



---

## **COURSE OVERVIEW**

The Clinical Practicum & Ambulance Preceptorship (Integrated) is the final applied component of the program, allowing students to consolidate and demonstrate the knowledge, skills, and behaviours developed in Terms 1 and 2. Through supervised clinical and preceptorship experiences, students apply assessment, treatment, communication, and decision-making abilities in real patient encounters, progressing from supported practice to readiness for independent, entry-level performance.

This practicum is delivered across three developmental phases, with student progression based on demonstrated competence, completion of required hours, attainment of competencies, and evaluation using the *Comprehensive Competence Rubric*.

OLS Academy maintains learning agreements with Ambulance New Brunswick, Emergency Health Services Nova Scotia, Horizon Health Network, Vitalite Health Network, and Nova Scotia Health Authority. Placement availability varies by region, and students may be required to relocate to complete placements. Placement assignments are determined by the program and cannot be guaranteed based on personal preference or circumstances.

Students are responsible for all associated course costs, including placement requirements, travel, and relocation.

---

## **TRANSITIONAL CURRICULUM NOTE**

This course reflects an updated delivery model that integrates the Clinical Practicum and Ambulance Preceptorship experiences into three progressive phases. These structural changes are designed to enhance learning continuity, provide clearer developmental expectations, and strengthen support for student progression.

All learning outcomes, competency requirements, and scope-of-practice expectations for this cohort remain fully aligned with the National Occupational Competency Profile (NOCP), which represents the curriculum framework under which students have been instructed throughout Terms 1 and 2.

The assessment tools used in this course (including the *Comprehensive Competence Rubric*) evaluate performance within the established NOCP expectations and are designed to ensure consistent, fair, and transparent evaluation of competence.



---

## SHIFT ROTATIONS

Students will complete the required hours for each phase according to an assigned shift schedule. Most placements follow a repeating 4-days-on / 4-days-off rotation with 12-hour shifts; however, actual scheduling may vary based on placement site operations, staffing patterns, and preceptor availability.

	Phase 1	Phase 2	Phase 3
<b>Total Expected Hours</b>	<b>Clinical Practicum</b> <ul style="list-style-type: none"><li>• 48 hours</li></ul> <b>Ambulance Preceptorship</b> <ul style="list-style-type: none"><li>• 240 hours</li></ul>	<b>Consolidation Week<sup>1</sup></b> <ul style="list-style-type: none"><li>• 32.5 hours</li></ul> <b>Ambulance Preceptorship</b> <ul style="list-style-type: none"><li>• 144 hours</li></ul>	<b>Clinical Practicum</b> <ul style="list-style-type: none"><li>• 48 hours</li></ul> <b>Ambulance Preceptorship<sup>2</sup></b> <ul style="list-style-type: none"><li>• 96 hours</li></ul>

<sup>1</sup>Students who have an *unsuccessful* outcome following Phase 1 attend the Consolidation Week. Students who are *successful* will take a 7-day scheduled break.

<sup>2</sup>Students who have qualified for an *Early Mastery* do not attend these shifts.

---

## REQUIRED MATERIALS & PREREQUISITES

### Electronics

Students must have a device that is fully compatible with CompTracker and capable of being carried during all clinical and preceptorship shifts. This device is required for completing clinical journals and ePCR's, submitting competencies, completing evaluations, and communicating with faculty as needed. Students are responsible for ensuring their device is charged and functional for each shift.

### Uniform

Students are required to adhere to the OLS Academy *Student Dress Code Policy* and any additional site-specific requirements while attending clinical and preceptorship placements. This includes wearing the approved student uniform, maintaining professional appearance standards, and ensuring personal protective equipment (PPE) is available and used appropriately.

