COURSE OVERVIEW

PCP-127 Lab II 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 and Term 1 practical competency development to higher-complexity integrated patient-care performance in simulated emergency scenarios.

The pre-lab component prepares students for hands-on participation by reinforcing relevant equipment, procedures, safety principles, patient-care priorities, clinical decision-making expectations, professional behaviours, and scenario-performance standards before students participate in structured lab sessions. This includes preparation for trauma assessment and management, gastrointestinal and genitourinary presentations, intravenous therapy, shock recognition, hemorrhage control, pediatric and neonatal care, obstetrical care, psychiatric presentations, soft tissue and burn injuries, musculoskeletal injuries, spinal motion restriction, extrication principles, patient-transfer equipment, ambulance-operation considerations, and other Term 2 practical competencies.

The lab component allows students to practise, apply, and demonstrate Term 2 competencies through focused skill stations, integrated patient-care scenarios, facilitated case discussions, formative practical checkpoints, remediation, competency sign-off opportunities, and practical evaluation. *PCP-127 Lab II* functions as the primary practical application and evaluation course for the Term 2 lab competency set. Some knowledge and skills are introduced, reinforced, or supported in concurrent theory courses; however, students are evaluated on their ability to apply these competencies in the *PCP-127* lab environment.

Specific areas of focus include professional communication, active listening, non-verbal communication, empathy, compassion, emotional support, confidence, assertiveness, diplomacy, tact, discretion, conflict resolution, suspected abuse considerations, self-protection, hazardous-materials awareness, adverse environments, scene safety, rapid extrication principles, secondary trauma assessment, shock recognition, hemorrhage control, intravenous access and fluid administration, urinary catheter care, gastrointestinal, genitourinary, reproductive, toxicologic, immunologic, palliative, psychiatric, pediatric, neonatal, geriatric, bariatric, and special-population presentations, obstetrical emergencies and childbirth, pediatric and neonatal resuscitation, pediatric airway care, Neo-Mate and Pedi-Mate use, soft tissue injuries, wound care, burns, eye injuries, penetrating wounds, local cold injuries, head, thoracic, abdominal, pelvic, spinal, and musculoskeletal injuries, fracture management, vehicle equipment, ambulance operation, air medical transport considerations, collaboration with health care professionals and emergency response agencies, and integrated multi-system simulated patient-care scenarios.

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:	58

REQUIRED MATERIALS, PREREQUISITES & COREQUISITES

Textbook
OLS Academy Clinical Practice Guidelines
OLS Academy Skill Resource Manual
Caroline, N. (2021). *Emergency Care in the Streets, Canadian Edition 8th ed*. Burlington, MA, *Jones and Bartlett Learning.*

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: PCP-117 Lab I
Corequisites: PCP-100, PCP-108, PCP-124, PCP-129

INSTRUCTOR(S)

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LEARNING OUTCOMES:

Learning outcomes for *PCP-127 Lab II* are guided by the knowledge, skills, patient presentations, clinical decision-making expectations, and competency requirements introduced across the Term 2 co-requisite courses. These include:

- PCP-108 Special Considerations
- PCP-100 Professional Prep
- PCP-124 Medical II
- PCP-129 Trauma II

PCP-127 Lab II functions as the primary practical application and evaluation course for Term 2. The course combines pre-lab skill preparation with structured lab-based practice,

allowing students to progress from foundational and discrete skill development to integrated simulated patient-care performance involving higher-complexity medical, traumatic, obstetrical, pediatric, neonatal, geriatric, psychiatric, and special-population presentations.

The pre-lab component prepares students for hands-on participation by reinforcing relevant equipment, procedures, safety considerations, skill sequencing, clinical decision-making expectations, and scenario-performance standards. The lab component provides the environment in which students practise, integrate, and demonstrate selected Term 2 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, documentation, and patient-safety principles in preparation for progression to clinical practicum and ambulance preceptorship environments.

