COURSE OVERVIEW

PCP-113, Lab Theory, will be delivered in the classroom setting using an interactive, student centered blend of lecture and group discussion formats. In Lab Theory, we will introduce students to the concepts practiced in the practical lab setting. This curriculum is designed to be supportive of the students' lab sessions in that, it will be during this class that the week's lab plan will be introduced, expectations will be outlined and foundation knowledge regarding the week's lab focus will be discussed.

Specific topics include Scene assessment, patient history taking, patient assessments, physical exams, clinical decision-making, communication and documentation, radio operations

MEETING TIMES & INSTRUCTIONAL METHODS

In-class sessions (virtual when warranted)

Lecture/Group Discussion:	Mondays	13:00 – 14:45

Total hours: 23

REQUIRED MATERIALS, PREREQUISITES, & COREQUISITES

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

Class Materials
Students will be expected to 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-113 such as in-class presentations & assignments will be available for student access on this website. Academy faculty does not authorize the posting of PCP-113 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-101, PCP-105, PCP-107, PCP-112, PCP-114, PCP-116, PCP-117, PCP-119, & PCP-11PT

INSTRUCTOR(S)

Instructor: Marisa Allain

E-mail: marisa.allain@omnilifesupport.com
Voice: (506) 830-4277

LEARNING OUTCOMES:

Upon successful completion of this course, it is expected that students will have gained sufficient knowledge and skill to safely and proficiently render patient care using industry standard equipment, assessment techniques and treatment modalities. By the end of the course, the student will be able to:

- Explain how to perform a structured patient interview
- List several techniques for interviewing patients regarding sensitive topics
- Describe how and when to utilize physical assessment equipment such as a sphygmomanometer, pulse oximeter, stethoscope, cardiac monitor etc.
- List typical concerns and areas of interest when assessing an emergency scene
- Define critical thinking and explain how it can be utilized in Paramedicine.
- Operate a two-way radio according to local protocols and industry standards
- Integrate clear and concise verbal reports, including all pertinent patient information
- Demonstrate industry standard documentation practices when documenting patient encounters

INTENDED LEARNING OBJECTIVES:

Learning objectives for PCP-113 Lab Theory are guided by the patient presentations and subsequent scenario management expectation that will be planned for the PCP-117 Lab 1 sessions for the same week.

Learning objectives for PCP-113 Lab Theory are intended to support the learning objectives for PCP-117 Lab 1 and are guided by the *National Occupational Competency Profiles (NOCP)* for Paramedics. Each objective, indicated by the prefix "O", is linked to the corresponding NOCP sub-competency with the matching alpha-numerical code (e.g., O1.1.a is the learning objective tied to sub-competency 1.1.a of the NOCP for Paramedics). As per the NOCP guidelines for Paramedics, to succeed in this course, you must demonstrate competence in the following areas.

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 - Identify** relevant legislation and regulations. ○ **2.1.a.2 - List** the components of effective telecommunication. ○ **2.1.a.3 - Describe** the components of effective telecommunication. ○ **2.1.a.4 - Describe** an accurate and relevant telecommunication report. ○ **2.1.a.5 - Organize** an accurate and relevant telecommunication report. ○ **2.1.a.6 - Perform** an accurate and relevant telecommunication report. ○ **2.1.a.7 - Identify** various telecommunication devices. ○ **2.1.a.8 - Describe** the operational features of various telecommunication devices. ○ **2.1.a.9 - Operate** various telecommunication devices.
O2.1.b	By the end of the course, the student will be able to: ○ **2.1.b.1 - List** the components of effective verbal communication. ○ **2.1.b.2 - Describe** the components of a verbal report. ○ **2.1.b.3 - Organize** information for a verbal report. ○ **2.1.b.4 - Perform** an organized, accurate and relevant verbal report.
O2.1.c	By the end of the course, the student will be able to: ○ **2.1.c.1 - List** the components of a patient history ○ **2.1.c.2 - Organize** a patient history, for the purposes of oral communication. ○ **2.1.c.3 - Communicate** an organized, accurate and relevant patient history.
O2.2.a	By the end of the course, the student will be able to: ○ **2.2.a.1 - Organize** patient information for the purposes of a written report. ○ **2.2.a.2 - Communicate** accurate, organized, and relevant documentation.
O3.3.a	By the end of the course, the student will be able to: ○ **3.3.a.1 - Define** "scene safety." ○ **3.3.a.2 - Describe** factors contributing to scene safety. ○ **3.3.a.3 - Apply** techniques for assessing scene safety. ○ **3.3.a.4 - Integrate** techniques for the assessment of scene safety.