**Prerequisites:** Successful completion of terms 1 & 2 of the program

**Corequisites:** None

---

### Placement Contact:

Academy Faculty

E-mail: [academy@omnilifesupport.com](mailto:academy@omnilifesupport.com)

Voice: 1 866 830-4277 ext. 1



---

## **LEARNING OUTCOMES**

Upon successful completion of this course, students will demonstrate the knowledge, skills, and professional behaviors outlined in the National Occupational Competency Profile (NOCP) for Primary Care Paramedics. Students will have refined their abilities through supervised clinical and preceptorship placements, and will be able to:

- Perform accurate and complete patient assessments across clinical and preceptorship environments, recognizing and responding to medical and traumatic conditions within the Primary Care Paramedic scope of practice.
- Assist in or perform the management of patient conditions according to clinical facility guidelines and local paramedic treatment protocols/guidelines.
- Communicate patient information clearly and professionally using appropriate medical terminology.
- Document assessment findings, treatments provided, patient responses, and transfer-of-care details accurately and in accordance with legal and institutional standards.
- Describe and interact effectively with interdisciplinary healthcare teams, understanding the respective roles and contributions of each.
- Work collaboratively with paramedic crews, clinical staff, and allied health professionals to support safe and effective patient care.
- Demonstrate respect, empathy, and professionalism in all interactions with patients, families, preceptors, hospital staff, paramedic partners, and community members.
- Practice with cultural humility, demonstrating sensitivity to cultural, social, racial, and ethnic influences on health and communication.
- Safely and effectively operate, utilize, and troubleshoot medical equipment, communication systems, and ambulance operational tools relevant to the PCP role.
- Demonstrate safe patient movement, lifting, and transfer techniques, and support ambulance operations in accordance with service policies and NOCP expectations.
- Prioritize tasks, organize patient care activities, and maintain scene awareness and control in dynamic or stressful prehospital environments.
- Provide care in accordance with legal requirements, professional standards, scope of practice, and ethical expectations of the Primary Care Paramedic profession.
- Demonstrate accountability, sound judgment, and commitment to patient safety throughout clinical and field encounters.
- Demonstrate competence in all psychomotor skills, controlled acts, and knowledge areas outlined for the Primary Care Paramedic within the NOCP, supported by documented patient encounters and competency signoffs.
- Contribute to public and scene safety by collaborating with emergency services partners and applying basic principles of hazard recognition, risk mitigation, and CBRNE awareness.
- Engage in reflective practice and seek opportunities for ongoing professional development.



---

### **INTENDED LEARNING OBJECTIVES:**

Learning objectives for PCP-102 Ambulance Preceptorship & PCP 103 Clinical Practicum are intended to support the learning objectives for term 1 and 2 courses and are guided by the *National Occupational Competency Profiles (NOCP)* for Paramedics. Each objective, indicated by the prefix “O”, is linked to the corresponding NOCP sub-competency with the matching alpha-numerical code (e.g., O1.1.a is the learning objective tied to sub-competency 1.1.a of the NOCP for Paramedics). As per the NOCP guidelines for Paramedics, to succeed in this course, you must demonstrate competence in the following areas.

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



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



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



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





**OLS  
Academy**

**Primary Care Paramedicine 2025-26**  
**Term 3 | PCP 102 & PCP 103**  
**Clinical Practicum & Ambulance Preceptorship**  
**(Integrated)**  
 OLS Academy  
 Course Outline

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





Learning Objectives	Embedded Knowledge and Skills
<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>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>O3.1.e</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>3.1.e.1 - Describe</b> the physical capabilities required of an EMS practitioner.</li> <li>○ <b>3.1.e.2 - Describe</b> strategies to develop and maintain physical strength and fitness.</li> <li>○ <b>3.1.e.3 - Choose</b> strategies to develop and maintain physical strength and fitness.</li> <li>○ <b>3.1.e.4 - Demonstrate</b> adequate strength and fitness.</li> </ul>



