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## **COURSE OVERVIEW**

*PCP-101, Foundations*, will be delivered in the classroom setting using an interactive, student centered blend of lecture and group discussion formats. In foundations, we will introduce students to the Paramedic’s most fundamental roles and responsibilities to patient and to self as well as their ethical and legal obligations.

Specific topics include EMS systems, roles & responsibilities, the well being of the Paramedic, illness & injury prevention, medicolegal issues, ethical issues, human development, and patient communication

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## **MEETING TIMES & INSTRUCTIONAL METHODS**

In-class sessions (virtual when warranted)

Lecture/Group Discussion:                      Mondays    15:00 – 16:30

Total hours:    12

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## **REQUIRED MATERIALS & PREREQUISITES**

### **Textbook**

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

### **Class Materials**

Students will be expected to come to class prepared to take notes and to complete in-class activities. Instructors may also specify the use of mobile phones and laptops for some activities.

**Supplemental Materials to be posted on the private members’ area of the Omni Life Support website:** Materials related to PCP-101 such as in-class presentations & assignments will be available for student access on this website. Academy faculty does not authorize the posting of PCP-101 materials on other sites. Each student is responsible for his/her own learning which includes staying current with postings on the Omni Life Support website.

**Prerequisites:**    None

**Corequisites:**    PCP-105, PCP-107, PCP-112, PCP-113, PCP-116, PCP-117,  
PCP-119, & PCP-11PT



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**INSTRUCTOR(S)**

**Instructor:** Joel Mattatall, ACP

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Voice: (506) 830-4277

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**LEARNING OUTCOMES:**

Upon successful completion of this course, it is expected that students will have gained sufficient knowledge and skill to effectively employ such soft skills as communication, stress management, teamwork and decision-making in a professional and ethical manner when performing their duties as a Paramedic. By the end of the course, the student will be able to:

- Describe the professional role and responsibilities of a Paramedic working in an EMS system
- List components of a Paramedic's well-being and strategies to remain healthy and well
- List helpful methods for dealing with the everyday stresses experienced by working Paramedics
- Describe strategies that can be employed for injury prevention
- Explain the medicolegal implications of responding to emergencies and rendering care as a Paramedic
- Recognize potential ethical conundrums and explain how a Paramedic may choose to navigate the situation from an ethics perspective
- List the phases of human development and describe attributes unique to each phase
- List strategies that can influence effective patient communication
- Explain how to conduct an effective patient interview
- Describe non-verbal behaviors and understand when to act assertively
- Understand the importance of research and evidence-based practice
- Review literature, analyze results, and determine the quality of a study
- By the end of the course, the student will be able to differentiate between assertive and aggressive behavior, apply and adapt assertive techniques effectively in interactions.



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**INTENDED LEARNING OBJECTIVES:**

Learning objectives for PCP-101 are guided by the *National Occupational Competency Profiles (NOCP)* for Paramedics. Each objective, indicated by the prefix “O”, is linked to the corresponding NOCP sub-competency with the matching alpha-numerical code (e.g., O1.1.a is the learning objective tied to sub-competency 1.1.a of the NOCP for Paramedics). As per the NOCP guidelines for Paramedics, to succeed in this course, you must demonstrate competence in the following areas.

