & PCP-12PT

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## **INSTRUCTIONAL TEAM**

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## **LEARNING OUTCOMES:**

Learning objectives for PCP-127 Lab 2 are guided by the skills, patient presentations, pathophysiologies and subsequent scenario management expectations that have been covered in the following courses:

- PCP-101 Foundations
- PCP-105 Operations
- PCP-107 Therapeutics
- PCP-108 Special Considerations
- PCP-113 Lab Theory 1
- PCP-114 Medical 1
- PCP-116 Lab Skills 1
- PCP-119 Trauma 1
- PCP-124 Medical 2
- PCP-126 Lab Skills 2
- PCP-129 Trauma 2

PCP-127 Lab 2 is intended to support the learning objectives for the above courses which in turn, are guided by the *National Occupational Competency Profiles* for Paramedics. Upon successful completion of this course, it is expected that students will have gained sufficient knowledge and skill to safely and proficiently perform skills utilized in the assessment and treatment of patients suffering from medical and traumatic emergencies. By the end of the course, the student will be able to:

- Perform a focused assessment and manage a patient with a gastrointestinal, renal, or urologic complaint
- Perform a focused assessment and manage a patient showing signs and symptoms of shock
- Perform a focused assessment and manage a patient experiencing a toxicologic emergency
- Perform a focused assessment and manage a patient suffering from a soft tissue or burn injury
- Perform a focused assessment and manage a head-injured patient
- Perform a focused assessment and manage a patient experiencing an obstetrical emergency
- Perform a focused assessment on a pregnant patient and assist with childbirth
- Perform a focused assessment and manage a patient suffering from a spinal injury
- Perform a focused assessment and manage a patient suffering from a thoracic injury
- Perform a focused assessment and manage a patient suffering from a musculoskeletal injury
- Integrate the sum of skills and knowledge into the assessment and management of patients experiencing any variety or combination of injuries and/or illnesses



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**INTENDED LEARNING OBJECTIVES:**

Learning objectives for PCP-127 Lab 2 are intended to support the learning objectives for the above 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.

<b>Learning Objectives</b>	<b>Embedded Knowledge and Skills</b>
<b>O2.4.b</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"><li>○ <b>2.4.b.1 - Define</b> “empathy,” “compassion,” and “sympathy.”</li><li>○ <b>2.4.b.2 - Distinguish</b> between empathy, sympathy, and compassion.</li><li>○ <b>2.4.b.3 - Describe</b> behaviors that convey empathy and compassion.</li><li>○ <b>2.4.b.4 - Demonstrate</b> empathy and compassion.</li><li>○ <b>2.4.b.5 - Value</b> empathy and compassion.</li></ul>
<b>O2.4.c</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"><li>○ <b>2.4.c.1 - List</b> common emotional reactions exhibited by patients, relatives, bystanders, and paramedics.</li><li>○ <b>2.4.c.2 - List</b> common coping mechanisms and describe positive and negative aspects of coping mechanisms.</li><li>○ <b>2.4.c.3 - Identify</b> verbal means of supporting others displaying emotional reactions and coping mechanisms.</li><li>○ <b>2.4.c.4 - Identify</b> non-verbal means of supporting others displaying emotional reactions and coping mechanisms.</li><li>○ <b>2.4.c.5 - Value</b> the provision of emotional support.</li><li>○ <b>2.4.c.6 - Demonstrate</b> behaviors that provide emotional support.</li><li>○ <b>2.4.c.7 - Identify</b> community resources that may assist those in need.</li></ul>
<b>O2.4.d</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"><li>○ <b>2.4.d.1 - Discuss</b> confidence.</li><li>○ <b>2.4.d.2 - Identify</b> the impact of confidence on patient care.</li><li>○ <b>2.4.d.3 - Identify</b> risks associated with over confidence.</li><li>○ <b>2.4.d.4 - Choose</b> behaviors that display confidence.</li><li>○ <b>2.4.d.5 - Adjust</b> behavior to exhibit an appropriate level of confidence.</li></ul>