By the end of *PCP-127 Lab II*, the student will be able to:

- Demonstrate professional communication, active listening, non-verbal communication, empathy, compassion, emotional support, confidence, assertiveness, diplomacy, tact, discretion, conflict-resolution behaviours, and patient-centred communication during simulated patient-care encounters.
- Recognize and manage legal, ethical, and safety considerations during simulated calls, including suspected abuse, self-protection, hazardous-materials awareness, adverse environments, scene safety, patient dignity, and safe interaction with patients experiencing emotional, psychiatric, cognitive, behavioural, or situational distress.
- Perform organized assessments and management plans for simulated patients experiencing gastrointestinal, genitourinary, reproductive, toxicologic, immunologic, palliative, psychiatric, non-urgent, neurological, obstetrical, pediatric, neonatal, geriatric, bariatric, and special-population presentations.
- Perform organized trauma assessments and management plans for simulated patients experiencing shock, hemorrhage, soft tissue injuries, burns, eye injuries, penetrating wounds, local cold injuries, head injuries, thoracic injuries, abdominal injuries, pelvic injuries, spinal injuries, and musculoskeletal injuries.
- Demonstrate integrated trauma-care skills including hemorrhage control, wound care, burn care, fracture management, spinal motion restriction, rapid extrication principles, patient movement, packaging, reassessment, communication, and transport-priority decision-making.

- Demonstrate pediatric and neonatal assessment, airway, ventilation, resuscitation, immobilization, and transport-support skills, including use of appropriate pediatric and neonatal equipment such as Pedi-Mate and Neo-Mate where applicable.
- Demonstrate intravenous access, intravenous fluid administration, direct-pressure fluid administration, intravenous medication-route considerations, urinary catheter care, and related safety, reassessment, and documentation expectations within simulated PCP-level patient-care scenarios.
- Integrate obstetrical assessment and care, childbirth assistance, neonatal assessment, neonatal resuscitation priorities, maternal reassessment, communication, and transport-priority decision-making in simulated obstetrical and neonatal scenarios.
- Provide assessment and care for special populations, including neonatal, pediatric, geriatric, bariatric, palliative, psychiatric, physically impaired, cognitively impaired, and behaviourally complex patients.
- Integrate vehicle equipment, ambulance operation, patient movement, extrication principles, air medical transport considerations, and collaboration with health care professionals and emergency response agencies into simulated patient-care and operational decision-making where applicable.

INTENDED LEARNING OBJECTIVES:

Learning objectives for *PCP-127 Lab 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. As per the NOCP guidelines for paramedics, to succeed in this course, students must demonstrate competence in the following areas as they apply to the Term 2 lab environment.

Learning Objectives	Embedded Knowledge and Skills
O1.7.b	By the end of the course, the student will be able to: ○ **1.7.b.1 - Describe** the ethical and legal requirements for reporting real or suspected situations of abuse, from ethical and legal perspectives. ○ **1.7.b.2 - Comply** with reporting requirements. ○ **1.7.b.3 - Adapt** care and scene management, to fulfill reporting requirements.
O2.3.a	By the end of the course, the student will be able to: ○ **2.3.a.1 - Describe** non-verbal behaviors. ○ **2.3.a.2 - List** examples of non-verbal behaviors that may impact others positively and negatively. ○ **2.3.a.3 - Identify** cultural factors that may affect non-verbal communication. ○ **2.3.a.4 - Identify** growth and development factors, which may affect non-verbal communication. ○ **2.3.a.5 - Identify** personal factors, which may affect non-verbal communication. ○ **2.3.a.6 - Acknowledge** the relationship between positive non-verbal behavior and personal feelings. ○ **2.3.a.7 - Demonstrate** non-verbal behavior that positively impacts communication.
O2.3.b	By the end of the course, the student will be able to: ○ **2.3.b.1 - Define** "active listening." ○ **2.3.b.2 - Acknowledge** the relationship between sincerity, genuine interest, and active listening. ○ **2.3.b.3 - Perform** active listening in interactions with colleagues, patients, and others. ○ **2.3.b.4 - Communicate** openly, despite the impeding nonverbal behavior of others.
O2.4.b	By the end of the course, the student will be able to: ○ **2.4.b.1 - Define** “empathy," “compassion," and “sympathy." ○ **2.4.b.2 - Distinguish** between empathy, sympathy, and compassion. ○ **2.4.b.3 - Describe** behaviors that convey empathy and compassion. ○ **2.4.b.4 - Demonstrate** empathy and compassion. ○ **2.4.b.5 - Value** empathy and compassion.