<b>Learning Objectives</b>	<b>Embedded Knowledge and Skills</b>
<b>O3.2.a</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>3.2.a.1 - Define</b> “safe biomechanics.”</li> <li>○ <b>3.2.a.2 - Describe</b> potential injuries common to EMS practitioners.</li> <li>○ <b>3.2.a.3 - Describe</b> strategies to reduce risk of injury.</li> <li>○ <b>3.2.a.4 - Choose</b> strategies to reduce risk of injury.</li> <li>○ <b>3.2.a.5 - Adapt</b> proper lifting techniques.</li> </ul>
<b>O3.2.b</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>3.2.b.1 - List</b> equipment required for a patient transfer.</li> <li>○ <b>3.2.b.2 - Describe</b> indications for equipment use related to a patient transfer.</li> <li>○ <b>3.2.b.3 - Identify</b> specifications of the equipment to be used for a patient transfer, including equipment for special patient populations.</li> <li>○ <b>3.2.b.4 - Explain</b> techniques of a patient transfer, using specified equipment.</li> <li>○ <b>3.2.b.5 - Perform</b> patient transfers.</li> </ul>
<b>O3.2.d</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>3.2.d.1 - Identify</b> safe and secure methods to secure patients to various equipment.</li> <li>○ <b>3.2.d.2 - Integrate</b> safe and secure procedures for patient movement and transport.</li> </ul>
<b>O3.3.a</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>3.3.a.1 - Define</b> “scene safety.”</li> <li>○ <b>3.3.a.2 - Describe</b> factors contributing to scene safety.</li> <li>○ <b>3.3.a.3 - Apply</b> techniques for assessing scene safety.</li> <li>○ <b>3.3.a.4 - Integrate</b> techniques for the assessment of scene safety.</li> </ul>
<b>O3.3.b</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>3.3.b.1 - List</b> potential occupational hazards.</li> <li>○ <b>3.3.b.2 - Describe</b> ways to manage occupational hazards.</li> <li>○ <b>3.3.b.3 - Adapt</b> to occupational hazards.</li> </ul>



<b>Learning Objectives</b>	<b>Embedded Knowledge and Skills</b>
<b>O3.3.f</b>	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> <li>○ <b>3.3.f.1 - Describe</b> common routes for transmission of disease and infection.</li> <li>○ <b>3.3.f.2 - Define</b> “infection control precautions”.</li> <li>○ <b>3.3.f.3 - Apply</b> infection control precautions.</li> <li>○ <b>3.3.f.4 - Describe</b> the appropriate procedures for the disposal of sharps and contaminated supplies.</li> <li>○ <b>3.3.f.5 - Describe</b> personal protective equipment utilized in practice.</li> <li>○ <b>3.3.f.5 - Integrate</b> infection control precautions and safe handling procedures.</li> <li>○ <b>3.3.f.6 - Demonstrate</b> proper use of personal protective equipment.</li> </ul>
<b>O3.3.g</b>	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> <li>○ <b>3.3.g.1 - List</b> equipment and supplies required to clean / disinfect equipment.</li> <li>○ <b>3.3.g.2 - Describe</b> techniques to clean and disinfect equipment.</li> <li>○ <b>3.3.g.3 - Demonstrate</b> correct equipment cleaning and disinfecting techniques.</li> </ul>
<b>O3.3.h</b>	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> <li>○ <b>3.3.h.1 - List</b> equipment and supplies required to clean and disinfect work environment.</li> <li>○ <b>3.3.h.2 - Describe</b> methods to clean and disinfect work environment.</li> <li>○ <b>3.3.h.3 - Demonstrate</b> correct cleaning and disinfecting techniques.</li> </ul>
<b>O4.2.a</b>	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> <li>○ <b>4.2.a.1 - List</b> common examples of allergens.</li> <li>○ <b>4.2.a.2 - Describe</b> how an allergen can affect individuals.</li> <li>○ <b>4.2.a.3 - Evaluate</b> how information about an allergy will affect patient care.</li> <li>○ <b>4.2.a.4 - Integrate</b> the skill of obtaining information about allergies, into history gathering procedures.</li> </ul>
<b>O4.2.b</b>	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> <li>○ <b>4.2.b.1 - Apply</b> various methods of discovering patient’s medication profile.</li> <li>○ <b>4.2.b.2 - Describe</b> relationship of medication, dosage, and frequency, to patient history.</li> <li>○ <b>4.2.b.3 - Integrate</b> the skill of obtaining medication profile, into history gathering procedures.</li> <li>○ <b>4.2.b.4 - Assess</b> patient medication compliance.</li> </ul>
<b>O4.2.c</b>	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> <li>○ <b>4.2.c.1 - Describe</b> methods of discovering an incident history.</li> <li>○ <b>4.2.c.2 - Describe</b> common components of an incident history.</li> <li>○ <b>4.2.c.3 - Integrate</b> the skill of obtaining incident history into the overall patient assessment.</li> <li>○ <b>4.2.c.4 - Adapt</b> interview techniques to the incident history findings.</li> <li>○ <b>4.2.c.5 - Integrate</b> incident history information into patient care procedures.</li> </ul>