<b>Learning Objectives</b>	<b>Embedded Knowledge and Skills</b>
<b>O2.4.e</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>2.4.e.1 - Discuss</b> assertive behavior and aggressive behavior.</li> <li>○ <b>2.4.e.2 - Distinguish</b> between assertive and aggressive behavior.</li> <li>○ <b>2.4.e.3 - Describe</b> techniques of assertive behavior and evaluate assertive behavior.</li> <li>○ <b>2.4.e.4 - Choose</b> assertive behavior when appropriate.</li> <li>○ <b>2.4.e.5 - Perform</b> appropriate assertive behavior, in interactions.</li> <li>○ <b>2.4.e.6 - Adapt</b> assertive behavior as appropriate.</li> </ul>
<b>O2.4.f</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>2.4.f.1 - Define</b> "diplomacy," "tact," and "discretion."</li> <li>○ <b>2.4.f.2 - Evaluate</b> the impact of diplomacy, tact, and discretion.</li> <li>○ <b>2.4.f.3 - Value</b> diplomacy, tact, and discretion.</li> <li>○ <b>2.4.f.4 - Adapt</b> behavior to show diplomacy, tact, and discretion.</li> </ul>
<b>O2.4.g</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>2.4.g.1 - Define</b> "conflict" and identify situations of potential conflict.</li> <li>○ <b>2.4.g.2 - Discuss</b> basic conflict resolution strategies.</li> <li>○ <b>2.4.g.3 - Justify</b> the use of basic conflict resolution skills.</li> <li>○ <b>2.4.g.4 - Demonstrate</b> basic conflict resolution skills.</li> </ul>
<b>O3.3.e</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>3.3.e.1 - Describe</b> applicable legislation and regulations as they relate to the Workplace Hazardous Materials Information System.</li> </ul>
<b>O4.1.a</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>4.1.a.1 - Discuss</b> triage and identify circumstances under which triage is required.</li> <li>○ <b>4.1.a.2 - Evaluate</b> a triage system.</li> <li>○ <b>4.1.a.3 - Apply</b> the equipment and materials used to sort patients.</li> <li>○ <b>4.1.a.4 - Perform</b> targeted patient assessment based on a triage system.</li> <li>○ <b>4.1.a.5 - Communicate</b> with other responders.</li> <li>○ <b>4.1.a.6 - Adapt</b> triage decision-making processes.</li> </ul>
<b>O4.1.b</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>4.1.b.1 - Distinguish</b> between the EMS practitioner roles involved when managing a multiple patient incident.</li> <li>○ <b>4.1.b.2 - Describe</b> the principal responsibilities of each role during a multiple patient incident.</li> </ul>



<b>Learning Objectives</b>	<b>Embedded Knowledge and Skills</b>
<b>O4.1.c</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"><li>○ <b>4.1.c.1 - Apply</b> management principles to a multiple patient incident.</li><li>○ <b>4.1.c.2 - Modify</b> procedures, to meet the needs of a specific incident.</li></ul>
<b>O4.3.f</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"><li>○ <b>4.3.f.1 - Explain</b> the pathophysiology of specific illnesses and injuries related to the female reproductive system.</li><li>○ <b>4.3.f.2 - Apply</b> assessment techniques, specific to the obstetrical patient.</li><li>○ <b>4.3.f.3 - Evaluate</b> findings related to the etiology, pathophysiology, and manifestations of the illnesses and injuries related to the female reproductive system.</li><li>○ <b>4.3.f.4 - Demonstrate</b> assessment techniques, for illnesses and injuries related to the female reproductive system.</li><li>○ <b>4.3.f.5 - Adapt</b> assessment techniques, to history findings related to the female reproductive system.</li></ul>
<b>O4.3.g</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"><li>○ <b>4.3.g.1 - Explain</b> the pathophysiology of specific gastrointestinal illnesses and injuries.</li><li>○ <b>4.3.g.2 - Apply</b> assessment techniques, specific to the gastrointestinal system.</li><li>○ <b>4.3.g.3 - Evaluate</b> findings related to the etiology, pathophysiology, and manifestations of gastrointestinal system illnesses and injuries.</li><li>○ <b>4.3.g.4 - Demonstrate</b> assessment techniques, for gastrointestinal illnesses and injuries.</li><li>○ <b>4.3.g.5 - Adapt</b> assessment techniques, to gastrointestinal history findings.</li></ul>