Learning Objectives	Embedded Knowledge and Skills
O2.4.c	By the end of the course, the student will be able to: ○ **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.d	By the end of the course, the student will be able to: ○ **2.4.d.1 - Discuss** confidence. ○ **2.4.d.2 - Identify** the impact of confidence on patient care. ○ **2.4.d.3 - Identify** risks associated with over confidence. ○ **2.4.d.4 - Choose** behaviors that display confidence. ○ **2.4.d.5 - Adjust** behavior to exhibit an appropriate level of confidence.
O2.4.e	By the end of the course, the student will be able to: ○ **2.4.e.1 - Discuss** assertive behavior and aggressive behavior. ○ **2.4.e.2 - Distinguish** between assertive and aggressive behavior. ○ **2.4.e.3 - Describe** techniques of assertive behavior and evaluate assertive behavior. ○ **2.4.e.4 - Choose** assertive behavior when appropriate. ○ **2.4.e.5 - Perform** appropriate assertive behavior, in interactions. ○ **2.4.e.6 - Adapt** assertive behavior as appropriate.
O2.4.f	By the end of the course, the student will be able to: ○ **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.

Learning Objectives	Embedded Knowledge and Skills
O2.4.g	By the end of the course, the student will be able to: ○ **2.4.g.1 - Define** "conflict" and identify situations of potential conflict. ○ **2.4.g.2 - Discuss** basic conflict resolution strategies. ○ **2.4.g.3 - Justify** the use of basic conflict resolution skills. ○ **2.4.g.4 - Demonstrate** basic conflict resolution 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.c	By the end of the course, the student will be able to: ○ **3.3.c.1 - Describe** basic, nonmechanical patient extrication principles. ○ **3.3.c.2 - Apply** basic, nonmechanical patient extrication principles. ○ **3.3.c.3 - Integrate** basic, nonmechanical patient extrication principles.
O3.3.d	By the end of the course, the student will be able to: ○ **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
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.f	By the end of the course, the student will be able to: ○ **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.

Learning Objectives	Embedded Knowledge and Skills
O4.3.g	By the end of the course, the student will be able to: ○ **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.
O4.3.h	By the end of the course, the student will be able to: ○ **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.i	By the end of the course, the student will be able to: ○ **4.3.i.1 - Explain** the pathophysiology of specific integumentary illnesses and injuries. ○ **4.3.i.2 - Apply** assessment techniques, specific to the integumentary system. ○ **4.3.i.3 - Evaluate** findings related to the etiology, pathophysiology, and manifestations of integumentary system illnesses and injuries. ○ **4.3.i.4 - Demonstrate** assessment techniques, for integumentary illnesses and injuries. ○ **4.3.i.5 - Adapt** assessment techniques, to integumentary history findings.
O4.3.j	By the end of the course, the student will be able to: ○ **4.3.j.1 - Explain** the pathophysiology of specific musculoskeletal illnesses and injuries. ○ **4.3.j.2 - Apply** assessment techniques, specific to the musculoskeletal system. ○ **4.3.j.3 - Evaluate** findings related to the etiology, pathophysiology, and manifestations of musculoskeletal system illnesses and injuries. ○ **4.3.j.4 - Perform** assessment techniques, for musculoskeletal illnesses and injuries. ○ **4.3.j.5 - Adapt** assessment techniques, to musculoskeletal history findings.
O4.3.k	By the end of the course, the student will be able to: ○ **4.3.k.1 - Explain** the pathophysiology of specific ears, eyes, nose, and throat illnesses and injuries. ○ **4.3.k.2 - Apply** assessment techniques, specific to the ears, eyes, nose, and throat. ○ **4.3.k.3 - Evaluate** findings related to the etiology, pathophysiology, and manifestations of ears, eyes, nose, and throat illnesses and injuries. ○ **4.3.k.4 - Demonstrate** assessment techniques, for ears, eyes, nose, and throat illnesses and injuries. ○ **4.3.k.5 - Adapt** assessment techniques, to ears, eyes, nose, and throat history findings.

