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## **COURSE OVERVIEW**

*PCP-116, Lab Skills 1*, will be delivered in the classroom setting using an interactive, student-centered blend of skills demonstration, lecture, group discussion and skills practice. In Lab Skills 1, we will introduce students to the essential paramedic skills that will be practiced and honed during lab time.

Specific topics include: rapid trauma survey, detailed physical exam, patient handling, airway maneuvers & basic adjuncts, respiratory diagnostics, oxygenation and ventilation skills, foreign body airway obstruction, laryngoscopy & Magill forceps, suctioning the airway, capnography, advanced airway insertion, extubation, enteral & parenteral medication administration, drawing up medication from an ampule and vial, intravenous cannulation, and fluid administration

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## **MEETING TIMES & INSTRUCTIONAL METHODS**

In-class sessions

Lecture/Group Discussion:	Tuesdays	13:00 – 14:45
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Total hours:	30
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## **REQUIRED MATERIALS, PREREQUISITES, & COREQUISITES**

### **Textbook**

Caroline, N. (2021). *Emergency Care in the Streets, Canadian Edition 8<sup>th</sup> 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-116 such as in-class presentations & assignments will be available for student access on this website. Academy faculty does not authorize the posting of PCP-116 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.



## OLS Academy

Primary Care Paramedicine 2023-24  
Term 1 | Block 1 & 2  
PCP-116 Lab Skills 1  
OLS Academy  
Course Outline

**Prerequisites:**

None

**Corequisites:**

PCP-101, PCP-105, PCP-107, PCP-112, PCP-113, PCP-114,  
PCP-117, PCP-119, & PCP-11PT

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### INSTRUCTOR(S)

**Instructor:** Chelsea Greene, PCP

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Voice: (506) 830-4277

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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 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 rapid trauma assessment
- Perform a detailed physical examination
- Demonstrate safely lifting and moving patients in multiple positions using appropriate techniques for each situation
- Safely perform the various accepted airway maneuvers to improve or maintain patient airway patency
- Assess patient respiratory sufficiency utilizing various techniques and equipment
- Demonstrate proper oxygenation and manual ventilation of a patient using industry accepted techniques and equipment
- Remove a foreign body airway obstruction with the safe use of a laryngoscope and Magill forceps
- Demonstrate safe operation of suction equipment to suction the upper airway
- Utilize and interpret quantitative and qualitative end tidal CO<sub>2</sub> monitoring equipment
- Demonstrate the proper insertion, use, and removal of a supraglottic airway device
- Demonstrate the administration of medications via enteral and parenteral routes
- Demonstrate drawing up medication from a vial and from an ampule
- Demonstrate safe intravenous cannulation with intravenous fluid and medication administration



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**INTENDED LEARNING OBJECTIVES:**

Learning objectives for PCP-116 Lab Skills 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>O4.3.a</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"><li>○ <b>4.3.a.1 - Explain</b> primary assessment.</li><li>○ <b>4.3.a.2 - Distinguish</b> between trauma assessment and primary medical assessment.</li><li>○ <b>4.3.a.3 - Evaluate</b> life-threatening findings from primary assessment.</li><li>○ <b>4.3.a.4 - Apply</b> appropriate sequential techniques for primary assessment.</li><li>○ <b>4.3.a.5 - Apply</b> primary assessment to different age groups.</li><li>○ <b>4.3.a.6 - Perform</b> techniques for primary assessment.</li><li>○ <b>4.3.a.7 - Adapt</b> assessment techniques to primary assessment findings.</li><li>○ <b>4.3.a.8 - Analyze</b> initial assessments, to determine patient's level of distress and severity of illness or injury.</li><li>○ <b>4.3.a.9 - Infer</b> a provisional diagnosis.</li></ul>
<b>O4.3.b</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"><li>○ <b>4.3.b.1 - Explain</b> secondary assessment.</li><li>○ <b>4.3.b.2 - Distinguish</b> between trauma assessment and secondary medical assessment.</li><li>○ <b>4.3.b.3 - Evaluate</b> life-threatening findings, from the secondary assessment.</li><li>○ <b>4.3.b.4 - Apply</b> appropriate sequential techniques, for the secondary assessment.</li><li>○ <b>4.3.b.5 - Apply</b> the secondary assessment, to different age groups.</li><li>○ <b>4.3.b.6 - Perform</b> techniques for a secondary assessment.</li><li>○ <b>4.3.b.7 - Adapt</b> assessment techniques, to secondary assessment findings.</li><li>○ <b>4.3.b.8 - Infer</b> a provisional diagnosis.</li></ul>