<b>Learning Objectives</b>	<b>Embedded Knowledge and Skills</b>
<b>O4.3.h</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>4.3.h.1 - Explain</b> the pathophysiology of specific genitourinary / reproductive illnesses and injuries.</li> <li>○ <b>4.3.h.2 - Apply</b> assessment techniques, specific to the genitourinary / reproductive system.</li> <li>○ <b>4.3.h.3 - Evaluate</b> findings related to the etiology, pathophysiology, and manifestations of genitourinary / reproductive system illnesses and injuries.</li> <li>○ <b>4.3.h.4 - Demonstrate</b> assessment techniques, for genitourinary / reproductive illnesses and injuries.</li> <li>○ <b>4.3.h.5 - Adapt</b> assessment techniques, to genitourinary / reproductive history findings.</li> </ul>
<b>O4.3.i</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>4.3.i.1 - Define</b>, “neonatal patient.”</li> <li>○ <b>4.3.i.2 - Explain</b> the pathophysiology of neonatal illnesses and injuries.</li> <li>○ <b>4.3.i.3 - Apply</b> assessment techniques, neonatal patients.</li> <li>○ <b>4.3.i.4 - Evaluate</b> findings related to the etiology, pathophysiology, and manifestations of neonatal illnesses and injuries.</li> <li>○ <b>4.3.i.5 - Demonstrate</b> assessment techniques, for neonatal illnesses and injuries.</li> <li>○ <b>4.3.i.6 - Adjust</b> assessment techniques, to neonatal history findings.</li> </ul>
<b>O4.3.m</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>4.3.m.1 - Distinguish</b> between the “mentally well” and the “mentally unwell” person.</li> <li>○ <b>4.3.m.2 - Explain</b> the pathophysiology of psychiatric disorders.</li> <li>○ <b>4.3.m.3 - Apply</b> assessment techniques, specific to psychiatric disorders.</li> <li>○ <b>4.3.m.4 - Evaluate</b> psychiatric assessment findings.</li> <li>○ <b>4.3.m.5 - Demonstrate</b> assessment techniques, for psychiatric disorders.</li> </ul>



Learning Objectives	Embedded Knowledge and Skills
O4.3.n	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>4.3.n.1 - Define</b>, “pediatric patient.”</li> <li>○ <b>4.3.n.2 - Explain</b> developmental parameters.</li> <li>○ <b>4.3.n.3 - Describe</b> the anatomical and physiological differences, between the adult and pediatric patient.</li> <li>○ <b>4.3.n.4 - Explain</b> variations in assessment findings, between the adult and pediatric patient.</li> <li>○ <b>4.3.n.5 - Modify</b> assessment approach for the pediatric patient.</li> </ul>
O4.3.o	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>4.3.o.1 - Define</b> “geriatric patient.”</li> <li>○ <b>4.3.o.2 - Discuss</b> the effects of the aging process.</li> <li>○ <b>4.3.o.3 - Explain</b> variations in assessment findings.</li> <li>○ <b>4.3.o.4 - Demonstrate</b> appropriate assessment techniques, for the geriatric patient.</li> <li>○ <b>4.3.o.5 - Modify</b> assessment approach.</li> </ul>
O4.3.p	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>4.3.p.1 - Define</b> “bariatric patient.”</li> <li>○ <b>4.3.p.2 - Discuss</b> the effects of obesity.</li> <li>○ <b>4.3.p.3 - Explain</b> variations in assessment findings.</li> <li>○ <b>4.3.p.4 - Demonstrate</b> appropriate assessment techniques for the bariatric patient.</li> <li>○ <b>4.3.p.5 - Modify</b> assessment approach.</li> </ul>
O4.5.n	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>4.5.n.1 - Explain</b> the difference between a 3-lead ECG and a 12-lead ECG.</li> <li>○ <b>4.5.n.2 - Identify</b> indications for use of a 12-lead ECG.</li> <li>○ <b>4.5.n.3 - Perform</b> the technique of obtaining a 12-lead ECG.</li> <li>○ <b>4.5.n.4 - Adapt</b> the technique of obtaining a 12-lead ECG, to the patient age and gender.</li> <li>○ <b>4.5.n.5 - Identify</b> the steps involved in interpreting 12-lead ECGs and ECGs obtained with additional leads.</li> </ul>
O5.5.f	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>5.5.f.1 - Discuss</b> purposes of and indications for pressure infusion.</li> <li>○ <b>5.5.f.2 - Discuss</b> the principles and techniques for applying added pressure to an infusion line.</li> <li>○ <b>5.5.f.3 - Perform</b> direct pressure infusions.</li> <li>○ <b>5.5.f.4 - Adjust</b> to changes in patient presentation.</li> </ul>



