OLS Academy

Primary Care Paramedicine 2026-27
Term 1 | Block 1 & 2
PCP-117 Lab I
OLS Academy
Course Outline
Cohort A

COURSE OVERVIEW

PCP-117 Lab I is a practical, simulation-based course that combines pre-lab skill preparation with structured lab-based practice. The course is designed to help students progress from foundational knowledge and discrete skill acquisition to integrated patient-care performance in simulated emergency scenarios.

The pre-lab component introduces students to essential paramedic skills, equipment, procedures, safety principles, and clinical decision-making expectations before students participate in hands-on lab sessions. This includes preparation for patient assessment, patient handling, airway and ventilation skills, suctioning, respiratory monitoring, ECG acquisition, medication preparation and administration, and other Term 1 practical competencies.

The lab component allows students to practise, apply, and demonstrate Term 1 competencies through focused skill stations, integrated patient-care scenarios, facilitated case discussions, formative practical checkpoints, remediation, competency sign-off opportunities, and practical evaluation.

Specific areas of focus include patient handling and movement, scene assessment, primary and secondary medical assessment, patient history, vital signs, focused respiratory, cardiovascular, and neurological assessment, airway maneuvers, suctioning, airway adjuncts, oxygen delivery, ventilation support, capnography/$ETCO_2$ monitoring where applicable, foreign body airway obstruction, CPR/AED, supraglottic airway use, cardiac arrest management, ECG acquisition, radio patch and verbal reporting, medication preparation and administration, allergy/anaphylaxis, hypoglycemia, overdose, altered level of consciousness, and patients requiring multiple interventions.

This course supports the program's theory-to-practice progression by preparing students to safely integrate assessment, treatment, communication, clinical reasoning, reassessment, professionalism, and patient safety before advancing to higher-complexity laboratory, clinical practicum, and ambulance preceptorship experiences.

MEETING TIMES & INSTRUCTIONAL METHODS

Pre-Lab	Mondays (Cohort A) 14:45
Lab Sessions:	Wednesdays (Groups: A, B, C, D) 08:30 – 12:00 / 13:00 – 16:30 Fridays (Groups: A, B, C, D) 08:30 – 12:00 / 13:00 – 16:30
Total hours:	119.5

REQUIRED MATERIALS, PREREQUISITES, & COREQUISITES

Textbooks
OLS Academy Clinical Practical Guidelines
OLS Academy Skill Resource Manual

Class Materials
Students are expected to bring required practical equipment to all lab sessions, including stethoscope, penlight, watch or timing device, required PPE, writing materials, access to assigned pre-lab materials, and access to CompTracker.

Prerequisites:	None
Corequisites:	PCP-101, PCP-105, PCP-107, PCP-113, PCP-114, PCP-119

INSTRUCTOR(S)

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LEARNING OUTCOMES:

Learning outcomes for *PCP-117 Lab I* are guided by the knowledge, skills, patient presentations, clinical decision-making expectations, and competency requirements introduced across the Term 1 co-requisite courses. These include:

- PCP-101 Foundations
- PCP-105 Operations
- PCP-107 Therapeutics
- PCP-113 Lab Theory
- PCP-114 Medical I
- PCP-119 Trauma I

PCP-117 Lab I functions as the primary practical application course for Term 1. The course combines pre-lab skill preparation with structured lab-based practice, allowing students to progress from foundational knowledge and discrete skill development to integrated simulated patient-care performance.

The pre-lab component prepares students for hands-on participation by introducing relevant equipment, procedures, safety considerations, skill sequencing, and clinical expectations. The lab component provides the environment in which students practise, integrate, and demonstrate selected Term 1 competencies through skill stations, simulated

emergency scenarios, facilitated case discussion, competency sign-off opportunities, formative checkpoints, remediation, and practical evaluation.

Through successful participation in this course, students are expected to integrate knowledge, psychomotor skills, communication, scene management, clinical reasoning, reassessment, professionalism, and patient-safety principles in preparation for progression to higher-complexity laboratory, clinical practicum, and ambulance preceptorship environments.