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



<b>Learning Objectives</b>	<b>Embedded Knowledge and Skills</b>
<b>O1.1.d</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>1.1.d.1 - Discuss</b> appropriate personal interaction and inappropriate personal interaction.</li> <li>○ <b>1.1.d.2 - Demonstrate</b> appropriate personal interaction with patients.</li> <li>○ <b>1.1.d.3 - Value</b> appropriate professional relationships with patients.</li> </ul>
<b>O1.1.e</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>1.1.e.1 - Discuss</b> legislative and regulatory requirements related to patient confidentiality.</li> <li>○ <b>1.1.e.2 - Acknowledge</b> conduct necessary to maintain patient confidentiality.</li> <li>○ <b>1.1.e.3 - Integrate</b> confidentiality into effective patient care.</li> </ul>
<b>O1.1.f</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>1.1.f.1 - Explain</b> common quality assurance and enhancement processes.</li> <li>○ <b>1.1.e.2 - Acknowledge</b> the relevance of quality assurance and enhancement programs, to paramedic practice.</li> </ul>
<b>O1.1.g</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>1.1.g.1 - Describe</b> the characteristics of local emergency medical services, as well as emergency medical services in Canada.</li> <li>○ <b>1.1.g.2 - Discuss</b> emergency medical services in Canada.</li> </ul>
<b>O1.1.h</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>1.1.h.1 - Identify</b> professional associations for paramedics' in Canada.</li> <li>○ <b>1.1.h.2 - Describe</b> the role of professional associations.</li> <li>○ <b>1.1.h.3 - Acknowledge</b> the benefits of participation in professional association(s).</li> </ul>
<b>O1.1.i</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>1.1.i.1 - Define</b> "ethics."</li> <li>○ <b>1.1.i.2 - Analyze</b> "ethical behavior."</li> <li>○ <b>1.1.i.3 - Integrate</b> ethical behavior with patients, peers, coworkers, medical staff, and allied agencies.</li> </ul>



<b>Learning Objectives</b>	<b>Embedded Knowledge and Skills</b>
<b>O1.1.j</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>1.1.j.1 - Define</b> “patient advocacy.”</li> <li>○ <b>1.1.j.2 - Discuss</b> situations where patient advocacy is required.</li> <li>○ <b>1.1.j.3 - Explain</b> ways in which a practitioner can advocate for patients.</li> <li>○ <b>1.1.j.4 - Value</b> patient advocacy.</li> <li>○ <b>1.1.j.5 - Integrate</b> advocacy into patient care.</li> </ul>
<b>O1.2.a</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>1.2.a.1 - Describe</b> professional development.</li> <li>○ <b>1.2.a.2 - Value</b> professional development.</li> </ul>
<b>O1.2.b</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>1.2.b.1 - Discuss</b> strategies for professional improvement.</li> <li>○ <b>1.2.b.2 - Value</b> goal setting and self-evaluation.</li> </ul>
<b>O1.2.c</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>1.2.c.1 - Explain</b> the importance of research in emergency medical services.</li> <li>○ <b>1.2.c.2 - Define</b> “academic research” and “evidence-based practice.”</li> <li>○ <b>1.2.c.3 - Distinguish</b> between qualitative and quantitative research methodology.</li> <li>○ <b>1.2.c.4 - Identify</b> ethical considerations in research, a research question, as well as sources and levels of research evidence.</li> <li>○ <b>1.2.c.5 - Review</b> literature.</li> <li>○ <b>1.2.c.6 - Analyze</b> research evidence.</li> <li>○ <b>1.2.c.7 - Discuss</b> applicability of research findings to practice.</li> </ul>
<b>O1.3.a</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>1.3.a.1 - Define</b> "scope of practice."</li> <li>○ <b>1.3.a.2 - Communicate</b> scope of practice.</li> <li>○ <b>1.3.a.3 - Discuss</b> protocols, standing orders, the role of Medical Oversight, as well as directives and guidelines.</li> <li>○ <b>1.3.a.4 - Describe</b> the process to be followed for situations not covered by protocols, standing orders, directives, or guidelines.</li> <li>○ <b>1.3.a.5 - Justify</b> deviation from protocols, standing orders, directives, and guidelines.</li> </ul>
<b>O1.3.b</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>1.3.b.1 - Identify</b> legislative requirements.</li> <li>○ <b>1.3.b.2 - Discuss</b> legal issues, pertaining to patient rights.</li> <li>○ <b>1.3.b.3 - Value</b> patient rights.</li> </ul>