<b>Learning Objectives</b>	<b>Embedded Knowledge and Skills</b>
<b>O4.2.d</b>	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> <li>○ <b>4.2.d.1 - List</b> methods of discovering a patient's medical history.</li> <li>○ <b>4.2.d.2 - List</b> common components of a complete medical history.</li> <li>○ <b>4.2.d.3 - Integrate</b> the skill of obtaining medical history, into the overall patient assessment.</li> <li>○ <b>4.2.d.4 - Adapt</b> interview techniques, to the medical history findings.</li> <li>○ <b>4.2.d.5 - Integrate</b> medical history information into patient care procedures.</li> <li>○ <b>4.2.d.6 - Assess</b> current health status, with respect to past medical history.</li> </ul>
<b>O4.2.e</b>	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> <li>○ <b>4.2.e.1 - List</b> situations when information about a patient's last oral intake may be required.</li> <li>○ <b>4.2.e.2 - List</b> methods of discovering information regarding last oral intake.</li> <li>○ <b>4.2.e.3 - Integrate</b> the skill of obtaining information regarding last oral intake, into the overall patient assessment.</li> </ul>
<b>O4.2.f</b>	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> <li>○ <b>4.2.f.1 - Describe</b> methods of discovering incident information.</li> <li>○ <b>4.2.f.2 - Integrate</b> the skill of obtaining incident information, into the overall scene assessment.</li> <li>○ <b>4.2.f.3 - Adapt</b> scene management, from information gained during continuous scene assessment.</li> <li>○ <b>4.2.f.4 - Integrate</b> incident information into patient care procedures.</li> </ul>
<b>O4.3.a</b>	<p>By the end of the course, the student will be able to:</p> <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>	<p>By the end of the course, the student will be able to:</p> <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>



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



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





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



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



Learning Objectives	Embedded Knowledge and Skills
<b>O6.1.c</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.c.1 - Explain</b> the pathophysiology of specific respiratory conditions.</li> <li>○ <b>6.1.c.2 - Explain</b> the approach to a patient presenting with respiratory conditions.</li> <li>○ <b>6.1.c.3 - Explain</b> how patient history relates to a patient presenting with respiratory conditions.</li> <li>○ <b>6.1.c.4 - Explain</b> how age, gender and health status relate to a patient presenting with respiratory conditions.</li> <li>○ <b>6.1.c.5 - Infer</b> a differential diagnosis for a patient with respiratory conditions.</li> <li>○ <b>6.1.c.6 - Discuss</b> potential complications of respiratory conditions.</li> <li>○ <b>6.1.c.7 - Adapt</b> care based on a patient presenting with respiratory conditions.</li> <li>○ <b>6.1.c.8 - Integrate</b> the approach, assessment, treatment and transport of a patient with respiratory conditions.</li> <li>○ <b>6.1.c.9 - Justify</b> approach, assessment, care and transport decisions for a patient with respiratory conditions.</li> </ul>
<b>O6.1.e</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.e.1 - Explain</b> the pathophysiology of specific gastrointestinal conditions.</li> <li>○ <b>6.1.e.2 - Explain</b> the approach to a patient presenting with gastrointestinal conditions.</li> <li>○ <b>6.1.e.3 - Explain</b> how patient history relates to a patient presenting with gastrointestinal conditions.</li> <li>○ <b>6.1.e.4 - Explain</b> how age, gender and health status relate to a patient presenting with gastrointestinal conditions.</li> <li>○ <b>6.1.e.5 - Infer</b> a differential diagnosis for the patient with gastrointestinal conditions.</li> <li>○ <b>6.1.e.6 - Discuss</b> potential complications of gastrointestinal conditions.</li> <li>○ <b>6.1.e.7 - Adapt</b> care based on a patient presenting with gastrointestinal conditions.</li> <li>○ <b>6.1.e.8 - Integrate</b> the approach, assessment, treatment and transport of a patient with gastrointestinal conditions.</li> <li>○ <b>6.1.e.9 - Describe</b> approach, assessment, care and transport decisions for a patient with gastrointestinal conditions.</li> </ul>