By the end of *PCP-117 Lab I*, the student will be able to:

- Demonstrate safe patient handling and movement using appropriate biomechanics, lifting/moving techniques, equipment, team communication, patient dignity, and scene-safety practices.
- Perform organized general patient assessments including scene assessment, primary assessment, relevant history gathering, secondary assessment, vital-sign acquisition, interpretation, reassessment, and prioritization.
- Manage airway, oxygenation, ventilation, and respiratory monitoring needs in simulated patients using manual airway maneuvers, suctioning, basic airway adjuncts, oxygen delivery devices, pocket mask ventilation, bag-valve-mask ventilation, capnography/$ETCO_2$ monitoring where applicable, and reassessment.
- Assess and manage simulated respiratory and cardiovascular presentations using focused assessment, clinical reasoning, appropriate interventions, medication-safety checks, reassessment, respiratory diagnostics, ECG acquisition, and transport-priority decision-making.
- Integrate ECG acquisition and cardiac-care communication by applying 3-lead monitoring, 12-lead ECG acquisition, basic ECG interpretation expectations, reperfusion/STEMI recognition support, radio patch, verbal reporting, transfer-of-care reporting, and simulated documentation.
- Manage simulated cardiac arrest and foreign-body airway obstruction scenarios using high-quality CPR, AED operation, airway/ventilation support, suctioning, supraglottic airway insertion/use/removal where appropriate, FBAO interventions, laryngoscopy and Magill forceps where applicable, team communication, ROSC priorities, and termination-of-resuscitation considerations.
- Prepare and safely administer medications using Term 1 routes and safety principles including medication calculations, medication preparation from ampules and vials, approved oral, buccal, sublingual, inhalation, intranasal, intramuscular, and subcutaneous routes, contraindication screening, dosage verification, consent, reassessment, and documentation expectations.

- Integrate assessment, treatment, communication, clinical reasoning, professionalism, and patient safety in simulated medical scenarios involving altered level of consciousness, allergy/anaphylaxis, respiratory emergencies, cardiac emergencies, and patients requiring multiple interventions.

Vascular access and intravenous fluid/medication administration may be introduced and practiced in PCP-117 Lab I as an early competency opportunity for students who are ready. Formal progression expectations for these competencies remain assigned to Term 2 unless otherwise approved by the program.

INTENDED LEARNING OBJECTIVES:

Learning objectives for *PCP-117 Lab I* are guided by the *National Occupational Competency Profiles (NOCP)* for Paramedics. Each objective, indicated by the prefix "O", is linked to the corresponding *NOCP* sub-competency with the matching alpha-numerical code (e.g., O1.1.a is the learning objective tied to sub-competency 1.1.a of the *NOCP* for paramedics). As per the *NOCP* guidelines for paramedics, to succeed in this course, you must demonstrate competence in the following areas:

Learning Objectives	Embedded Knowledge and Skills
O2.1.a	By the end of the course, the student will be able to: ○ **2.1.a.1 - Deliver** an organized telecommunications report using an appropriate radio patch structure. ○ **2.1.a.2 - Communicate** relevant patient assessment findings, treatments, reassessment findings, and transport priorities. ○ **2.1.a.3 - Use** clear, concise, professional communication appropriate to simulated patient-care scenarios.

Learning Objectives	Embedded Knowledge and Skills
O2.1.b	By the end of the course, the student will be able to: ○ **2.1.b.1 - Provide** an organized verbal transfer-of-care report. ○ **2.1.b.2 - Include** relevant patient history, assessment findings, interventions, response to treatment, and ongoing care priorities. ○ **2.1.b.3 - Adapt** the report to the receiving provider or simulated receiving facility.
O2.1.c	By the end of the course, the student will be able to: ○ **2.1.c.1 - Obtain** and communicate an organized patient history. ○ **2.1.c.2 - Present** relevant history elements clearly during simulated patient-care scenarios. ○ **2.1.c.3 - Integrate** patient history into assessment, treatment, and reporting decisions.
O2.2.a	By the end of the course, the student will be able to: ○ **2.2.a.1 - Record** organized patient-care information in a simulated documentation format. ○ **2.2.a.2 - Document** assessment findings, interventions, reassessment findings, patient response, and transfer-of-care information accurately and professionally.
O3.2.a	By the end of the course, the student will be able to: ○ **3.2.a.1 - Define** "safe biomechanics." ○ **3.2.a.2 - Describe** potential injuries common to EMS practitioners. ○ **3.2.a.3 - Describe** strategies to reduce risk of injury. ○ **3.2.a.4 - Choose** strategies to reduce risk of injury. ○ **3.2.a.5 - Adapt** proper lifting techniques.