<b>Learning Objectives</b>	<b>Embedded Knowledge and Skills</b>
<b>01.3.c</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>1.3.c.1 - Organize</b> information for documentation.</li> <li>○ <b>1.3.c.2 - Apply</b> principles of correct documentation.</li> <li>○ <b>1.3.c.3 - Acknowledge</b> the importance of appropriate documentation.</li> <li>○ <b>1.3.c.4 - Perform</b> proper documentation.</li> </ul>
<b>01.4.a</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>1.4.a.1 - Discuss</b> legislation, policies and procedures.</li> <li>○ <b>1.4.a.2 - Acknowledge</b> the rationale for policies and procedures.</li> <li>○ <b>1.4.a.3 - Perform</b> in a manner consistent with legislation, policies and procedures.</li> </ul>
<b>01.5.a</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>1.5.a.1 - Discuss</b> characteristics of interpersonal relationships.</li> <li>○ <b>1.5.a.2 - Acknowledge</b> the impact of interpersonal relationships between team members, on patient care.</li> <li>○ <b>1.5.a.2 - Integrate</b> teamwork into the provision of care.</li> <li>○ <b>1.5.a.3 - Adapt</b> to work co-operatively, as a team member.</li> </ul>
<b>01.5.b</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>1.5.b.1 - Discuss</b> constructive feedback.</li> <li>○ <b>1.5.b.2 - Receive</b> constructive feedback.</li> <li>○ <b>1.5.b.3 - Acknowledge</b> constructive feedback.</li> <li>○ <b>1.5.b.4 - Communicate</b> with the intent to provide constructive feedback.</li> <li>○ <b>1.5.b.5 - Integrate</b> constructive feedback, within professional practice.</li> </ul>
<b>01.6.a</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>1.6.a.1 - Discuss</b> reasonable and prudent judgment.</li> <li>○ <b>1.6.a.2 - Value</b> reasonable and prudent judgment.</li> <li>○ <b>1.6.a.3 - Integrate</b> reasonable and prudent judgment.</li> </ul>
<b>01.6.b</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>1.6.b.1 - Discuss</b> effective problem solving.</li> <li>○ <b>1.6.b.2 - Apply</b> effective problem solving.</li> <li>○ <b>1.6.b.3 - Value</b> effective problem solving.</li> <li>○ <b>1.6.b.4 - Integrate</b> effective problem solving.</li> </ul>



<b>Learning Objectives</b>	<b>Embedded Knowledge and Skills</b>
<b>01.6.c</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>1.6.c.1 - Discuss</b> appropriate task delegation.</li> <li>○ <b>1.6.c.2 - Perform</b> appropriate task delegation.</li> <li>○ <b>1.6.c.3 - Discuss</b> tasks delegated to non-healthcare professionals.</li> <li>○ <b>1.6.c.4 - Value</b> the importance of leadership.</li> </ul>
<b>01.7.a</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>1.7.a.1 - Describe</b> criminal law as it applies to paramedic practice.</li> <li>○ <b>1.7.a.2 - Describe</b> common characteristics of real or potential crime scenes.</li> <li>○ <b>1.7.a.2 - Describe</b> the role of the paramedic in the management of real or potential crime scenes</li> <li>○ <b>1.7.a.3 - Manage</b> patients in real or potential crime scenes.</li> <li>○ <b>1.7.a.4 - Adapt</b> scene management, to the specific needs of a crime scene.</li> <li>○ <b>1.7.a.5 - Identify</b> the potential roles of a paramedic, in a specialized law enforcement team.</li> <li>○ <b>1.7.a.6 - Describe</b> the benefits of accurate note taking, in real or potential crime scenes.</li> <li>○ <b>1.7.a.7 - Maintain</b> notes appropriate to real or potential crime scenes.</li> <li>○ <b>1.7.a.8 - Describe</b> the requirements of legal testimony.</li> </ul>
<b>01.7.b</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>1.7.b.1 - Describe</b> the ethical and legal requirements for reporting real or suspected situations of abuse, from ethical and legal perspectives.</li> <li>○ <b>1.7.b.2 - Comply</b> with reporting requirements.</li> <li>○ <b>1.7.b.3 - Adapt</b> care and scene management, to fulfill reporting requirements.</li> </ul>
<b>02.1.b</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>2.1.b.1 - List</b> the components of effective verbal communication.</li> <li>○ <b>2.1.b.2 - Describe</b> the components of a verbal report.</li> <li>○ <b>2.1.b.3 - Organize</b> information for a verbal report.</li> <li>○ <b>2.1.b.4 - Perform</b> an organized, accurate and relevant verbal report.</li> </ul>