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



<b>Learning Objectives</b>	<b>Embedded Knowledge and Skills</b>
<b>O4.5.d</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>4.5.d.1 - Identify</b> indications and rationale for performing peripheral venipuncture.</li> </ul>
<b>O5.1.a</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>5.1.a.1 - Describe</b> methods of relieving the symptoms of airway obstruction.</li> <li>○ <b>5.1.a.2 - Describe</b> the types of airway opening maneuvers for various patients.</li> <li>○ <b>5.1.a.3 - Discuss</b> the indications, contraindications, and precautions, of performing airway maneuvers.</li> <li>○ <b>5.1.a.4 - Apply</b> problem-solving techniques required with various types of patients.</li> <li>○ <b>5.1.a.5 - Adapt</b> maneuvers and positioning for head, neck, and jaw positioning, which improve airway patency.</li> <li>○ <b>5.1.a.6 - Perform</b> manual airway maneuvers, under a variety of patient and environmental presentations.</li> <li>○ <b>5.1.a.7 - Adjust</b> to changes in patient’s airway patency.</li> <li>○ <b>5.1.a.8 - Demonstrate</b> management of potential complications of airway maneuvers.</li> </ul>
<b>O5.1.b</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>5.1.b.1 - Explain</b> the purposes of and indications for oropharyngeal suctioning.</li> <li>○ <b>5.1.b.2 - Describe</b> suctioning equipment.</li> <li>○ <b>5.1.b.3 - Explain</b> established standards of maintenance for suctioning equipment.</li> <li>○ <b>5.1.b.4 - Identify</b> pressure limitations for suctioning various age groups.</li> <li>○ <b>5.1.b.5 - Operate</b> appropriate suctioning devices.</li> <li>○ <b>5.1.b.6 - Perform</b> suctioning using safe technique.</li> <li>○ <b>5.1.b.7 - Adapt</b> suctioning techniques, to changes in a patient’s condition.</li> <li>○ <b>5.1.b.8 - Explain</b> potential complications of suctioning.</li> <li>○ <b>5.1.b.9 - Perform</b> cleaning and disinfection of suctioning equipment.</li> </ul>
<b>O5.1.c</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>5.1.c.1 - Identify</b> indications and equipment for suctioning beyond the oropharynx.</li> </ul>



<b>Learning Objectives</b>	<b>Embedded Knowledge and Skills</b>
<b>O5.1.d</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>5.1.d.1 - Explain</b> the purpose and indications for inserting an oropharyngeal airway.</li> <li>○ <b>5.1.d.2 - Discuss</b> oropharyngeal airway types and sizes.</li> <li>○ <b>5.1.d.3 - Perform</b> oropharyngeal airway sizing procedures.</li> <li>○ <b>5.1.d.4 - Perform</b> insertion of an oropharyngeal airway.</li> <li>○ <b>5.1.d.5 - Adjust</b> to changes in patient presentation.</li> </ul>
<b>O5.1.e</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>5.1.e.1 - Explain</b> the purposes of and indications for inserting a nasopharyngeal airway.</li> <li>○ <b>5.1.e.2 - Perform</b> nasopharyngeal airway sizing procedures.</li> <li>○ <b>5.1.e.3 - Perform</b> nasopharyngeal airway insertion.</li> <li>○ <b>5.1.e.4 - Adjust</b> to changes in patient presentation.</li> </ul>
<b>O5.1.f</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>5.1.f.1 - Explain</b> the purposes of and indications for airway devices not requiring visualization of vocal cords and not introduced endotracheally.</li> <li>○ <b>5.1.f.2 - Describe</b> various types of airway devices not requiring visualization of vocal cords and not introduced endotracheally.</li> <li>○ <b>5.1.f.3 - Perform</b> sizing procedures for airway devices not requiring visualization of vocal cords and not introduced endotracheally.</li> <li>○ <b>5.1.f.4 - Perform</b> insertion of airway devices not requiring visualization of vocal cords and not introduced endotracheally.</li> <li>○ <b>5.1.f.5 - Adjust</b> to changes in patient presentation.</li> </ul>
<b>O5.1.i</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>5.1.i.1 - Identify</b> the indications for AFB removal.</li> <li>○ <b>5.1.i.2 - Describe</b> the methods of relieving airway obstructions</li> <li>○ <b>5.1.i.3 - Describe</b> the differences in technique required for AFB removal in various age groups.</li> <li>○ <b>5.1.i.4 - Perform</b> AFB removal under a variety of presentations.</li> <li>○ <b>5.1.i.5 - Adjust</b> to changes in patient presentation.</li> <li>○ <b>5.1.i.6 - Identify</b> potential complications of AFB removal.</li> </ul>