Learning Objectives	Embedded Knowledge and Skills
O4.3.l	By the end of the course, the student will be able to: ○ **4.3.l.1 - Define,** "neonatal patient." ○ **4.3.l.2 - Explain** the pathophysiology of neonatal illnesses and injuries. ○ **4.3.l.3 - Apply** assessment techniques, neonatal patients. ○ **4.3.l.4 - Evaluate** findings related to the etiology, pathophysiology, and manifestations of neonatal illnesses and injuries. ○ **4.3.l.5 - Demonstrate** assessment techniques, for neonatal illnesses and injuries. ○ **4.3.l.6 - Adjust** assessment techniques, to neonatal history findings.
O4.3.m	By the end of the course, the student will be able to: ○ **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.
O4.3.n	By the end of the course, the student will be able to: ○ **4.3.n.1 - Define,** "pediatric patient." ○ **4.3.n.2 - Explain** developmental parameters. ○ **4.3.n.3 - Describe** the anatomical and physiological differences, between the adult and pediatric patient. ○ **4.3.n.4 - Explain** variations in assessment findings, between the adult and pediatric patient. ○ **4.3.n.5 - Modify** assessment approach for the pediatric patient.
O4.3.o	By the end of the course, the student will be able to: ○ **4.3.o.1 - Define** "geriatric patient." ○ **4.3.o.2 - Discuss** the effects of the aging process. ○ **4.3.o.3 - Explain** variations in assessment findings. ○ **4.3.o.4 - Demonstrate** appropriate assessment techniques, for the geriatric patient. ○ **4.3.o.5 - Modify** assessment approach.

Learning Objectives	Embedded Knowledge and Skills
O4.3.p	By the end of the course, the student will be able to: ○ **4.3.p.1 - Define** "bariatric patient." ○ **4.3.p.2 - Discuss** the effects of obesity. ○ **4.3.p.3 - Explain** variations in assessment findings. ○ **4.3.p.4 - Demonstrate** appropriate assessment techniques for the bariatric patient. **4.3.p.5 - Modify** assessment approach.
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.

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 - Identify** the purposes of and indications for CPR. ○ **5.5.a.2 - List** the steps for CPR administration in a variety of presentations. ○ **5.5.a.3 - Perform** CPR on various age groups. ○ **5.5.a.4 - Perform** CPR while moving a patient from site of collapse. ○ **5.5.a.5 - Discuss** potential complications of CPR. ○ **5.5.a.6 - Adapt** to changes in patient presentation.
O5.5.b	By the end of the course, the student will be able to: ○ **5.5.b.1 - Identify** the purposes of and indications for hemorrhage control through the use of direct pressure and patient positioning. ○ **5.5.b.2 - List** the steps for hemorrhage control through the use of direct pressure and patient positioning. ○ **5.5.b.3 - Perform** hemorrhage control through the use of direct pressure and patient positioning. ○ **5.5.b.4 - Discuss** potential complications of hemorrhage control through the use of direct pressure and patient positioning. ○ **5.5.b.5 - Adapt** to changes in patient presentation.
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.
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.
O5.5.f	By the end of the course, the student will be able to: ○ **5.5.f.1 - Discuss** purposes of and indications for pressure infusion. ○ **5.5.f.2 - Discuss** the principles and techniques for applying added pressure to an infusion line. ○ **5.5.f.3 - Perform** direct pressure infusions. ○ **5.5.f.4 - Adjust** to changes in patient presentation.