<b>Learning Objectives</b>	<b>Embedded Knowledge and Skills</b>
<b>O5.5.j</b>	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> <li>○ <b>5.5.j.1 - Distinguish</b> between automated external defibrillation and manual defibrillation.</li> <li>○ <b>5.5.j.2 - Describe</b> the purposes of manual defibrillation.</li> <li>○ <b>5.5.j.3 - Identify</b> the indications for manual defibrillation.</li> <li>○ <b>5.5.j.4 - Identify</b> the various types of manual defibrillators.</li> <li>○ <b>5.5.j.5 - Identify</b> complications to the use of manual defibrillation.</li> </ul>
<b>O5.5.o</b>	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> <li>○ <b>5.5.o.1 - Identify</b> the purpose of a urinary catheter</li> <li>○ <b>5.5.o.2 - Identify</b> equipment for catheterization.</li> <li>○ <b>5.5.o.3 - Explain</b> how the size of the catheter can affect the patient.</li> <li>○ <b>5.5.o.4 - Explain</b> relationship between urine output and patient condition.</li> <li>○ <b>5.5.o.5 - Demonstrate</b> the appropriate technique when caring for equipment and patient.</li> <li>○ <b>5.5.o.6 - Explain</b> potential complications to catheter care.</li> <li>○ <b>5.5.o.7 - Demonstrate</b> how to drain and measure urine output.</li> <li>○ <b>5.5.o.8 - Adapt</b> care procedures to patient presentation.</li> </ul>
<b>O5.8.e</b>	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> <li>○ <b>5.8.e.1 - Describe</b> medical conditions and patient indications for intravenous administration of a medication.</li> <li>○ <b>5.8.e.2 - Apply</b> proper calculations for correct medication requirement for the patient presentation.</li> <li>○ <b>5.8.e.3 - Identify</b> those approved drugs that are given via intravenous routes.</li> <li>○ <b>5.8.e.4 - Explain</b> the benefit of medication administration via intravenous route in comparison to other routes.</li> </ul>





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



<b>Learning Objectives</b>	<b>Embedded Knowledge and Skills</b>
<b>O6.1.m</b>	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> <li>○ <b>6.1.m.1 - Explain</b> the approach to a palliative patient.</li> <li>○ <b>6.1.m.2 - Identify</b> disease processes that contribute to terminal illness.</li> <li>○ <b>6.1.m.3 - Explain</b> how patient history relates to a palliative patient presentation.</li> <li>○ <b>6.1.m.4 - Explain</b> how age, gender and health status relate to a palliative patient presentation.</li> <li>○ <b>6.1.m.5 - Infer</b> a differential diagnosis for the palliative patient.</li> <li>○ <b>6.1.m.6 - Adapt</b> care based on the palliative patient presentation.</li> <li>○ <b>6.1.m.7 - Integrate</b> the approach, assessment, treatment, and transport of a palliative patient.</li> <li>○ <b>6.1.m.8 - Justify</b> approach, assessment, care, and transport decisions for the palliative patient.</li> </ul>
<b>O6.1.p</b>	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> <li>○ <b>6.1.p.1 - Explain</b> the approach to a patient presenting with psychiatric crisis.</li> <li>○ <b>6.1.p.2 - Discuss</b> conditions that may precipitate psychiatric crisis.</li> <li>○ <b>6.1.p.3 - Explain</b> how patient history relates to the presentation of a patient experiencing a psychiatric crisis.</li> <li>○ <b>6.1.p.4 - Explain</b> how age, gender and health status relate to a patient presenting with a psychiatric crisis.</li> <li>○ <b>6.1.p.5 - Infer</b> a differential diagnosis with a patient experiencing a psychiatric crisis.</li> <li>○ <b>6.1.p.6 - Adapt</b> care based on the presentation of a patient experiencing a psychiatric crisis.</li> <li>○ <b>6.1.p.7 - Adjust</b> care based on the presentation of a patient experiencing a psychiatric crisis.</li> <li>○ <b>6.1.p.8 - Integrate</b> care based on the presentation experiencing a psychiatric crisis.</li> <li>○ <b>6.1.p.9 - Demonstrate</b> the ability to approach, assess, treat and transport a patient experiencing a psychiatric crisis.</li> <li>○ <b>6.1.p.10 - Integrate</b> the approach assessment, treatment and transport of a patient experiencing a psychiatric crisis.</li> <li>○ <b>6.1.p.11 - Justify</b> approach, assessment, care and transport decisions for a patient experiencing a psychiatric crisis.</li> </ul>