<b>Learning Objectives</b>	<b>Embedded Knowledge and Skills</b>
<b>O5.1.j</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"><li>○ <b>5.1.j.1 - Identify</b> the purposes of and indications for foreign body removal by forceps.</li><li>○ <b>5.1.j.2 - Describe</b> equipment used for foreign body removal by direct techniques.</li><li>○ <b>5.1.j.3 - Identify</b> potential complications of AFB removal by direct techniques.</li></ul>
<b>O5.2.a</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"><li>○ <b>5.2.a.1 - Describe</b> indications for oxygen administration.</li><li>○ <b>5.2.a.2 - Discuss</b> the purpose of oxygen administration.</li><li>○ <b>5.2.a.3 - Discuss</b> oxygen administration complications.</li><li>○ <b>5.2.a.4 - Describe</b> the safe handling of oxygen delivery systems.</li><li>○ <b>5.2.a.5 - Discuss</b> oxygen administration precautions.</li><li>○ <b>5.2.a.6 - Identify</b> different oxygen cylinder types and sizes.</li><li>○ <b>5.2.a.7 - Apply</b> the formulas that determine oxygen cylinder factors, volume (or type) and maximum filling volumes and duration.</li><li>○ <b>5.2.a.8 - Identify</b> various types of oxygen delivery systems.</li><li>○ <b>5.2.a.9 - Explain</b> the difference between portable and fixed delivery systems.</li></ul>
<b>O5.2.b</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"><li>○ <b>5.2.b.1 - Describe</b> the sequential steps for setting up oxygen delivery systems.</li><li>○ <b>5.2.b.2 - Operate</b> oxygen delivery systems.</li><li>○ <b>5.2.b.3 - Demonstrate</b> cleaning and disinfection of oxygen delivery systems.</li></ul>
<b>O5.3.a</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"><li>○ <b>5.3.a.1 - Identify</b> the purposes of and indications for the use of a nasal cannula.</li><li>○ <b>5.3.a.2 - List</b> the steps for administration of oxygen by nasal cannula.</li><li>○ <b>5.3.a.3 - Perform</b> oxygen administration using a nasal cannula.</li><li>○ <b>5.3.a.4 - Adjust</b> to changes in patient presentation.</li></ul>