<b>Learning Objectives</b>	<b>Embedded Knowledge and Skills</b>
<b>02.1.d</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>2.1.d.1 - Identify</b> information that should be communicated to the patient.</li> <li>○ <b>2.1.d.2 - Evaluate</b> patient comprehension.</li> <li>○ <b>2.1.d.3 - Communicate</b> to the patient their situation and how they will be cared for.</li> <li>○ <b>2.1.d.4 - Adapt</b> communication based on patient’s apparent comprehension.</li> </ul>
<b>02.1.e</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>2.1.e.1 - List</b> factors that contribute to stress in patients, relatives, and bystanders.</li> <li>○ <b>2.1.e.2 - Identify</b> verbal and nonverbal indicators of stress.</li> <li>○ <b>2.1.e.3 - Adapt</b> communication techniques, during stressful situations.</li> <li>○ <b>2.1.e.4 - Discuss</b> techniques, to maximize the effectiveness of communication.</li> <li>○ <b>2.1.e.5 - Choose</b> techniques, to maximize the effectiveness of communication.</li> </ul>
<b>02.1.f</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>2.1.f.1 - Identify</b> basic communication needs.</li> <li>○ <b>2.1.f.2 - Describe</b> common communication barriers.</li> <li>○ <b>2.1.f.3 - Discuss</b> methods of meeting basic communication needs.</li> <li>○ <b>2.1.f.4 - Adapt</b> communication techniques effectively.</li> </ul>
<b>02.1.g</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>2.1.g.1 - Define</b> common medical terminology.</li> <li>○ <b>2.1.g.2 - Integrate</b> medical and nonmedical terminology, in their practice.</li> </ul>
<b>02.2.a</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>2.2.a.1 - Organize</b> patient information for the purposes of a written report.</li> <li>○ <b>2.2.a.2 - Communicate</b> accurate, organized, and relevant documentation.</li> </ul>
<b>02.2.b</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>2.2.b.1 - List</b> common items of professional correspondence.</li> <li>○ <b>2.2.b.2 - Describe</b> essential elements of professional correspondence.</li> </ul>





<b>Learning Objectives</b>	<b>Embedded Knowledge and Skills</b>
<b>02.3.a</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>2.3.a.1 - Describe</b> non-verbal behaviors.</li> <li>○ <b>2.3.a.2 - List</b> examples of non-verbal behaviors that may impact others positively and negatively.</li> <li>○ <b>2.3.a.3 - Identify</b> cultural factors that may affect non-verbal communication.</li> <li>○ <b>2.3.a.4 - Identify</b> growth and development factors, which may affect non-verbal communication.</li> <li>○ <b>2.3.a.5 - Identify</b> personal factors, which may affect non-verbal communication.</li> <li>○ <b>2.3.a.6 - Acknowledge</b> the relationship between positive non-verbal behavior and personal feelings.</li> <li>○ <b>2.3.a.7 - Demonstrate</b> non-verbal behavior that positively impacts communication.</li> </ul>
<b>02.3.b</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>2.3.b.1 - Define</b> "active listening."</li> <li>○ <b>2.3.b.2 - Acknowledge</b> the relationship between sincerity, genuine interest, and active listening.</li> <li>○ <b>2.3.b.3 - Perform</b> active listening in interactions with colleagues, patients, and others.</li> <li>○ <b>2.3.b.4 - Communicate</b> openly, despite the impeding nonverbal behavior of others.</li> </ul>
<b>02.3.c</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>2.3.c.1 - List</b> behaviors that help establish trust and establish rapport.</li> <li>○ <b>2.3.c.2 - Describe</b> feedback that indicates that trust and rapport have been established.</li> <li>○ <b>2.3.c.3 - Receive</b> feedback that indicates that trust and rapport have been established.</li> <li>○ <b>2.3.c.4 - Demonstrate</b> behavior that promotes trust and rapport.</li> </ul>