Learning Objectives	Embedded Knowledge and Skills
<b>O6.1.f</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.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>O6.1.g</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.g.1 - Explain</b> the pathophysiology of specific musculoskeletal conditions.</li> <li>○ <b>6.1.g.2 - Explain</b> the approach to a patient presenting with musculoskeletal conditions.</li> <li>○ <b>6.1.g.3 - Explain</b> how patient history relates to a patient presenting with musculoskeletal conditions.</li> <li>○ <b>6.1.g.4 - Explain</b> how age, gender and health status relate to a patient presenting with musculoskeletal conditions.</li> <li>○ <b>6.1.g.5 - Infer</b> a differential diagnosis for a patient experiencing musculoskeletal conditions.</li> <li>○ <b>6.1.g.6 - Discuss</b> potential complications of musculoskeletal conditions.</li> <li>○ <b>6.1.g.7 - Adapt</b> care based on a patient presenting with musculoskeletal conditions.</li> <li>○ <b>6.1.g.8 - Integrate</b> the approach, assessment, treatment and transport of a patient with musculoskeletal conditions.</li> <li>○ <b>6.1.g.9 - Justify</b> approach, assessment, care and transport decisions for the patient with musculoskeletal conditions.</li> </ul>



Learning Objectives	Embedded Knowledge and Skills
<b>O6.1.o</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.o.1 - Discuss</b> how trauma indices (scores) relate to triage and transport decisions.</li> <li>○ <b>6.1.o.2 - Explain</b> how age, gender, and health status relate to a trauma patient presentation.</li> <li>○ <b>6.1.o.3 - Prioritize</b> treatment and transport decisions for trauma patients.</li> <li>○ <b>6.1.o.4 - Adapt</b> care based on the trauma patient presentation.</li> <li>○ <b>6.1.o.5 - Justify</b> approach, assessment, care and transport decisions for a trauma 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 in a psychiatric crisis.</li> <li>○ <b>6.1.p.7 - Adjust</b> care based on the presentation of a patient in 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>O6.3.a</b>	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> <li>○ <b>6.3.a.1 - Adapt</b> ongoing assessments based on patient presentation.</li> <li>○ <b>6.3.a.2 - Evaluate</b> results of ongoing assessments.</li> <li>○ <b>6.3.a.3 - Integrate</b> assessment and patient care procedures.</li> <li>○ <b>6.3.a.4 - Justify</b> ongoing assessment decisions.</li> </ul>



**OLS  
Academy**

**Primary Care Paramedicine 2025-26**  
**Term 3 | PCP 102 & PCP 103**  
**Clinical Practicum & Ambulance Preceptorship**  
**(Integrated)**  
 OLS Academy  
 Course Outline

Learning Objectives	Embedded Knowledge and Skills
<b>O6.3.b</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>6.3.b.1 - Adapt</b> management priorities.</li> <li>○ <b>6.3.b.2 - Communicate</b> changes to patient, family, or primary caregiver(s).</li> <li>○ <b>6.3.b.3 - Justify</b> approach, assessment, care and transport decisions.</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>



---

## **GRADING**

Evaluation in the Clinical Practicum & Ambulance Preceptorship (Integrated) is based on the student's progressive demonstration of competence across clinical and preceptorship placements. Students are assessed using the *Comprehensive Competence Rubric (CCR)*, competency signoffs ("P" and "C" competencies), documentation requirements, and required hour completion.

Performance expectations increase with each phase as students advance toward readiness for independent, entry-level practice.

To achieve **Mastery** in the Clinical Practicum and Ambulance Preceptorship (Integrated) course, students must:

**1. Demonstrate Competency Attainment:**

- a. Successfully complete all required "P" & "C" competencies:
  - i. Up to **four** "P" competencies and up to **two** "C" competencies can be completed in high-immersion simulation, pending the student has one of the two already attained in the applicable performance environment.

**2. Meet Comprehensive Competence Rubric Expectations:**

- a. By the end of Phase 3, achieve a score of 4 (Competent) or 5 (Proficient) in the majority of rubric domains:
  - i. *One* domain may remain at 3 (Marginal).
- b. By the end of Phase 3, achieve an *Overall Readiness to Practice Score* of 4 (Competent) or 5 (Proficient).