Learning Objectives	Embedded Knowledge and Skills
O5.5.j	By the end of the course, the student will be able to: ○ **5.5.j.1 - Distinguish** between automated external defibrillation and manual defibrillation. ○ **5.5.j.2 - Describe** the purposes of manual defibrillation. ○ **5.5.j.3 - Identify** the indications for manual defibrillation. ○ **5.5.j.4 - Identify** the various types of manual defibrillators. ○ **5.5.j.5 - Identify** complications to the use of manual defibrillation.
O5.5.o	By the end of the course, the student will be able to: ○ **5.5.o.1 - Identify** the purpose of a urinary catheter. ○ **5.5.o.2 - Identify** equipment for catheterization. ○ **5.5.o.3 - Explain** how the size of the catheter can affect the patient. ○ **5.5.o.4 - Explain** relationship between urine output and patient condition. ○ **5.5.o.5 - Demonstrate** the appropriate technique when caring for equipment and patient. ○ **5.5.o.6 - Explain** potential complications to catheter care. ○ **5.5.o.7 - Demonstrate** how to drain and measure urine output. ○ **5.5.o.8 - Adapt** care procedures to patient presentation.
O5.6.a	By the end of the course, the student will be able to: ○ **5.6.a.1 - Identify** the purposes of and indications for soft tissue dressing, bandaging and immobilization. ○ **5.6.a.2 - Describe** the various types of dressings and bandages. ○ **5.6.a.3 - Perform** appropriate dressing, bandaging and immobilization procedures. ○ **5.6.a.4 - Adjust** to changes in patient presentation.
O5.6.b	By the end of the course, the student will be able to: ○ **5.6.b.1 - Identify** the purposes of and indications for dressing a burn. ○ **5.6.b.2 - Describe** types of burn dressings. ○ **5.6.b.3 - Demonstrate** application of burn dressing. ○ **5.6.b.4 - Adjust** to changes in patient presentation.
O5.6.c	By the end of the course, the student will be able to: ○ **5.6.c.1 - Identify** the purposes of and indications for an eye dressing. ○ **5.6.c.2 - Describe** types of eye dressings. ○ **5.6.c.3 - Demonstrate** application of eye dressing. ○ **5.6.c.4 - Adjust** to changes in patient presentation.

Learning Objectives	Embedded Knowledge and Skills
O5.6.d	By the end of the course, the student will be able to: ○ **5.6.d.1 - Identify** the purposes of and indications for dressing a penetration wound. ○ **5.6.d.2 - Describe** types of penetration wound dressings. ○ **5.6.d.3 - Demonstrate** application of penetration wound dressing. ○ **5.6.d.4 - Adjust** to changes in patient presentation.
O5.6.e	By the end of the course, the student will be able to: ○ **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.
O5.7.a	By the end of the course, the student will be able to: ○ **5.7.a.1 - Identify** signs and symptoms of possible fractures to the appendicular skeleton. ○ **5.7.a.2 - Distinguish** between open and closed fractures. ○ **5.7.a.3 - Evaluate** commercially manufactured splints for use based on patient presentation. ○ **5.7.a.4 - Modify** splints to meet patient needs. ○ **5.7.a.5 - Explain** how the mechanism of injury and illness can affect injuries to the appendicular skeleton. ○ **5.7.a.6 - Perform** appropriate treatment to suspected fracture.
O5.7.b	By the end of the course, the student will be able to: ○ **5.7.b.1 - Identify** signs and symptoms of possible fracture injury to the axial skeleton. ○ **5.7.b.2 - Describe** the relationship of kinematics to potential spinal injury. ○ **5.7.b.3 - Evaluate** commercially manufactured immobilization devices for use based on patient presentation. ○ **5.7.b.4 - Modify** immobilization devices to meet patient needs. ○ **5.7.b.5 - Perform** treatment of suspected fractures involving the axial skeleton.