Learning Objectives	Embedded Knowledge and Skills
O3.2.b	By the end of the course, the student will be able to: ○ **3.2.b.1 - List** equipment required for a patient transfer. ○ **3.2.b.2 - Describe** indications for equipment use related to a patient transfer. ○ **3.2.b.3 - Identify** specifications of the equipment to be used for a patient transfer, including equipment for special patient populations. ○ **3.2.b.4 - Explain** techniques of a patient transfer, using specified equipment. ○ **3.2.b.5 - Perform** patient transfers.
O3.3.d	By the end of the course, the student will be able to: ○ **3.3.d.1 - Identify** safe and secure methods to secure patients to various equipment. ○ **3.3.d.2 - Integrate** safe and secure procedures for patient movement and transport.
O4.3.a	By the end of the course, the student will be able to: ○ **4.3.a.1 - Explain** primary assessment. ○ **4.3.a.2 - Distinguish** between trauma assessment and primary medical assessment. ○ **4.3.a.3 - Evaluate** life-threatening findings from primary assessment. ○ **4.3.a.4 - Apply** appropriate sequential techniques for primary assessment. ○ **4.3.a.5 - Apply** primary assessment to different age groups. ○ **4.3.a.6 - Perform** techniques for primary assessment. ○ **4.3.a.7 - Adapt** assessment techniques to primary assessment findings. ○ **4.3.a.8 - Analyze** initial assessments, to determine patient's level of distress and severity of illness or injury. ○ **4.3.a.9 - Infer** a provisional diagnosis.

Learning Objectives	Embedded Knowledge and Skills
O4.3.b	By the end of the course, the student will be able to: ○ **4.3.b.1 - Explain** secondary assessment. ○ **4.3.b.2 - Distinguish** between trauma assessment and secondary medical assessment. ○ **4.3.b.3 - Evaluate** life-threatening findings, from the secondary assessment. ○ **4.3.b.4 - Apply** appropriate sequential techniques, for the secondary assessment. ○ **4.3.b.5 - Apply** the secondary assessment, to different age groups. ○ **4.3.b.6 - Perform** techniques for a secondary assessment. ○ **4.3.b.7 - Adapt** assessment techniques, to secondary assessment findings. ○ **4.3.b.8 - Infer** a provisional diagnosis.
O4.3.c	By the end of the course, the student will be able to: ○ **4.3.c.1 - Apply** assessment techniques specific to the cardiovascular system. ○ **4.3.c.2 - Evaluate** findings related to cardiovascular illness or injury. ○ **4.3.c.3 - Integrate** cardiovascular assessment findings into treatment, ECG acquisition, communication, reassessment, and transport-priority decisions.
O4.3.d	By the end of the course, the student will be able to: ○ **4.3.d.1 - Explain** the pathophysiology of specific neurological illnesses and injuries. ○ **4.3.d.2 - Apply** assessment techniques, specific to the neurological system. ○ **4.3.d.3 - Evaluate** findings related to the etiology, pathophysiology, and manifestations of neurological system illnesses and injuries. ○ **4.3.d.4 - Perform** assessment techniques, for neurological illnesses and injuries. ○ **4.3.d.5 - Adapt** assessment techniques, to neurological history findings.

Learning Objectives	Embedded Knowledge and Skills
O4.3.e	By the end of the course, the student will be able to: ○ **4.3.e.1 - Explain** the pathophysiology of specific respiratory illnesses and injuries. ○ **4.3.e.2 - Apply** assessment techniques, specific to the respiratory system. ○ **4.3.e.3 - Evaluate** findings related to the etiology, pathophysiology, and manifestations of respiratory system illnesses and injuries. ○ **4.3.e.4 - Perform** assessment techniques, for respiratory illnesses and injuries. ○ **4.3.e.5 - Adapt** assessment techniques, to respiratory history findings.
O4.4.a	By the end of this course, the student will be able to: ○ **4.4.a.1 - Locate and assess** appropriate peripheral and central pulse points. ○ **4.4.a.2 - Determine** pulse rate, rhythm, strength, and equality where applicable. ○ **4.4.a.3 - Integrate** pulse findings into patient assessment, clinical reasoning, reassessment, and communication.
O4.4.b	By the end of this course, the student will be able to: ○ **4.4.b.1 - Assess** respiratory rate, rhythm, depth, effort, and overall work of breathing. ○ **4.4.b.2 - Identify** abnormal respiratory patterns and signs of respiratory distress. ○ **4.4.b.3 - Integrate** respiratory findings into patient assessment, treatment decisions, reassessment, and communication.

