



COURSE OVERVIEW

PCP-124 Medical II will be delivered in the classroom setting using an interactive, student-centered blend of lecture, group discussion and group project formats. As a continuation of the curriculum covered in *PCP-114 Medical I*, *Medical II* will present the student with specific information regarding the recognition and management of chronic and acute medical conditions with which they may be faced when responding to emergencies.

Specific topics include gastrointestinal emergencies, renal and urologic emergencies, substance abuse and poisoning, hematologic emergencies, environmental emergencies, infectious and communicable diseases, behavioral emergencies, gynecologic emergencies, obstetric emergencies, assessment based management, and cardiac life support fundamentals

MEETING TIMES & INSTRUCTIONAL METHODS

In-class sessions (virtual when warranted)

Lecture/Group Discussion:	Tuesdays	13:00 – 14:45
	Thursdays	10:15 – 12:00
	Thursdays	13:00 – 14:45

Total hours: 47.25

REQUIRED MATERIALS, PREREQUISITES, & COREQUISITES

Textbooks

Caroline, N. (2021). *Emergency Care in the Streets, Canadian Edition 8th edition*. Burlington, MA, Jones and Bartlett Learning.

Class Materials

Students will be expected to be prepared to take notes and 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-124* (such as in-class presentations and assignments) will be available for student access on this website. The Academy faculty does not authorize the posting of *PCP-124* materials on other sites. Each student is responsible for their own learning, which includes staying current with postings on the Omni Life Support website.



Prerequisites: PCP-114 Medical I
Corequisites: PCP-100, PCP-108, PCP-127, PCP-129

INSTRUCTOR(S)

Instructor: Cheyenne Heath E-mail: cheyenne.heath@omnilifesupport.com
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Instructor: Kailee Heath. E-mail: kailee.heath@omnilifesupport.com
Voice: (506) 830-4277

LEARNING OUTCOMES:

Upon successful completion of this course, it is expected that students will have gained sufficient knowledge and skills to safely and proficiently render patient care to patients suffering from medical emergencies. By the end of the course, the student will be able to:

- Explain how a patient suffering from a gastrointestinal emergency may present, describe the focused gastrointestinal assessment, and describe a management plan
- Explain how a patient suffering from a renal or urologic emergency may present and describe the appropriate focused assessment and management plan
- Explain how a patient suffering from a toxicological emergency may present and describe the appropriate focused assessment and management plan
- Explain how a patient suffering from an infectious disease may present and describe the appropriate focused assessment and management plan
- Explain how a patient suffering from a behavioral emergency may present, the potential risks that exist for the patient and/or care provider and describe the appropriate focused assessment and management plan
- Explain how a patient suffering from a gynecological emergency may present and describe the appropriate focused assessment and management plan
- Describe the various obstetrical emergencies that may present for an expectant mother and explain the appropriate management plan for each
- Define assessment-based management and explain how it may be utilized to improve Paramedic practice and subsequently, patient care
- Reinforce cardiac life support concepts introduced in Medical I, including awareness-level discussion of cardioversion and transcutaneous pacing.
- Apply approved PCP drug formulary information to Medical II patient-care presentations by identifying medication indications, contraindications, dosing considerations, and routes of administration.



INTENDED LEARNING OBJECTIVES:

Learning objectives for *PCP-124 Medical II* 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:

Some *NOCP*-linked objectives in *PCP-124* are introduced and evaluated through classroom discussion, case-based learning, written examination, and group project formats. Practical or simulated application may be reinforced and evaluated in lab, simulation, clinical, or preceptorship settings as applicable.

Learning Objectives	Embedded Knowledge and Skills
O2.4.c	By the end of the course, the student will be able to: <ul style="list-style-type: none">○ 2.4.c.1 - List common emotional reactions exhibited by patients, relatives, bystanders, and paramedics.○ 2.4.c.2 - List common coping mechanisms and describe positive and negative aspects of coping mechanisms.○ 2.4.c.3 - Identify verbal means of supporting others displaying emotional reactions and coping mechanisms.○ 2.4.c.4 - Identify non-verbal means of supporting others displaying emotional reactions and coping mechanisms.○ 2.4.c.5 - Value the provision of emotional support.○ 2.4.c.6 - Demonstrate behaviors that provide emotional support.○ 2.4.c.7 - Identify community resources that may assist those in need.
O2.4.f	By the end of the course, the student will be able to: <ul style="list-style-type: none">○ 2.4.f.1 - Define "diplomacy," "tact," and "discretion."○ 2.4.f.2 - Evaluate the impact of diplomacy, tact, and discretion.○ 2.4.f.3 - Value diplomacy, tact, and discretion.○ 2.4.f.4 - Adapt behavior to show diplomacy, tact, and discretion.
O3.3.d	By the end of the course, the student will be able to: <ul style="list-style-type: none">○ 3.3.d.1 - Describe methods of defusing.○ 3.3.d.2 - Describe methods of self-protection.○ 3.3.d.3 - Apply methods of defusing and self-protection.○ 3.3.d.4 - Choose methods of defusing and self-protection.○ 3.3.d.5 - Adapt methods of defusing and self-protection.○ 3.3.d.6 - Apply safety precautions, when dealing with patients suffering from psychiatric illnesses.