<b>Learning Objectives</b>	<b>Embedded Knowledge and Skills</b>
<b>O6.1.q</b>	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> <li>○ <b>6.1.q.1 - Explain</b> the approach to an obstetrical patient.</li> <li>○ <b>6.1.q.2 - Describe</b> disease processes that interfere with the labour and delivery.</li> <li>○ <b>6.1.q.3 - Describe</b> complications of labour and delivery.</li> <li>○ <b>6.1.q.4 - Explain</b> how patient history relates to obstetrical patient presentation.</li> <li>○ <b>6.1.q.5 - Explain</b> how age and health status relate to the obstetrical patient presentation.</li> <li>○ <b>6.1.q.6 - Discuss</b> indications that suggest the need to prepare for imminent delivery.</li> <li>○ <b>6.1.q.7 - Adapt</b> care based on fetal and maternal presentation.</li> <li>○ <b>6.1.q.8 - Demonstrate</b> the ability to manage an imminent delivery.</li> <li>○ <b>6.1.q.9 - Integrate</b> the approach, assessment, treatment and transport of an obstetrical patient.</li> <li>○ <b>6.1.q.10 - Justify</b> approach, assessment, care and transport decisions of the obstetrical patient.</li> </ul>
<b>O6.2.a</b>	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> <li>○ <b>6.2.a.1 - Describe</b> disease processes that interfere with neonatal life functions.</li> <li>○ <b>6.2.a.2 - Describe</b> relationship between gestational age, presentation and care.</li> <li>○ <b>6.2.a.3 - Adapt</b> care based on neonatal patient presentation.</li> <li>○ <b>6.2.a.4 - Describe</b> potential complications with neonatal patients.</li> <li>○ <b>6.2.a.5 - Integrate</b> the approach, assessment, treatment and transport of the neonatal patient.</li> <li>○ <b>6.2.a.6 - Justify</b> approach, assessment, care and transport decisions of the neonatal patient.</li> </ul>
<b>O6.2.b</b>	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> <li>○ <b>6.2.b.1 - Identify</b> possible abuse or neglect of the pediatric patient.</li> <li>○ <b>6.2.b.2 - Integrate</b> variations to approach, treatment and transport for the pediatric patient.</li> <li>○ <b>6.2.b.3 - Justify</b> variations in approach, treatment and transport decisions of the pediatric patient.</li> </ul>