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.
O6.1.b	By the end of the course, the student will be able to: ○ **6.1.b.1 - Explain** the pathophysiology of specific neurological conditions. ○ **6.1.b.2 - Explain** the approach to a patient presenting with neurological conditions. ○ **6.1.b.3 - Explain** how patient history relates to a patient presenting with neurological conditions. ○ **6.1.b.4 - Explain** how age, gender and health status relate to a patient with neurological conditions. ○ **6.1.b.5 - Infer** a differential diagnosis for a patient with neurological conditions. ○ **6.1.b.6 - Discuss** potential complications of neurological conditions. ○ **6.1.b.7 - Adapt** care based on a patient presenting with neurological conditions. ○ **6.1.b.8 - Integrate** the approach, assessment, treatment and transport of a patient with neurological conditions. ○ **6.1.b.9 - Justify** approach, assessment, care and transport decisions for patients with neurological conditions.

Learning Objectives	Embedded Knowledge and Skills
O6.1.d	By the end of the course, the student will be able to: ○ **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.f	By the end of the course, the student will be able to: ○ **6.1.f.1 - Explain** the pathophysiology of specific integumentary conditions. ○ **6.1.f.2 - Explain** the approach to a patient presenting with integumentary conditions. ○ **6.1.f.3 - Explain** how patient history relates to a patient presenting with integumentary conditions. ○ **6.1.f.4 - Explain** how age, gender and health status relate to a patient presenting with integumentary conditions. ○ **6.1.f.5 - Infer** a differential diagnosis for a patient experiencing integumentary conditions. ○ **6.1.f.6 - Discuss** potential complications of integumentary conditions. ○ **6.1.f.7 - Adapt** care based on a patient presenting with integumentary conditions. ○ **6.1.f.8 - Integrate** the approach, assessment, treatment and transport of a patient with integumentary conditions. ○ **6.1.f.9 - Justify** approach, assessment, care and transport decisions for a patient with integumentary conditions.

Learning Objectives	Embedded Knowledge and Skills
O6.1.h	By the end of the course, the student will be able to: ○ **6.1.h.1 - Explain** the pathophysiology of specific immunologic conditions. ○ **6.1.h.2 - Explain** the approach to a patient presenting with immunologic conditions. ○ **6.1.h.3 - Explain** how patient history relates to a patient presenting with immunologic conditions. ○ **6.1.h.4 - Explain** how age, gender and health status relate to a patient presenting with immunologic conditions. ○ **6.1.h.5 - Infer** a differential diagnosis for a patient presenting with immunologic conditions. ○ **6.1.h.6 - Discuss** potential complications of immunologic conditions. ○ **6.1.h.7 - Adapt** care based on a patient presenting with immunologic conditions. ○ **6.1.h.8 - Integrate** the approach, assessment, treatment, and transport of a patient experiencing immunologic conditions. ○ **6.1.h.9 - Justify** approach, assessment, care and transport decisions for a patient experiencing immunologic conditions.
O6.1.j	By the end of the course, the student will be able to: ○ **6.1.j.1 - Explain** the pathophysiology of specific ear, eye, nose and throat conditions. ○ **6.1.j.2 - Explain** the approach to a patient presenting with ear, eye, nose and throat conditions. ○ **6.1.j.3 - Explain** how patient history relates to patient presenting with an issue related to the ear, eye, nose or throat. ○ **6.1.j.4 - Explain** how age, gender, and health status relate to the patient presenting with an issue related to the ear, eye, nose or throat. ○ **6.1.j.5 - Infer** a differential diagnosis on the patient experiencing an issue with the ear, eye, nose or throat. ○ **6.1.j.6 - Discuss** potential complications of ear, eye, nose and throat conditions. ○ **6.1.j.7 - Adapt** care based on a patient presenting with issue(s) related to the ear, eye, nose or throat. ○ **6.1.j.8 - Integrate** the approach, assessment, treatment and transport of a patient experiencing an issue(s) related to the ear, eye, nose or throat. ○ **6.1.j.9 - Justify** approach, assessment, care, and transport decisions for the patient experiencing an issue(s) related to the ear, eye, nose or throat.