Learning Objectives	Embedded Knowledge and Skills
O4.2.a	By the end of the course, the student will be able to: ○ **4.2.a.1 - List** common examples of allergens. ○ **4.2.a.2 - Describe** how an allergen can affect individuals. ○ **4.2.a.3 - Evaluate** how information about an allergy will affect patient care. ○ **4.2.a.4 - Integrate** the skill of obtaining information about allergies, into history gathering procedures.
O4.2.b	By the end of the course, the student will be able to: ○ **4.2.b.1 - Apply** various methods of discovering patient's medication profile. ○ **4.2.b.2 - Describe** relationship of medication, dosage, and frequency, to patient history. ○ **4.2.b.3 - Integrate** the skill of obtaining medication profile, into history gathering procedures. ○ **4.2.b.4 - Assess** patient medication compliance.
O4.2.c	By the end of the course, the student will be able to: ○ **4.2.c.1 - Describe** methods of discovering an incident history. ○ **4.2.c.2 - Describe** common components of an incident history. ○ **4.2.c.3 - Integrate** the skill of obtaining incident history into the overall patient assessment. ○ **4.2.c.4 - Adapt** interview techniques to the incident history findings. ○ **4.2.c.5 - Integrate** incident history information into patient care procedures.
O4.2.d	By the end of the course, the student will be able to: ○ **4.2.d.1 - List** methods of discovering a patient's medical history. ○ **4.2.d.2 - List** common components of a complete medical history. ○ **4.2.d.3 - Integrate** the skill of obtaining medical history, into the overall patient assessment. ○ **4.2.d.4 - Adapt** interview techniques, to the medical history findings. ○ **4.2.d.5 - Integrate** medical history information into patient care procedures. ○ **4.2.d.6 - Assess** current health status, with respect to past medical history.

Learning Objectives	Embedded Knowledge and Skills
O4.2.e	By the end of the course, the student will be able to: ○ **4.2.e.1 - List** situations when information about a patient's last oral intake may be required. ○ **4.2.e.2 - List** methods of discovering information regarding last oral intake. ○ **4.2.e.3 - Integrate** the skill of obtaining information regarding last oral intake, into the overall patient assessment.
O4.2.f	By the end of the course, the student will be able to: ○ **4.2.f.1 - Describe** methods of discovering incident information. ○ **4.2.f.2 - Integrate** the skill of obtaining incident information, into the overall scene assessment. ○ **4.2.f.3 - Adapt** scene management, from information gained during continuous scene assessment. ○ **4.2.f.4 - Integrate** incident information into patient care procedures.
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.e	By the end of the course, the student will be able to: ○ **Explain** the pathophysiology of specific respiratory illnesses and injuries. ○ **Apply** assessment techniques, specific to the respiratory system. ○ **Evaluate** findings related to the etiology, pathophysiology, and manifestations of respiratory system illnesses and injuries. ○ **Perform** assessment techniques, for respiratory illnesses and injuries. ○ **Adapt** assessment techniques, to respiratory history findings.
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.
O4.4.a	By the end of the course, the student will be able to: ○ **4.4.a.1 - Define** "pulse." ○ **4.4.a.2 - Identify** sites where a pulse may be found. ○ **4.4.a.3 - Modify** pulse check to the age of the patient. ○ **4.4.a.4 - Evaluate** pulse rate, rhythm, and quality. ○ **4.4.a.5 - Distinguish** between normal and abnormal findings. ○ **4.4.a.6 - Identify** factors that influence pulse rate. ○ **4.4.a.7 - Perform** pulse assessment. ○ **4.4.a.8 - Adapt** techniques of obtaining pulse to patient situation.