Learning Objectives	Embedded Knowledge and Skills
O4.4.c	By the end of this course, the student will be able to: ○ **4.4.c.1 - Obtain** a patient temperature using appropriate equipment and technique. ○ **4.4.c.2 - Recognize** temperature findings that may influence patient assessment and treatment priorities. ○ **4.4.c.3 - Integrate** temperature findings into reassessment, communication, and simulated patient-care documentation.
O4.4.d	By the end of this course, the student will be able to: ○ **4.4.d.1 - Select** the appropriate cuff size and prepare equipment for manual blood pressure measurement. ○ **4.4.d.2 - Obtain** an accurate blood pressure by auscultation using proper patient positioning, cuff placement, and stethoscope technique. ○ **4.4.d.3 - Interpret and communicate** blood pressure findings in the context of the patient's presentation and reassessment.
O4.4.e	By the end of this course, the student will be able to: ○ **4.4.e.1 - Obtain** a systolic blood pressure by palpation using appropriate technique. ○ **4.4.e.2 - Recognize** situations where palpated blood pressure measurement may be required or useful. ○ **4.4.e.3 - Integrate** palpated blood pressure findings into patient assessment, reassessment, and communication.
O4.4.f	By the end of this course, the student will be able to: ○ **4.4.f.1 - Prepare and apply** non-invasive blood pressure monitoring equipment using appropriate cuff size and placement. ○ **4.4.f.2 - Obtain and verify** non-invasive blood pressure readings in relation to patient condition and manual assessment findings. ○ **4.4.f.3 - Recognize** inaccurate or inconsistent readings and respond through reassessment or manual confirmation where appropriate.

Learning Objectives	Embedded Knowledge and Skills
O4.4.g	**By the end of this course, the student will be able to:** ○ **4.4.g.1 - Assess** skin colour, temperature, moisture, and general condition. ○ **4.4.g.2 – Recognize** abnormal skin findings relevant to perfusion, respiratory status, shock, allergic reaction, hypoglycemia, overdose, and other simulated medical presentations. ○ **4.4.g.3 - Integrate** skin findings into patient assessment, prioritization, reassessment, and communication.
O4.4.h	By the end of this course, the student will be able to: ○ **4.4.h.1 - Assess** pupil size, equality, and response to light using appropriate technique. ○ **4.4.h.2 - Recognize** abnormal pupil findings relevant to neurological status, altered level of consciousness, overdose, and other simulated medical presentations. ○ **4.4.h.3 - Integrate** pupil findings into patient assessment, reassessment, and communication.
O4.5.a	By the end of this course, the student will be able to: ○ **4.5.a.1 - Prepare and apply** pulse oximetry equipment using appropriate site selection and patient considerations. ○ **4.5.a.2 - Obtain and interpret** oxygen saturation readings in the context of respiratory assessment, perfusion, patient presentation, and equipment limitations. ○ **4.5.a.3 - Integrate** pulse oximetry findings into oxygenation decisions, reassessment, communication, and simulated patient-care documentation.

Learning Objectives	Embedded Knowledge and Skills
O4.5.c	By the end of the course, the student will be able to: ○ **4.5.c.1 - Prepare and operate** blood glucose monitoring equipment using appropriate safety, infection-control, and sharps-handling practices. ○ **4.5.c.2 - Obtain and interpret** blood glucose readings in the context of patient presentation, altered level of consciousness, hypoglycemia, overdose, and other simulated medical scenarios. ○ **4.5.c.3 - Integrate** blood glucose findings into treatment decisions, reassessment, communication, and simulated patient-care documentation.
O4.5.d	By the end of the course, the student will be able to: ○ **4.5.d.1 - Identify** indications and rationale for performing peripheral venipuncture. ***IV Status Note:** IV access, IV medication administration, and fluid administration may be practiced or signed off in Term 1 only for students who demonstrate readiness. Formal progression expectations remain assigned to Term 2 unless otherwise approved by the program.
O4.5.m	By the end of the course, the student will be able to: ○ **4.5.m.1 - Prepare and apply** 3-lead ECG monitoring equipment. ○ **4.5.m.2 - Acquire** a usable 3-lead ECG tracing. ○ **4.5.m.3 - Incorporate** ECG findings into patient assessment, clinical reasoning, communication, and reassessment.
O4.5.n	By the end of the course, the student will be able to: ○ **4.5.n.1 - Prepare and apply** 12-lead ECG equipment. ○ **4.5.n.2 - Acquire** a usable 12-lead ECG tracing. ○ **4.5.n.3 - Identify** findings requiring escalation, reperfusion consideration, or communication through radio patch / transfer-of-care reporting, within student scope.