Learning Objectives	Embedded Knowledge and Skills
O6.1.k	By the end of the course, the student will be able to: ○ **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.l	By the end of the course, the student will be able to: ○ **6.1.l.1 - Explain** the approach to a patient presenting with non-urgent problem. ○ **6.1.l.2 - Distinguish** between urgent and non-urgent problems. ○ **6.1.l.3 - Explain** how patient history relates to patient presenting with a non-urgent problem. ○ **6.1.l.4 - Explain** how age, gender, and health status relate to a patient presenting with a non-urgent problem. ○ **6.1.l.5 - Infer** a differential diagnosis for the patient experiencing a non-urgent problem. ○ **6.1.l.6 - Adapt** care based on the presentation of a patient experiencing a non-urgent problem. ○ **6.1.l.7 - Integrate** the approach, assessment, treatment, and referral of a non-urgent patient. ○ **6.1.l.8 - Justify** approach, assessment, care and referral decisions for the patient experiencing a non-urgent problem.

Learning Objectives	Embedded Knowledge and Skills
O6.1.m	By the end of the course, the student will be able to: ○ **6.1.m.1 - Explain** the approach to a palliative patient. ○ **6.1.m.2 - Identify** disease processes that contribute to terminal illness. ○ **6.1.m.3 - Explain** how patient history relates to a palliative patient presentation. ○ **6.1.m.4 - Explain** how age, gender and health status relate to a palliative patient presentation. ○ **6.1.m.5 - Infer** a differential diagnosis for the palliative patient. ○ **6.1.m.6 - Adapt** care based on the palliative patient presentation. ○ **6.1.m.7 - Integrate** the approach, assessment, treatment, and transport of a palliative patient. ○ **6.1.m.8 - Justify** approach, assessment, care, and transport decisions for the palliative patient.
O6.1.n	By the end of the course, the student will be able to: ○ **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
O6.1.o	By the end of the course, the student will be able to: ○ **6.1.o.1 - Discuss** how trauma indices (scores) relate to triage and transport decisions. ○ **6.1.o.2 - Explain** how age, gender, and health status relate to a trauma patient presentation. ○ **6.1.o.3 - Prioritize** treatment and transport decisions for trauma patients. ○ **6.1.o.4 - Adapt** care based on the trauma patient presentation. ○ **6.1.o.5 - Justify** approach, assessment, care and transport decisions for a trauma patient.
O6.1.p	By the end of the course, the student will be able to: ○ **6.1.p.1 - Explain** the approach to a patient presenting with psychiatric crisis. ○ **6.1.p.2 - Discuss** conditions that may precipitate psychiatric 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.

Learning Objectives	Embedded Knowledge and Skills
O6.1.q	By the end of the course, the student will be able to: ○ **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 an 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.
O6.2.a	By the end of the course, the student will be able to: ○ **6.2.a.1 - Describe** disease processes that interfere with neonatal life functions. ○ **6.2.a.2 - Describe** relationship between gestational age, presentation and care. ○ **6.2.a.3 - Adapt** care based on neonatal patient presentation. ○ **6.2.a.4 - Describe** potential complications with neonatal patients. ○ **6.2.a.5 - Integrate** the approach, assessment, treatment and transport of the neonatal patient. ○ **6.2.a.6 - Justify** approach, assessment, care and transport decisions of the neonatal patient.
O6.2.b	By the end of the course, the student will be able to: ○ **6.2.b.1 - Identify** possible abuse or neglect of the pediatric patient. ○ **6.2.b.2 - Integrate** variations to approach, treatment and transport for the pediatric patient. ○ **6.2.b.3 - Justify** variations in approach, treatment and transport decisions of the pediatric patient.