<b>Learning Objectives</b>	<b>Embedded Knowledge and Skills</b>
<b>O6.2.c</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>6.2.c.1 - Identify</b> possible abuse or neglect of the geriatric patient.</li> <li>○ <b>6.2.c.2 - Integrate</b> variations to the approach, treatment and transport methods for the geriatric patient.</li> <li>○ <b>6.2.c.3 - Justify</b> variations in approach, treatment and transport decisions of the geriatric patient.</li> </ul>
<b>O6.2.d</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>6.2.d.1 - Define</b> "physically impaired patient".</li> <li>○ <b>6.2.d.2 - Modify</b> assessment approach for the physically impaired patient.</li> <li>○ <b>6.2.d.3 - Identify</b> common medical emergencies associated with physically impaired patients.</li> <li>○ <b>6.2.d.4 - Identify</b> common trauma emergencies associated with physically impaired patients.</li> <li>○ <b>6.2.d.5 - Identify</b> possible abuse or neglect of the physically impaired patient.</li> <li>○ <b>6.2.d.6 - Demonstrate</b> appropriate assessment techniques for the physically impaired patient.</li> <li>○ <b>6.2.d.7 - Integrate</b> the approach, assessment, treatment and transport of the physically impaired patient.</li> <li>○ <b>6.2.d.8 - Justify</b> approach, assessment, care and transport decisions for the physically impaired patient.</li> </ul>
<b>O6.2.e</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>6.2.e.1 - Define</b> "mentally-impaired patient".</li> <li>○ <b>6.2.e.2 - Modify</b> assessment approach for the mentally impaired patient.</li> <li>○ <b>6.2.e.3 - Identify</b> common medical emergencies associated with mentally impaired patients.</li> <li>○ <b>6.2.e.4 - Identify</b> common trauma emergencies associated with mentally impaired patients.</li> <li>○ <b>6.2.e.5 - Identify</b> possible abuse or neglect of the mentally impaired patient.</li> <li>○ <b>6.2.e.6 - Demonstrate</b> appropriate assessment techniques for the mentally impaired patient.</li> <li>○ <b>6.2.e.7 - Integrate</b> the approach, assessment, treatment and transport of the mentally impaired patient.</li> <li>○ <b>6.2.e.8 - Justify</b> approach, assessment, care and transport decisions of the mentally impaired patient.</li> </ul>



Learning Objectives	Embedded Knowledge and Skills
<b>O7.4.a</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>7.4.a.1 - Identify</b> the unique patient care principles for air medical transport.</li> <li>○ <b>7.4.a.2 - Describe</b> the preparation of patient for air medical transport.</li> </ul>
<b>O8.1.c</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>8.1.c.1 - List</b> other members of the health care community</li> <li>○ <b>8.1.c.2 - Describe</b> the roles of and relationship to other healthcare professionals.</li> <li>○ <b>8.1.c.3 - Value</b> working collaboratively with other health care professionals.</li> <li>○ <b>8.1.c.4 - Demonstrate</b> collaborative work with other health care professionals.</li> </ul>
<b>O8.2.a</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>8.2.a.1 - List</b> community emergency response agencies.</li> <li>○ <b>8.2.a.2 - Describe</b> the roles of and relationship to other emergency response agencies.</li> <li>○ <b>8.2.a.3 - Discuss</b> mutual assistance and tiered-response.</li> <li>○ <b>8.2.a.4 - Value</b> collaborative work with other emergency response agencies.</li> <li>○ <b>8.2.a.5 - Perform</b> collaborative work with other emergency response agencies</li> </ul>

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## GRADING

Students will be evaluated through practical examination. A mastery must be attained to receive a passing grade for PCP-127 Lab 2.

Midterm Test	Mastery
Final Exam	Mastery

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## EXPECTATIONS & TIPS FOR SUCCESS

**Academic Workload:** A typical PCP course should require 1-2 hours per week of out-of-class work. It is expected that, in order to hone the necessary skills to be successful in lab, more time may be required than what is required for a typical class.

**Lab 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



**OLS  
Academy**

**Primary Care Paramedicine 2023-24**  
**Term 2 | Block 1 & 2**  
**PCP-127 Lab 2**  
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Course Outline

distractions are to be minimized.

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.

**Absence Due to Special Circumstances or Illness:** Let Ms. Greene or 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-127 will be done during lab sessions or class time. Special announcements will be posted on the OLS Academy website or sent through general email via [academy@omnilifesupport.com](mailto:academy@omnilifesupport.com). Students can email the instructors at [joel.mattatall@omnilifesupport.com](mailto:joel.mattatall@omnilifesupport.com) or [chelsea.greene@omnilifesupport.com](mailto:chelsea.greene@omnilifesupport.com).

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