Learning Objectives	Embedded Knowledge and Skills
O5.1.a	By the end of the course, the student will be able to: ○ **5.1.a.1 - Describe** methods of relieving the symptoms of airway obstruction. ○ **5.1.a.2 - Describe** the types of airway opening maneuvers for various patients. ○ **5.1.a.3 - Discuss** the indications, contraindications, and precautions, of performing airway maneuvers. ○ **5.1.a.4 - Apply** problem-solving techniques required with various types of patients. ○ **5.1.a.5 - Adapt** maneuvers and positioning for head, neck, and jaw positioning, which improve airway patency. ○ **5.1.a.6 - Perform** manual airway maneuvers, under a variety of patient and environmental presentations. ○ **5.1.a.7 - Adjust** to changes in patient's airway patency. ○ **5.1.a.8 - Demonstrate** management of potential complications of airway maneuvers.
O5.1.b	By the end of the course, the student will be able to: ○ **5.1.b.1 - Explain** the purposes of and indications for oropharyngeal suctioning. ○ **5.1.b.2 - Describe** suctioning equipment. ○ **5.1.b.3 - Explain** established standards of maintenance for suctioning equipment. ○ **5.1.b.4 - Identify** pressure limitations for suctioning various age groups. ○ **5.1.b.5 - Operate** appropriate suctioning devices. ○ **5.1.b.6 - Perform** suctioning using safe technique. ○ **5.1.b.7 - Adapt** suctioning techniques, to changes in a patient's condition. ○ **5.1.b.8 - Explain** potential complications of suctioning. ○ **5.1.b.9 - Perform** cleaning and disinfection of suctioning equipment.

Learning Objectives	Embedded Knowledge and Skills
O5.1.c	By the end of the course, the student will be able to: ○ **5.1.c.1 - Identify** indications and equipment for suctioning beyond the oropharynx.
O5.1.d	By the end of the course, the student will be able to: ○ **5.1.d.1 - Explain** the purpose and indications for inserting an oropharyngeal airway. ○ **5.1.d.2 - Discuss** oropharyngeal airway types and sizes. ○ **5.1.d.3 - Perform** oropharyngeal airway sizing procedures. ○ **5.1.d.4 - Perform** insertion of an oropharyngeal airway. ○ **5.1.d.5 - Adjust** to changes in patient presentation.
O5.1.e	By the end of the course, the student will be able to: ○ **5.1.e.1 - Explain** the purposes of and indications for inserting a nasopharyngeal airway. ○ **5.1.e.2 - Perform** nasopharyngeal airway sizing procedures. ○ **5.1.e.3 - Perform** nasopharyngeal airway insertion. ○ **5.1.e.4 - Adjust** to changes in patient presentation.
O5.1.f	By the end of the course, the student will be able to: ○ **5.1.f.1 - Explain** the purposes of and indications for airway devices not requiring visualization of vocal cords and not introduced endotracheally. ○ **5.1.f.2 - Describe** various types of airway devices not requiring visualization of vocal cords and not introduced endotracheally. ○ **5.1.f.3 - Perform** sizing procedures for airway devices not requiring visualization of vocal cords and not introduced endotracheally. ○ **5.1.f.4 - Perform** insertion of airway devices not requiring visualization of vocal cords and not introduced endotracheally. ○ **5.1.f.5 - Adjust** to changes in patient presentation.