Learning Objectives	Embedded Knowledge and Skills
<p>O4.3.f</p>	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> ○ 4.3.f.1 - Explain the pathophysiology of specific illnesses and injuries related to the female reproductive system. ○ 4.3.f.2 - Apply assessment techniques, specific to the obstetrical patient. ○ 4.3.f.3 - Evaluate findings related to the etiology, pathophysiology, and manifestations of the illnesses and injuries related to the female reproductive system. ○ 4.3.f.4 - Demonstrate assessment techniques, for illnesses and injuries related to the female reproductive system. ○ 4.3.f.5 - Adapt assessment techniques, to history findings related to the female reproductive system.
<p>O4.3.g</p>	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> ○ 4.3.g.1 - Explain the pathophysiology of specific gastrointestinal illnesses and injuries. ○ 4.3.g.2 - Apply assessment techniques, specific to the gastrointestinal system. ○ 4.3.g.3 - Evaluate findings related to the etiology, pathophysiology, and manifestations of gastrointestinal system illnesses and injuries. ○ 4.3.g.4 - Demonstrate assessment techniques, for gastrointestinal illnesses and injuries. ○ 4.3.g.5 - Adapt assessment techniques, to gastrointestinal history findings.
<p>O4.3.h</p>	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> ○ 4.3.h.1 - Explain the pathophysiology of specific genitourinary / reproductive illnesses and injuries. ○ 4.3.h.2 - Apply assessment techniques, specific to the genitourinary / reproductive system. ○ 4.3.h.3 - Evaluate findings related to the etiology, pathophysiology, and manifestations of genitourinary / reproductive system illnesses and injuries. ○ 4.3.h.4 - Demonstrate assessment techniques, for genitourinary / reproductive illnesses and injuries. ○ 4.3.h.5 - Adapt assessment techniques, to genitourinary / reproductive history findings.



Learning Objectives	Embedded Knowledge and Skills
O4.3.m	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 4.3.m.1 - Distinguish between the “mentally well” and the “mentally unwell” person. ○ 4.3.m.2 - Explain the pathophysiology of psychiatric disorders. ○ 4.3.m.3 - Apply assessment techniques, specific to psychiatric disorders. ○ 4.3.m.4 - Evaluate psychiatric assessment findings. ○ 4.3.m.5 - Demonstrate assessment techniques, for psychiatric disorders.
O5.5.k	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 5.5.k.1 - Describe cardioversion. ○ 5.5.k.2 - Identify the medical conditions that require cardioversion. ○ 5.5.k.3 - Identify equipment required for cardioversion. ○ 5.5.k.4 - Identify complications of cardioversion.
O5.5.l	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 5.5.l.1 - Describe transcutaneous pacing. ○ 5.5.l.2 - Identify situations where transcutaneous pacing is indicated. ○ 5.5.l.3 - Identify equipment for transcutaneous pacing. ○ 5.5.l.4 - Identify complications of transcutaneous pacing.
O5.6.e	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 5.6.e.1 - Describe methods for local cold injury assessment. ○ 5.6.e.2 - Identify the purposes of and indications for caring for local cold injury. ○ 5.6.e.3 - Identify the types of tissue damage that may result from local cold injury. ○ 5.6.e.4 - Demonstrate provision of care for local cold injury. ○ 5.6.e.5 - Adjust to changes in patient presentation.



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



Learning Objectives	Embedded Knowledge and Skills
O6.1.k	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> ○ 6.1.k.1 - Describe the pathophysiology and presentations of the specific poisons and overdoses. ○ 6.1.k.2 - Explain the approach to a patient presenting with medical or physical disorders created from a poisoning or overdose event. ○ 6.1.k.3 - Explain how patient history relates to patient presentation for someone experiencing a poison or overdose. ○ 6.1.k.4 - Explain how age, gender and health status relate to the presentation of a patient experiencing a poison or overdose. ○ 6.1.k.5 - Infer a differential diagnosis for a patient experiencing a poison or overdose. ○ 6.1.k.6 - Adapt care based on the presentation of a patient experiencing a poison or overdose. ○ 6.1.k.7 - Integrate the approach, assessment, treatment, and transport of a patient experiencing a poison or overdose. ○ 6.1.k.8 - Justify approach, assessment, care, and transport decisions for patients experiencing a poison or overdose.
O6.1.n	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> ○ 6.1.n.1 - Explain the approach to a patient presenting with signs and symptoms due to exposure to adverse environments. ○ 6.1.n.2 - Discuss conditions resulting from exposure to adverse environments. ○ 6.1.n.3 - Explain how patient history relates to the presentation of a patient experiencing exposure to adverse environments. ○ 6.1.n.4 - Explain how age, gender and health status relate to the presentation of a patient with exposure to adverse environments. ○ 6.1.n.5 - Infer a differential diagnosis for the patient with exposure to adverse environments. ○ 6.1.n.6 - Adapt care based on presentation of the patient experiencing exposure to adverse environments. ○ 6.1.n.7 - Integrate the approach, assessment, treatment, and transport of a patient experiencing exposure to adverse environments. ○ 6.1.n.8 - Justify approach, assessment, care and transport decisions for the patient experiencing exposure to adverse environments.