Learning Objectives	Embedded Knowledge and Skills
O6.2.c	By the end of the course, the student will be able to: ○ **6.2.c.1 - Identify** possible abuse or neglect of the geriatric patient. ○ **6.2.c.2 - Integrate** variations to the approach, treatment and transport methods for the geriatric patient. ○ **6.2.c.3 - Justify** variations in approach, treatment and transport decisions of the geriatric patient.
O6.2.d	By the end of the course, the student will be able to: ○ **6.2.d.1 - Define** "physically impaired patient". ○ **6.2.d.2 - Modify** assessment approach for the physically impaired patient. ○ **6.2.d.3 - Identify** common medical emergencies associated with physically impaired patients. ○ **6.2.d.4 - Identify** common trauma emergencies associated with physically impaired patients. ○ **6.2.d.5 - Identify** possible abuse or neglect of the physically impaired patient. ○ **6.2.d.6 - Demonstrate** appropriate assessment techniques for the physically impaired patient. ○ **6.2.d.7 - Integrate** the approach, assessment, treatment and transport of the physically impaired patient. ○ **6.2.d.8 - Justify** approach, assessment, care and transport decisions for the physically impaired patient.
O6.2.e	By the end of the course, the student will be able to: ○ **6.2.e.1 - Define** "mentally-impaired patient". ○ **6.2.e.2 - Modify** assessment approach for the mentally impaired patient. ○ **6.2.e.3 - Identify** common medical emergencies associated with mentally impaired patients. ○ **6.2.e.4 - Identify** common trauma emergencies associated with mentally impaired patients. ○ **6.2.e.5 - Identify** possible abuse or neglect of the mentally impaired patient. ○ **6.2.e.6 - Demonstrate** appropriate assessment techniques for the mentally impaired patient. ○ **6.2.e.7 - Integrate** the approach, assessment, treatment and transport of the mentally impaired patient. ○ **6.2.e.8 - Justify** approach, assessment, care and transport decisions of the mentally impaired patient.

Learning Objectives	Embedded Knowledge and Skills
O7.1.c	By the end of the course, the student will be able to: ○ **7.1.c.1 - Explain** the purpose of all vehicle equipment ○ **7.1.c.2 - Explain** the purpose of all vehicle devices. ○ **7.1.c.3 - Operate** vehicle equipment correctly. ○ **7.1.c.4 - Operate** all vehicle devices correctly.
O7.2	By the end of the course, the student will be able to: ○ **7.2.1 - Describe** principles of defensive driving. ○ **7.2.2 - Apply** techniques of defensive driving. ○ **7.2.3 – Operate** an ambulance. ○ **7.2.4 – Operate** ambulance equipment.
O7.4.a	By the end of the course, the student will be able to: ○ **7.4.a.1 - Identify** the unique patient care principles for air medical transport. ○ **7.4.a.2 - Describe** the preparation of patient for air medical transport.
O8.1.c	By the end of the course, the student will be able to: ○ **8.1.c.1 - List** other members of the health care community. ○ **8.1.c.2 - Describe** the roles of and relationship to other healthcare professionals. ○ **8.1.c.3 - Value** working collaboratively with other health care professionals. ○ **8.1.c.4 - Demonstrate** collaborative work with other health care professionals.
O8.2.a	By the end of the course, the student will be able to: ○ **8.2.a.1 - List** community emergency response agencies. ○ **8.2.a.2 - Describe** the roles of and relationship to other emergency response agencies. ○ **8.2.a.3 - Discuss** mutual assistance and tiered-response. ○ **8.2.a.4 - Value** collaborative work with other emergency response agencies. ○ **8.2.a.5 - Perform** collaborative work with other emergency response agencies.

GRADING

Students in *PCP-127 Lab II* 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-127 Lab II,* students must attain mastery in all required Term 2 Lab II 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 2 Lab II 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 2 Lab II 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-127 Lab II 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-127 Lab II.*

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-127 Lab II* 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.