Learning Objectives	Embedded Knowledge and Skills
O5.1.j	By the end of the course, the student will be able to: ○ **5.1.j.1 - Identify** the purposes of and indications for foreign body removal by forceps. ○ **5.1.j.2 - Describe** equipment used for foreign body removal by direct techniques. ○ **5.1.j.3 - Identify** potential complications of AFB removal by direct techniques.
O5.2.a	By the end of the course, the student will be able to: ○ **5.2.a.1 - Describe** indications for oxygen administration. ○ **5.2.a.2 - Discuss** the purpose of oxygen administration. ○ **5.2.a.3 - Discuss** oxygen administration complications. ○ **5.2.a.4 - Describe** the safe handling of oxygen delivery systems. ○ **5.2.a.5 - Discuss** oxygen administration precautions. ○ **5.2.a.6 - Identify** different oxygen cylinder types and sizes. ○ **5.2.a.7 - Apply** the formulas that determine oxygen cylinder factors, volume (or type) and maximum filling volumes and duration. ○ **5.2.a.8 - Identify** various types of oxygen delivery systems. ○ **5.2.a.9 - Explain** the difference between portable and fixed delivery systems.
O5.2.b	By the end of the course, the student will be able to: ○ **5.2.b.1 - Describe** the sequential steps for setting up oxygen delivery systems. ○ **5.2.b.2 - Operate** oxygen delivery systems. ○ **5.2.b.3 - Demonstrate** cleaning and disinfection of oxygen delivery systems.
O5.3.a	By the end of the course, the student will be able to: ○ **5.3.a.1 - Identify** the purposes of and indications for the use of a nasal cannula. ○ **5.3.a.2 - List** the steps for administration of oxygen by nasal cannula. ○ **5.3.a.3 - Perform** oxygen administration using a nasal cannula. ○ **5.3.a.4 - Adjust** to changes in patient presentation.

Learning Objectives	Embedded Knowledge and Skills
O5.3.b	By the end of the course, the student will be able to: ○ **5.3.b.1 - Identify** the purposes of and indications for the use of a low concentration mask. ○ **5.3.b.2 - List** the steps for administration of oxygen by a low concentration mask. ○ **5.3.b.3 - Perform** oxygen administration using a low concentration mask. ○ **5.3.b.4 - Adjust** to changes in patient presentation.
O5.3.c	By the end of the course, the student will be able to: ○ **5.3.c.1 - Identify** the purposes of and indications for the use of a controlled concentration oxygen mask.
O5.3.d	By the end of the course, the student will be able to: ○ **5.3.d.1 - Identify** the purposes of and indications for the use of a high concentration mask. ○ **5.3.d.2 - List** the steps for administration of oxygen by a high concentration mask. ○ **5.3.d.3 - Perform** oxygen administration using a high concentration mask. ○ **5.3.d.4 - Adjust** to changes in patient presentation.
O5.3.e	By the end of the course, the student will be able to: ○ **5.3.e.1 - Identify** the purposes of and indications for the use of a pocket mask. ○ **5.3.e.2 - List** the steps for administration of oxygen by a pocket mask. ○ **5.3.e.3 - Perform** oxygen administration using a pocket mask. ○ **5.3.e.4 - Adjust** to changes in patient presentation.

Learning Objectives	Embedded Knowledge and Skills
O5.5.a	By the end of the course, the student will be able to: ○ **5.5.a.1 - Perform** high-quality adult CPR according to current standards. ○ **5.5.a.2 - Coordinate** compressions, ventilations, role assignment, and team communication during simulated cardiac arrest. ○ **5.5.a.3 - Adapt** CPR performance based on patient presentation, equipment, and facilitator direction.
O5.5.c	By the end of the course, the student will be able to: ○ **5.5.c.1 - Describe** equipment for peripheral IV infusion. ○ **5.5.c.2 - Identify** factors that affect the flow rate. ○ **5.5.c.3 - Demonstrate** the ability to discontinue an infusion following sequential steps. ○ **5.5.c.4 - Adjust** devices as required to maintain flow rates. ***IV Status Note:** IV access, IV medication administration, and fluid administration may be practiced or signed off in Term 1 only for students who demonstrate readiness. Formal progression expectations remain assigned to Term 2 unless otherwise approved by the program.
O5.5.d	By the end of the course, the student will be able to: ○ **5.5.d.1 - Identify** the purposes of and indications for peripheral IV cannulation. ○ **5.5.d.2 - List** the steps of peripheral IV cannulation. ○ **5.5.d.3 - Perform** peripheral IV cannulation. ○ **5.5.d.4 - Discuss** potential complications of peripheral IV cannulation. ○ **5.5.d.5 - Adapt** to changes in patient presentation. ***IV Status Note:** IV access, IV medication administration, and fluid administration may be practiced or signed off in Term 1 only for students who demonstrate readiness. Formal progression expectations remain assigned to Term 2 unless otherwise approved by the program.