Learning Objectives	Embedded Knowledge and Skills
<b>O5.3.b</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>5.3.b.1 - Identify</b> the purposes of and indications for the use of a low concentration mask.</li> <li>○ <b>5.3.b.2 - List</b> the steps for administration of oxygen by a low concentration mask.</li> <li>○ <b>5.3.b.3 - Perform</b> oxygen administration using a low concentration mask.</li> <li>○ <b>5.3.b.4 - Adjust</b> to changes in patient presentation.</li> </ul>
<b>O5.3.c</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>5.3.c.1 - Identify</b> the purposes of and indications for the use of a controlled concentration oxygen mask.</li> </ul>
<b>O5.3.d</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>5.3.d.1 - Identify</b> the purposes of and indications for the use of a high concentration mask.</li> <li>○ <b>5.3.d.2 - List</b> the steps for administration of oxygen by a high concentration mask.</li> <li>○ <b>5.3.d.3 - Perform</b> oxygen administration using a high concentration mask.</li> <li>○ <b>5.3.d.4 - Adjust</b> to changes in patient presentation.</li> </ul>
<b>O5.3.e</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>5.3.e.1 - Identify</b> the purposes of and indications for the use of a pocket mask.</li> <li>○ <b>5.3.e.2 - List</b> the steps for administration of oxygen by a pocket mask.</li> <li>○ <b>5.3.e.3 - Perform</b> oxygen administration using a pocket mask.</li> <li>○ <b>5.3.e.4 - Adjust</b> to changes in patient presentation.</li> </ul>
<b>O5.4.a</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>5.4.a.1 - Identify</b> the purposes of and indications for the use of a manual positive pressure device.</li> <li>○ <b>5.4.a.2 - List</b> the steps for administration of oxygen by a manual positive pressure device.</li> <li>○ <b>5.4.a.3 - Discuss</b> rate, rhythm, volume, compliance, and positive end expiratory pressure.</li> <li>○ <b>5.4.a.4 - Perform</b> ventilation using a manual positive pressure device.</li> <li>○ <b>5.4.a.5 - Distinguish</b> between one person and two-person application of a manual positive pressure device.</li> <li>○ <b>5.4.a.6 - Evaluate</b> the effectiveness of ventilation.</li> <li>○ <b>5.4.a.7 - Adjust</b> to changes in patient presentation.</li> </ul>



Learning Objectives	Embedded Knowledge and Skills
O5.5.c	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>5.5.c.1 - Describe</b> equipment for peripheral IV infusion.</li> <li>○ <b>5.5.c.2 - Identify</b> factors that affect the flow rate.</li> <li>○ <b>5.5.c.3 - Demonstrate</b> the ability to discontinue an infusion following sequential steps.</li> <li>○ <b>5.5.c.4 - Adjust</b> devices as required to maintain flow rates.</li> </ul>
O5.5.d	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>5.5.d.1 - Identify</b> the purposes of and indications for peripheral IV cannulation.</li> <li>○ <b>5.5.d.2 - List</b> the steps of peripheral IV cannulation.</li> <li>○ <b>5.5.d.3 - Perform</b> peripheral IV cannulation.</li> <li>○ <b>5.5.d.4 - Discuss</b> potential complications of peripheral IV cannulation.</li> <li>○ <b>5.5.d.5 - Adapt</b> to changes in patient presentation.</li> </ul>
O5.5.t	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>5.5.t.1 - Describe</b> indications for oral and naso-gastric intubation</li> <li>○ <b>5.5.t.2 - Identify</b> equipment for oral and nasal gastric intubation.</li> </ul>
O5.8.b	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>5.8.b.1 - Explain</b> the “Five Rights” of medication administration.</li> <li>○ <b>5.8.b.2 - Distinguish</b> between the different drug administration routes.</li> <li>○ <b>5.8.b.3 - Describe</b> how medication administration protocols are applied to specific patient presentation.</li> <li>○ <b>5.8.b.4 - Apply</b> policies when medication administration errors occur.</li> <li>○ <b>5.8.b.5 - Explain</b> the role of the paramedic in medication administration.</li> <li>○ <b>5.8.b.6 - Demonstrate</b> how to provide medications using a sequential step method of administration.</li> <li>○ <b>5.8.b.7 - Demonstrate</b> how to prepare a patient for medication administration.</li> <li>○ <b>5.8.b.8 - Demonstrate</b> how to measure the required quantity of medication.</li> <li>○ <b>5.8.b.9 - Set up</b> the supplies required for the specific route of drug administration.</li> <li>○ <b>5.8.b.10 - Receive</b> consent before administration of medications.</li> </ul>