**3. Complete Required Hours:**

- a. Successfully complete the expected Ambulance Preceptorship and Clinical Practicum hours across the three phases.





Evaluations occur following each Phase of the experience. A visual representation of the phases, evaluation points, and outcomes can be seen below. These evaluations and outcomes include:

### **Phase 1 – Fundamentals of Care:**

- Following Phase 1, Students are evaluated using the CCR rubric:
  - If a student receives a score of **1 (Unsafe)** in any domain and/or two or more **2s (Poor/Weak)**, and/or **<80% of Phase 1 hours attained**, the student will be placed into Consolidation Week with a *Learning Action Plan*:
    - At the end of Consolidation Week, the student will undergo a reassessment to determine their readiness to safely progress to Phase 2.

### **Phase 2 – Clinical Reasoning & Adaptation:**

- Students are evaluated using the CCR rubric:
  - Students who achieve scores of **4 (Competent)** or **5 (Proficient)** in all domains *and* have all required competencies completed, will qualify for the *Early Mastery Pathway*.
  - Students not achieving an Early Mastery, will progress to Phase 3.
  - Students under a *Learning Action Plan* who have not achieved the required outcomes, will receive a non-mastery.

### **Phase 3 – Transition to Practice:**

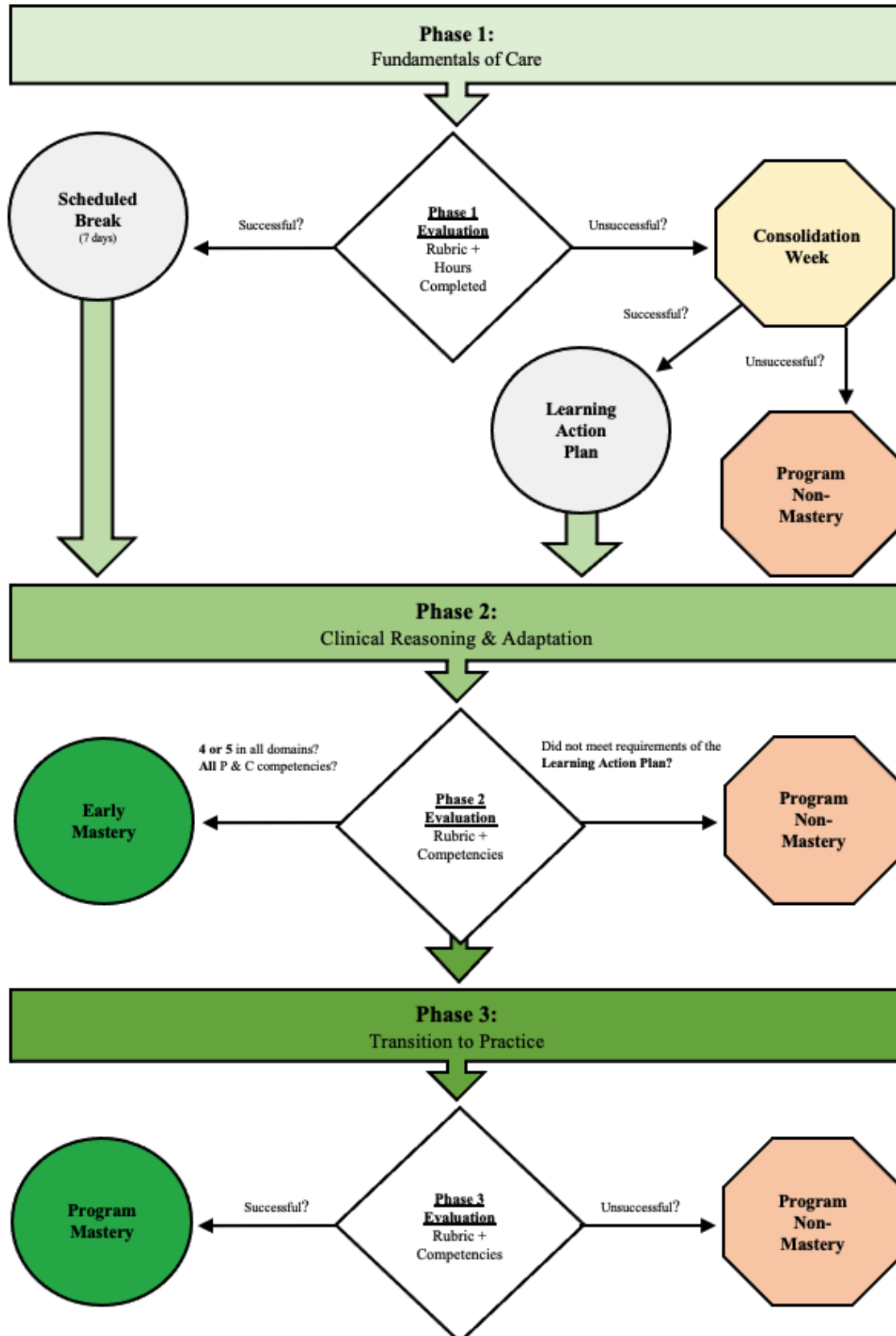
- Students are evaluated using the CCR rubric.
- Students who do not meet the required outcomes at the end of Phase 3, will receive a **Non-Mastery** designation.