Learning Objectives	Embedded Knowledge and Skills
O4.4.b	By the end of the course, the student will be able to: ○ **4.4.b.1 - Describe** the physiology of respiration. ○ **4.4.b.2 - Modify** respiratory assessment, based on patient age. ○ **4.4.b.3 - Evaluate** respiratory rate, effort, excursion, and symmetry. ○ **4.4.b.4 - Distinguish** between adequate and inadequate respiratory effort. ○ **4.4.b.5 - Identify** factors that influence the respiratory rate. ○ **4.4.b.6 - Perform** a respiratory assessment. ○ **4.4.b.7 - Adapt** techniques of obtaining respirations to patient situation.
O4.4.c	By the end of the course, the student will be able to: ○ **4.4.c.1 - Identify** sites where temperature may be assessed, by non-invasive methods. ○ **4.4.c.2 - Modify** temperature check, based on patient age. ○ **4.4.c.3 - Distinguish** between normal and abnormal temperature findings. ○ **4.4.c.4 - Discuss** factors that will influence body temperature. ○ **4.4.c.5 - Perform** a temperature assessment. ○ **4.4.c.6 - Adapt** techniques of obtaining a temperature, to patient situation.
O4.4.d	By the end of the course, the student will be able to: ○ **4.4.d.1 - Describe** the physiology of blood pressure. ○ **4.4.d.2 - Analyze** the strengths and limitations of an auscultated blood pressure. ○ **4.4.d.3 - Distinguish** between a blood pressure taken by auscultation and palpation. ○ **4.4.d.4 - Explain** average blood pressure expectations, based on age. ○ **4.4.d.5 - Explain** factors that may influence a patient's blood pressure. ○ **4.4.d.6 - Perform** auscultated determination of blood pressure. ○ **4.4.d.7 - Adapt** techniques of auscultating a blood pressure, to patient situation.

Learning Objectives	Embedded Knowledge and Skills
O4.4.e	By the end of the course, the student will be able to: ○ **4.4.e.1 - Describe** the physiology of pulse points. ○ **4.4.e.2 - Analyze** the strengths and weaknesses of a palpated blood pressure. ○ **4.4.e.3 - Explain** the factors that may influence a palpated blood pressure. ○ **4.4.e.4 - Demonstrate** palpated determinations of blood pressure. ○ **4.4.e.5 - Adapt** technique of palpating blood pressure, to patient situation.
O4.4.f	By the end of the course, the student will be able to: ○ **4.4.f.1 - Explain** rationale for measuring blood pressure, with a non-invasive monitor. ○ **4.4.f.2 - Describe** techniques to obtain a blood pressure, with a non-invasive monitor. ○ **4.4.f.3 - Distinguish** normal and abnormal findings of blood pressure, determined with a non-invasive monitor. ○ **4.4.f.4 - Perform** blood pressure, using a non-invasive monitor. ○ **4.4.f.5 - Perform** troubleshooting, when using a non-invasive blood pressure monitor.
O4.4.g	By the end of the course, the student will be able to: ○ **4.4.g.1 - List** the four parameters used to assess skin condition. ○ **4.4.g.2 - Identify** the factors that affect skin temperature, color, moisture, and turgor. ○ **4.4.g.3 - Distinguish** between normal and abnormal findings, when assessing skin color. ○ **4.4.g.4 - Identify** how to assess color changes, in different races. ○ **4.4.g.5 - Distinguish** between normal and abnormal findings, when assessing skin temperature, condition, and turgor. ○ **4.4.g.6 - Perform** assessment of skin condition, utilizing four parameters. ○ **4.4.g.7 - Adapt** technique of skin assessment, to patient age and race.