<b>Learning Objectives</b>	<b>Embedded Knowledge and Skills</b>
<b>02.3.d</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>2.3.d.1 - Distinguish</b> threatening and non-threatening behaviors.</li> <li>○ <b>2.3.d.2 - Identify</b> behaviors that diffuse hostility.</li> <li>○ <b>2.3.d.3 - Discuss</b> behaviors that may provoke hostile behavior in others.</li> <li>○ <b>2.3.d.4 - Evaluate</b> reactions to positive and negative patient behaviors.</li> <li>○ <b>2.3.d.5 - Choose</b> appropriate patient care options.</li> <li>○ <b>2.3.d.6 - Demonstrate</b> ability to manage hostile situations.</li> </ul>
<b>02.4.a</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>2.4.a.1 - Define</b> "respect."</li> <li>○ <b>2.4.a.2 - List</b> examples of ways to demonstrate respect</li> <li>○ <b>2.4.a.3 - Identify</b> cultural differences that affect the demonstration of respect.</li> <li>○ <b>2.4.a.4 - Value</b> respect in patient care.</li> <li>○ <b>2.4.a.5 - Demonstrate</b> behavior that is respectful to patients.</li> <li>○ <b>2.4.a.6 - Adjust</b> actions as appropriate, consistent with others' expectations of respectful behavior.</li> </ul>
<b>02.4.b</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>2.4.b.1 - Define</b> "empathy," "compassion," and "sympathy."</li> <li>○ <b>2.4.b.2 - Distinguish</b> between empathy, sympathy, and compassion.</li> <li>○ <b>2.4.b.3 - Describe</b> behaviors that convey empathy and compassion.</li> <li>○ <b>2.4.b.4 - Demonstrate</b> empathy and compassion.</li> <li>○ <b>2.4.b.5 - Value</b> empathy and compassion.</li> </ul>
<b>02.4.d</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>2.4.d.1 - Discuss</b> confidence.</li> <li>○ <b>2.4.d.2 - Identify</b> the impact of confidence on patient care.</li> <li>○ <b>2.4.d.3 - Identify</b> risks associated with over confidence.</li> <li>○ <b>2.4.d.4 - Choose</b> behaviors that display confidence.</li> <li>○ <b>2.4.d.5 - Adjust</b> behavior to exhibit an appropriate level of confidence.</li> </ul>



<b>Learning Objectives</b>	<b>Embedded Knowledge and Skills</b>
<b>02.4.e</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>Discuss</b> assertive behavior and aggressive behavior.</li> <li>○ <b>Distinguish</b> between assertive and aggressive behavior.</li> <li>○ <b>Describe</b> techniques of assertive behavior and evaluate assertive behavior.</li> <li>○ <b>Choose</b> assertive behavior when appropriate.</li> <li>○ <b>Perform</b> appropriate assertive behavior, in interactions.</li> <li>○ <b>Adapt</b> assertive behavior as appropriate.</li> </ul>
<b>02.4.g</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>2.4.g.1 - Define</b> “conflict” and identify situations of potential conflict.</li> <li>○ <b>2.4.g.2 - Discuss</b> basic conflict resolution strategies.</li> <li>○ <b>2.4.g.3 - Justify</b> the use of basic conflict resolution skills.</li> <li>○ <b>Demonstrate</b> basic conflict resolution skills.</li> </ul>
<b>03.3.a</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>3.3.a.1 - Define</b> “scene safety.”</li> <li>○ <b>3.3.a.2 - Describe</b> factors contributing to scene safety.</li> <li>○ <b>3.3.a.3 - Apply</b> techniques for assessing scene safety.</li> <li>○ <b>3.3.a.4 - Integrate</b> techniques for the assessment of scene safety.</li> </ul>
<b>03.3.b</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>3.3.b.1 - List</b> potential occupational hazards.</li> <li>○ <b>3.3.b.2 - Describe</b> ways to manage occupational hazards.</li> <li>○ <b>3.3.b.3 - Adapt</b> to occupational hazards.</li> </ul>