Learning Objectives	Embedded Knowledge and Skills
O5.5.i	By the end of the course, the student will be able to: ○ **5.5.i.1 - Prepare and operate** an automated external defibrillator safely. ○ **5.5.i.2 - Apply** AED pads, follow prompts, maintain scene safety, and coordinate defibrillation with CPR. ○ **5.5.i.3 - Reassess and communicate** patient status during simulated cardiac arrest scenarios.
O5.5.t	By the end of the course, the student will be able to: ○ **5.5.t.1 - Describe** indications for oral/gastric access associated with supraglottic airway insertion, where applicable. ○ **5.5.t.2** - **Identify** equipment and safety considerations related to oral/gastric access associated with supraglottic airway use.
O5.8.b	By the end of the course, the student will be able to: ○ **5.8.b.1 - Explain** the "Five Rights" of medication administration. ○ **5.8.b.2 - Distinguish** between the different drug administration routes. ○ **5.8.b.3 - Describe** how medication administration protocols are applied to specific patient presentation. ○ **5.8.b.4 - Apply** policies when medication administration errors occur. ○ **5.8.b.5 - Explain** the role of the paramedic in medication administration. ○ **5.8.b.6 - Demonstrate** how to provide medications using a sequential step method of administration. ○ **5.8.b.7 - Demonstrate** how to prepare a patient for medication administration. ○ **5.8.b.8 - Demonstrate** how to measure the required quantity of medication. ○ **5.8.b.9 - Set up** the supplies required for the specific route of drug administration. ○ **5.8.b.10 - Receive** consent before administration of medications.

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

Learning Objectives	Embedded Knowledge and Skills
O5.8.e	By the end of the course, the student will be able to: ○ **5.8.e.1 - Describe** medical conditions and patient indications for intravenous administration of a medication. ○ **5.8.e.2 - Apply** proper calculations for correct medication requirement for the patient presentation. ○ **5.8.e.3 - Identify** those approved drugs that are given via intravenous routes. ○ **5.8.e.4 - Explain** the benefit of medication administration via intravenous route in comparison to other routes. ***IV Status Note:** IV access, IV medication administration, and fluid administration may be practiced or signed off in Term 1 only for students who demonstrate readiness. Formal progression expectations remain assigned to Term 2 unless otherwise approved by the program.
O5.8.h	By the end of the course, the student will be able to: ○ **5.8.h.1 - Evaluate** medical conditions, and indications for sublingual administration of a medication. ○ **5.8.h.2 - Apply** proper calculations for correct medication requirement for the patient presentation. ○ **5.8.h.3 - Distinguish** those approved drugs that are given via sublingual routes. ○ **5.8.h.4 - Discuss** the benefit of medication administration via sublingual route in comparison to other routes. ○ **5.8.h.5 - Demonstrate** how to provide sublingual medications using a sequential step method of administration. ○ **5.8.h.6 - Demonstrate** how to prepare a patient for sublingual medication administration. ○ **5.8.h.7 - Demonstrate** how to measure the required quantity of sublingual medication.

Learning Objectives	Embedded Knowledge and Skills
O5.8.i	By the end of the course, the student will be able to: ○ **5.8.i.1 - Identify** indications, contraindications, and safety considerations for buccal medication administration. ○ **5.8.i.2 - Prepare and administer** medication via the buccal route using appropriate technique. ○ **5.8.i.3 - Reassess** the patient and communicate/document response to treatment.
O5.8.k	By the end of the course, the student will be able to: ○ **5.8.k.1 - Identify** indications, contraindications, and safety considerations for oral medication administration. ○ **5.8.k.2 - Prepare and administer** medication via the oral route using appropriate technique. ○ **5.8.k.3 - Reassess** the patient and communicate/document response to treatment.
O5.8.n	By the end of the course, the student will be able to: ○ **5.8.n.1 - Identify** indications, contraindications, and safety considerations for intranasal medication administration. ○ **5.8.n.2 - Prepare and administer** medication via the intranasal route using appropriate technique and device selection. ○ **5.8.n.3 - Reassess** the patient and communicate/document response to treatment.

Learning Objectives	Embedded Knowledge and Skills
O5.8.m	By the end of the course, the student will be able to: ○ **5.8.m.1 - Evaluate** medical conditions, and indications for inhalation administration of a medication. ○ **5.8.m.2 - Apply** proper calculations for correct medication requirement for the patient presentation. ○ **5.8.m.3 - Distinguish** those approved drugs that are given via inhalation. ○ **5.8.m.4 - Discuss** the benefit of medication administration via inhalation in comparison to other routes. ○ **5.8.m.5 - Demonstrate** how to provide inhalation medications using a sequential step method. ○ **5.8.m.6 - Demonstrate** how to prepare a patient for inhalation administration of a medication. ○ **5.8.m.7 - Demonstrate** how to measure the required quantity of inhalation medication.