Preceptor feedback is valued and will guide the Academy's review when concerns arise. If performance issues appear unclear, subjective, or influenced by a preceptor–student mismatch, the Academy may reassign the student to another preceptor or site to ensure fair and objective evaluation. The Academy may intervene or adjust placements at any time to promote student success and protect patient and crew safety.



**OLS  
Academy**

**Primary Care Paramedicine 2025-26**  
**Term 3 | PCP 102 & PCP 103**  
**Clinical Practicum & Ambulance Preceptorship**  
**(Integrated)**  
OLS Academy  
Course Outline





**Comprehensive Competence Rubric (CCR)**

1	2	3	4	5
<b><u>Unsafe</u></b>	<b><u>Poor / Weak</u></b>	<b><u>Marginal</u></b>	<b><u>Competent</u></b>	<b><u>Proficient</u></b>
Performance is unsafe; major gaps; requires continuous supervision to prevent harm.	Needs frequent prompting, inconsistent or incomplete performance. Difficulty applying information independently.	Safe but inconsistent; requires prompting or support. Acceptable for a learner but not reliable enough for independent practice.	Performs independently most of the time with consistent safety, sound judgment, and reliable execution. Meets entry-to-practice expectations.	Independently performs at a high level; efficient, confident, anticipatory, and adaptable. Exceeds entry-to-practice expectations.

Domain
<b>Assessment &amp; Data Gathering:</b>  Performs thorough, organized patient assessments (primary, secondary, vitals, focused exams) and adapts the assessment appropriately to the patient's condition and acuity.
<b>Clinical Reasoning &amp; Decision Making:</b>  Applies sound clinical reasoning to interpret assessment findings, form provisional diagnoses, and develop appropriate care plans based on patient presentation and evolving conditions.
<b>Communication &amp; Professionalism:</b>  Communicates clearly and respectfully with patients, families, healthcare partners, and team members while consistently demonstrating professional behavior and ethical conduct.
<b>Safety &amp; Risk Management:</b>  Recognizes and mitigates hazards, practices infection control, and performs safe patient movement, lifting, transfers, and ambulance operational tasks appropriate to the PCP role.



Domain
<b>Teamwork &amp; Collaboration:</b>  Works effectively within the paramedic team, contributing appropriately to shared tasks, supporting team members, and collaborating with other healthcare providers as required.
<b>Procedural Skills:</b>  Performs paramedic procedural skills safely, effectively, and within the scope of practice, demonstrating appropriate preparation, technique, and post-procedure.
<b>Overall Readiness for Practice:</b>  An overall judgment of the student's consistency, independence, professional behavior, decision-making, and safe integration of all competencies across all encounters.

---

## EXPECTATIONS & TIPS FOR SUCCESS

**Absence Due to Special Circumstances or Illness:** You must notify the Academy at [academy@omnilifesupport.com](mailto:academy@omnilifesupport.com) in advance if you need to be away due to special circumstances. Arrangements will need to be made to make up the lost time. **Total Amount of Absences Permitted** = 8 shifts.

**Communication Methods:** Most communications regarding PCP-102 & PCP 103 will be done via email. Students wishing to email the Program can do so at [academy@omnilifesupport.com](mailto:academy@omnilifesupport.com).

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