<b>Learning Objectives</b>	<b>Embedded Knowledge and Skills</b>
<b>06.1.1</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>Explain</b> the approach to a patient presenting with non-urgent problem.</li> <li>○ <b>Distinguish</b> between urgent and non-urgent problems.</li> <li>○ <b>Explain</b> how patient history relates to patient presenting with a non-urgent problem.</li> <li>○ <b>Explain</b> how age, gender, and health status relate to a patient presenting with a non-urgent problem.</li> <li>○ <b>Infer</b> a differential diagnosis for the patient experiencing a non-urgent problem.</li> <li>○ <b>Adapt</b> care based on the presentation of a patient experiencing a non-urgent problem.</li> <li>○ <b>Integrate</b> the approach, assessment, treatment, and referral of a non-urgent patient.</li> <li>○ <b>Justify</b> approach, assessment, care and referral decisions for the patient experiencing a non-urgent problem.</li> </ul>
<b>08.1.a</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>8.1.a.1 - Differentiate</b> between primary, secondary, and tertiary care strategies.</li> <li>○ <b>8.1.a.2 - Explain</b> the purpose of health promotion and prevention strategies.</li> <li>○ <b>8.1.a.3 - Describe</b> common health promotion and prevention strategies.</li> <li>○ <b>8.1.a.4 - Describe</b> health promotion and prevention strategies for individuals and communities.</li> <li>○ <b>8.1.a.5 - Describe</b> tissue / organ donation programs.</li> </ul>
<b>08.1.b</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>8.1.b.1 - Explain</b> the purpose of injury prevention and public safety initiatives.</li> <li>○ <b>8.1.b.2 - Describe</b> common injury prevention and public safety initiatives.</li> <li>○ <b>8.1.b.3 - Describe</b> injury prevention strategies for individuals, households, workplaces and communities.</li> </ul>



<b>Learning Objectives</b>	<b>Embedded Knowledge and Skills</b>
<b>08.1.c</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>8.1.c.1 - List</b> other members of the health care community</li> <li>○ <b>8.1.c.2 - Describe</b> the roles of and relationship to other healthcare professionals.</li> <li>○ <b>8.1.c.3 - Value</b> working collaboratively with other health care professionals.</li> <li>○ <b>8.1.c.4 - Demonstrate</b> collaborative work with other health care professionals.</li> </ul>
<b>08.1.d</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>8.1.d.1 - Identify</b> common community support programs.</li> <li>○ <b>8.1.d.2 - Discuss</b> situations that may require expertise of community support agencies.</li> <li>○ <b>8.1.d.3 - Discuss</b> related legislative requirements.</li> <li>○ <b>8.1.d.4 - Acknowledge</b> the need for additional intervention</li> <li>○ <b>8.1.d.5 - Communicate</b> options to patient.</li> </ul>
<b>08.3.b</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>8.3.b.1 - Discuss</b> importance of PPE.</li> <li>○ <b>8.3.b.2 - List</b> levels of PPE.</li> <li>○ <b>8.3.b.3 - Discuss</b> limitations of PPE.</li> </ul>

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## **GRADING**

Students will be evaluated didactically through written examination, class participation & assignments. A minimum of **70%** must be attained to receive a passing grade for PCP-101 Fundamentals.

Class Assignment	35%
Final Exam	65%

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## **EXPECTATIONS & TIPS FOR SUCCESS**

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

A typical PCP course should require 1-2 hours per week of out-of-class work. This time may vary depending on how quickly you read and comprehend assigned course materials.  
**Classroom Protocol:** Students are expected to be courteous 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 – that includes turning off cell phones and other distracters during lectures unless permission has been granted by the instructor.

Tardiness is strongly discouraged as it is in the Paramedic workplace. If for some reason you arrive late, please wait and enter the class during break.

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

**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).

**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.

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the OLS Academy community are expected to promote honesty, trust, fairness, respect and responsibility.

**Communication Methods:** Most communications regarding PCP-101 will be done during class sessions. Special announcements will be posted on the OLS Academy website. Emails sent to students will be sent from [academy@omnilifesupport.com](mailto:academy@omnilifesupport.com). Students can email the instructor at [joel.mattatall@omnilifesupport.com](mailto:joel.mattatall@omnilifesupport.com) with the intended recipient's name in the subject line.

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