Learning Objectives	Embedded Knowledge and Skills
O4.4.h	By the end of the course, the student will be able to: ○ **4.4.h.1 - List** the three parameters used to assess pupils. ○ **4.4.h.2 - Identify** the cranial nerves that regulate eye movement and contraction. ○ **4.4.h.3 - Distinguish** between normal and abnormal findings, when assessing pupils for size, symmetry, and reactivity. ○ **4.4.h.4 - Perform** pupil assessment, using the three parameters. ○ **4.4.h.5 - Adapt** technique of assessing pupils, to patient situation.
O4.4.i	By the end of the course, the student will be able to: ○ **4.4.i.1 - Identify** factors that affect patient's mental status. ○ **4.4.i.2 - Apply** methods of assessing level of consciousness. ○ **4.4.i.3 - Apply**, "Alert, Verbal, Pain, Unresponsive" (AVPU) scale to mental status assessment. ○ **4.4.i.4 - Perform** assessment of level of consciousness. ○ **4.4.i.5 - Adapt** technique of assessing level of consciousness, to patient age.
O4.5.a	By the end of the course, the student will be able to: ○ **4.5.a.1 - Identify** factors the affect accuracy of pulse oximeters. ○ **4.5.a.2 - Describe** the physiologic properties of oxygen. ○ **4.5.a.3 - Describe** the function of a pulse oximeter. ○ **4.5.a.4 - Identify** normal and abnormal findings, when performing oximetry testing. ○ **4.5.a.5 - Identify** indications for oxygen administration, relative to saturate oxygen values. ○ **4.5.a.6 - Perform** oximetry testing. ○ **4.5.a.7 - Adapt** technique of oximetry testing, to patient age.
O4.5.b	By the end of the course, the student will be able to: ○ **4.5.b.1 - Differentiate** between various end-tidal carbon dioxide monitoring. ○ **4.5.b.2 - Explain** factors that may limit the reliability of end-tidal carbon dioxide values. ○ **4.5.b.3 - Explain** the relationship of end-tidal carbon dioxide, to arterial blood gas measurement of the partial pressure of arterial carbon dioxide. ○ **4.5.b.4 - Differentiate** between sidestream, microstream, and mainstream end-tidal carbon dioxide.

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 - Identify** indications for glucometric testing. ○ **4.5.c.2 - Identify** the factors that affect the accuracy of glucometric testing. ○ **4.5.c.3 - Identify** normal and abnormal findings, when performing glucometric testing. ○ **4.5.c.4 - Describe** the physiologic mechanism of glucose. ○ **4.5.c.5 - Describe** the function of a glucometer. ○ **4.5.c.6 - Perform** glucometric testing. ○ **4.5.c.7 - Adapt** the techniques of glucometric testing, to patient age.
O6.3.a	By the end of the course, the student will be able to: ○ **6.3.a.1 - Adapt** ongoing assessments based on patient presentation. ○ **6.3.a.2 - Evaluate** results of ongoing assessments. ○ **6.3.a.3 - Integrate** assessment and patient care procedures. ○ **6.3.a.4 - Justify** ongoing assessment decisions.
O6.3.b	By the end of the course, the student will be able to: ○ **6.3.b.1 - Adapt** management priorities. ○ **6.3.b.2 - Communicate** changes to patient, family, or primary caregiver(s). ○ **6.3.b.3 - Justify** approach, assessment, care and transport decisions.

GRADING

Students will be evaluated through written examination & class participation. A minimum of **70%** must be attained to receive a passing grade for PCP-116 Lab Theory.

Midterm Test	45%
Final Exam	55%

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 & respectful of others, and mindful that a classroom is a shared working space with the primary goal of learning.

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.

Absence Due to Special Circumstances or Illness: Let Mrs. Allain 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-113 will be done during class sessions. Special announcements will be posted on the OLS Academy website. Emails sent to students will be sent from academy@omnilifesupport.com. Students can email the instructor at marisa.allain@omnilifesupport.com.

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