GRADING

Students in *PCP-117 Lab I* are evaluated through practical skills evaluations, simulated patient-care scenarios, formative practical checkpoints, remediation activities, and competency sign-off opportunities. Competency completion is tracked through CompTracker.

To receive a passing grade in PCP-117 Lab I, students must attain mastery in all required Term 1 Lab I competencies assigned to this course. Mastery is achieved when the student has successfully demonstrated the required competencies to the expected standard and all required competency records have been completed in CompTracker.

Formative practical checkpoints are mandatory course completion components. These checkpoints are used to evaluate student progression, identify areas requiring remediation, and confirm the student's ability to integrate assessment, treatment, communication, clinical reasoning, and patient safety in simulated patient-care scenarios.

A student who misses a formative practical checkpoint, practical evaluation, scheduled remediation activity, or required competency sign-off opportunity must complete an approved make-up or remediation process as directed by the Academy. A missed mandatory component is not waived by the course absence allowance and may result in an ***Incomplete*** until the required activity and any associated remediation are successfully completed.

Students who do not achieve mastery in all required Term 1 Lab I competencies, or who do not complete all mandatory course components, by the end of the course will receive an ***Incomplete***, subject to program policy, remediation requirements, and applicable progression timelines.

CompTracker: Term 1 Lab I Competencies: Mastery Required

EXPECTATIONS & TIPS FOR SUCCESS

Preparation and Professional Standards:

Students are expected to arrive prepared for all pre-lab and lab sessions. This includes reviewing assigned materials, completing required pre-lab preparation, bringing required equipment, wearing the appropriate uniform, and being ready to participate in skills practice, simulated patient-care scenarios, competency sign-offs, and practical evaluations.

Professional behaviour is expected at all times. Students must demonstrate respectful communication, accountability, teamwork, patient dignity, safety awareness, and appropriate conduct in the lab environment. The lab setting is a shared professional learning space and should be treated in the same manner as a clinical or paramedic workplace.

Workload and Practice Expectations:

PCP-117 Lab I requires consistent practice outside scheduled class time. Students are responsible for developing and maintaining their psychomotor skills, clinical reasoning, communication, and scenario-management abilities throughout the course. Additional practice may be required to achieve competency mastery.

Lab Protocol:

Students are expected to participate actively, minimize unnecessary distractions, and follow all safety, equipment-use, infection-control, and simulation guidelines. Students

must follow facilitator direction during skills stations, simulated scenarios, formative checkpoints, remediation activities, and competency sign-off opportunities.

Attendance and Mandatory Course Components:

Attendance is mandatory for all scheduled pre-lab and lab sessions unless otherwise approved by the Academy. Students are permitted a maximum of **6 absences** in *PCP-117 Lab I.*

This absence allowance does not waive mandatory course components. Formative practical checkpoints, practical evaluations, scheduled remediation activities, and required competency sign-off opportunities must be completed. A student who misses a mandatory course component must complete an approved make-up or remediation process as directed by the Academy.

Failure to complete required competencies, formative checkpoints, practical evaluations, remediation requirements, or other mandatory course components may result in an ***Incomplete***, subject to program policy and applicable progression timelines.

Tardiness:

Tardiness is strongly discouraged and is inconsistent with professional paramedic practice. Students who arrive late may be required to wait until an appropriate break before entering the lab. Missed time may affect the student's ability to participate in required activities, complete competencies, or meet course requirements.

Absence Due to Special Circumstances or Illness:

Students must notify the Academy Manager as soon as possible if they are unable to attend due to illness or special circumstances. If an absence affects a formative checkpoint, practical evaluation, remediation activity, or required competency opportunity, the student may be required to provide verification and must complete an approved make-up or remediation process.

Academic Integrity:

Members of the OLS Academy community are expected to promote honesty, trust, fairness, respect, responsibility, and accountability. Academic integrity applies to all course activities, including practical evaluations, competency sign-offs, documentation, simulation participation, and communication with faculty and peers.

Communication Methods:

Most communication regarding *PCP-117 Lab I* will occur during scheduled course sessions. General course communication may also be sent from **academy@omnilifesupport.com**. Students may contact the Academy Manager at **rene.savoie@omnilifesupport.com**.

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