Learning Objectives	Embedded Knowledge and Skills
<p>O6.1.p</p>	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> ○ 6.1.p.1 - Explain the approach to a patient presenting with psychiatric crisis. ○ 6.1.p.2 - Discuss conditions that may precipitate psych. crisis. ○ 6.1.p.3 - Explain how patient history relates to the presentation of a patient experiencing a psychiatric crisis. ○ 6.1.p.4 - Explain how age, gender and health status relate to a patient presenting with a psychiatric crisis. ○ 6.1.p.5 - Infer a differential diagnosis with a patient experiencing a psychiatric crisis. ○ 6.1.p.6 - Adapt care based on the presentation of a patient experiencing a psychiatric crisis. ○ 6.1.p.7 - Adjust care based on the presentation of a patient experiencing a psychiatric crisis. ○ 6.1.p.8 - Integrate care based on the presentation experiencing a psychiatric crisis. ○ 6.1.p.9 - Demonstrate the ability to approach, assess, treat and transport a patient experiencing a psychiatric crisis. ○ 6.1.p.10 - Integrate the approach assessment, treatment and transport of a patient experiencing a psychiatric crisis. ○ 6.1.p.11 - Justify approach, assessment, care and transport decisions for a patient experiencing a psychiatric crisis.
<p>O6.1.q</p>	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> ○ 6.1.q.1 - Explain the approach to an obstetrical patient. ○ 6.1.q.2 - Describe disease processes that interfere with the labour and delivery. ○ 6.1.q.3 - Describe complications of labour and delivery. ○ 6.1.q.4 - Explain how patient history relates to obstetrical patient presentation. ○ 6.1.q.5 - Explain how age and health status relate to the obstetrical patient presentation. ○ 6.1.q.6 - Discuss indications that suggest the need to prepare for imminent delivery. ○ 6.1.q.7 - Adapt care based on fetal and maternal presentation. ○ 6.1.q.8 - Demonstrate the ability to manage imminent delivery. ○ 6.1.q.9 - Integrate the approach, assessment, treatment and transport of an obstetrical patient. ○ 6.1.q.10 - Justify approach, assessment, care and transport decisions of the obstetrical patient.



GRADING

Students will be evaluated through written examinations and a final project. A minimum of **70%** must be attained to receive a passing grade for *PCP-124 Medical II*.

Quiz I	5%
Midterm Exam	30%
Quiz II	5%
Final Project	10%
Test I	10%
Final Exam	40%

EXPECTATIONS & TIPS FOR SUCCESS

Academic Standards and Workload: Appropriate professional tone is expected on all student submissions and examinations. This is to help build strong professional practice skills.

A typical PCP course should require 1-2 hours per week of out-of-class work. This time may vary depending on how quickly you read and comprehend assigned course materials.

Classroom Protocol: Students are expected to be courteous and respectful of others, and mindful that a classroom is a shared working space with the primary goal of learning course material.

Unnecessary distractions are to be minimized. This includes turning off cell phones and other distractors 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 the break.

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

Deadlines and Late Penalties: Course deliverables submitted after the due date will be assigned a grade of zero (0). This penalty may be waived at the discretion of the instructor in the event of extraordinary or special circumstances (with supporting verification/documentation).



**OLS
Academy**

Primary Care Paramedicine 2026-27
Term 2 | Block 1 & 2
PCP-124 Medical II
OLS Academy
Course Outline
Cohort A

Absence Due to Special Circumstances or Illness: Let the Instructor know in advance if you need to be away due to special circumstances. If the event conflicts with class examinations, verification of the reason for absence will be required. **Total Amount of Absences Permitted = 6 classes.**

Academic Integrity: 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-124* will be done during class sessions. Special announcements will be posted on the OLS Academy website. Emails sent to students will be sent from academy@omnilifesupport.com. Students can email the instructor at cheyenne.heath@omnilifesupport.com or kailee.heath@omnilifesupport.com.

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