<b>Learning Objectives</b>	<b>Embedded Knowledge and Skills</b>
<b>O5.8.c</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.c.1 - Identify</b> medical conditions and indications for subcutaneous administration of a medication.</li> <li>○ <b>5.8.c.2 - Apply</b> proper calculations for correct medication requirement for the patient presentation.</li> <li>○ <b>5.8.c.3 - Distinguish</b> those approved drugs that are given via subcutaneous routes.</li> <li>○ <b>5.8.c.4 - Evaluate</b> appropriate site for the injection.</li> <li>○ <b>5.8.c.5 - Discuss</b> the benefit of medication administration via subcutaneous route in comparison to other routes.</li> <li>○ <b>5.8.c.6 - Demonstrate</b> how to provide subcutaneous medications using a sequential step method of administration.</li> <li>○ <b>5.8.c.7 - Demonstrate</b> how to prepare a patient for subcutaneous medication administration.</li> <li>○ <b>5.8.c.8 - Demonstrate</b> how to measure the required quantity of medication.</li> </ul>
<b>O5.8.d</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.d.1 - Identify</b> medical conditions, and indications for intramuscular administration of a medication.</li> <li>○ <b>5.8.d.2 - Apply</b> proper calculations for correct medication requirement for the patient presentation.</li> <li>○ <b>5.8.d.3 - Distinguish</b> those approved drugs that are given via intramuscular routes.</li> <li>○ <b>5.8.d.4 - Evaluate</b> appropriate site for the injection.</li> <li>○ <b>5.8.d.5 - Discuss</b> the benefit of medication administration via intramuscular route in comparison to other routes.</li> <li>○ <b>5.8.d.6 - Demonstrate</b> how to provide intramuscular medications using a sequential step method of administration.</li> <li>○ <b>5.8.d.7 - Demonstrate</b> how to prepare a patient for intramuscular medication administration.</li> <li>○ <b>5.8.d.8 - Demonstrate</b> how to measure the required quantity of medication.</li> </ul>



<b>Learning Objectives</b>	<b>Embedded Knowledge and Skills</b>
<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>O5.8.h</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.h.1 - Evaluate</b> medical conditions, and indications for sublingual administration of a medication.</li> <li>○ <b>5.8.h.2 - Apply</b> proper calculations for correct medication requirement for the patient presentation.</li> <li>○ <b>5.8.h.3 - Distinguish</b> those approved drugs that are given via sublingual routes.</li> <li>○ <b>5.8.h.4 - Discuss</b> the benefit of medication administration via sublingual route in comparison to other routes.</li> <li>○ <b>5.8.h.5 - Demonstrate</b> how to provide sublingual medications using a sequential step method of administration.</li> <li>○ <b>5.8.h.6 - Demonstrate</b> how to prepare a patient for sublingual medication administration.</li> <li>○ <b>5.8.h.7 - Demonstrate</b> how to measure the required quantity of sublingual medication.</li> </ul>
<b>O5.8.m</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.m.1 - Evaluate</b> medical conditions, and indications for inhalation administration of a medication.</li> <li>○ <b>5.8.m.2 - Apply</b> proper calculations for correct medication requirement for the patient presentation.</li> <li>○ <b>5.8.m.3 - Distinguish</b> those approved drugs that are given via inhalation.</li> <li>○ <b>5.8.m.4 - Discuss</b> the benefit of medication administration via inhalation in comparison to other routes.</li> <li>○ <b>5.8.m.5 - Demonstrate</b> how to provide inhalation medications using a sequential step method.</li> <li>○ <b>5.8.m.6 - Demonstrate</b> how to prepare a patient for inhalation administration of a medication.</li> <li>○ <b>5.8.m.7 - Demonstrate</b> how to measure the required quantity of inhalation medication.</li> </ul>



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## **GRADING**

Students will be evaluated through practical examination, successful skills sign-offs & class participation. A minimum of **70%** must be attained to receive a passing grade for PCP-116 Lab Skills 1.

Class Engagement	50%
Skills Sign-offs	50%

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## **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 Ms. Greene 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.



**OLS  
Academy**

**Primary Care Paramedicine 2023-24**  
**Term 1 | Block 1 & 2**  
**PCP-116 Lab Skills 1**  
OLS Academy  
Course Outline

**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-116 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](mailto:academy@omnilifesupport.com). Students can email the instructor at [chelsea.greene@omnilifesupport.com](mailto:chelsea.greene@omnilifesupport.com).

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