



COURSE OVERVIEW

PCP-127, Lab 2, will be delivered in the lab setting using an interactive, student centered blend of skills stations, simulated emergency scenario practice and group discussion. Lab 2 is a continuation of Lab 1 and therefore, in Lab 2, students will have continued opportunity to put into practice the knowledge and skills to which they were introduced during the classroom lectures and lab support classes.

Specific topics include Scenario structure and etiquette review, gastrointestinal, renal, & urologic complaints, shock management, toxicologic emergencies, soft tissue and burn injuries, head injuries, obstetric emergencies and childbirth, thoracic injuries, and musculoskeletal injuries

MEETING TIMES & INSTRUCTIONAL METHODS

Lab Sessions:	Wednesdays: (Groups ABCD)	08:30 – 12:00 / 13:00 – 16:30
	Fridays: (Groups ABCD)	08:30 – 12:00 / 13:00 – 16:30
Total hours:	96	

REQUIRED MATERIALS, PREREQUISITES & COREQUISITES

Textbook

OLS Academy lab manual

Class Materials

Students will be expected to come to lab prepared to perform skills and manage simulated patients. Students will be expected to be in uniform.

Prerequisites:

PCP-117 Lab 1

Corequisites:

PCP-100, PCP-108, PCP-122, PCP-124, PCP-126, PCP-129,
& PCP-12PT

INSTRUCTOR(S)

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LEARNING OUTCOMES:

Learning objectives for PCP-127 Lab 2 are guided by the skills, patient presentations, pathophysiology's and subsequent scenario management expectations that have been covered in the following courses:

- PCP-101 Foundations
- PCP-105 Operations
- PCP-107 Therapeutics
- PCP-108 Special Considerations
- PCP-113 Lab Theory 1
- PCP-114 Medical 1
- PCP-116 Lab Skills 1
- PCP-119 Trauma 1
- PCP-124 Medical 2
- PCP-126 Lab Skills 2
- PCP-129 Trauma 2

PCP-127 Lab 2 is intended to support the learning objectives for the above courses which in turn, are guided by the *National Occupational Competency Profiles* for Paramedics. Upon successful completion of this course, it is expected that students will have gained sufficient knowledge and skill to safely and proficiently perform skills utilized in the assessment and treatment of patients suffering from medical and traumatic emergencies. By the end of the course, the student will be able to:

- Perform a focused assessment and manage a patient with a gastrointestinal, renal, or urologic complaint
- Perform a focused assessment and manage a patient showing signs and symptoms of shock
- Perform a focused assessment and manage a patient experiencing a toxicologic emergency
- Perform a focused assessment and manage a patient suffering from a soft tissue or burn injury
- Perform a focused assessment and manage a head-injured patient
- Perform a focused assessment and manage a patient experiencing an obstetrical emergency
- Perform a focused assessment on a pregnant patient and assist with childbirth
- Perform a focused assessment and manage a patient suffering from a spinal injury
- Perform a focused assessment and manage a patient suffering from a thoracic injury
- Perform a focused assessment and manage a patient suffering from a musculoskeletal injury
- Integrate the sum of skills and knowledge into the assessment and management of patients experiencing any variety or combination of injuries and/or illnesses



INTENDED LEARNING OBJECTIVES:

Learning objectives for PCP-127 Lab 2 are intended to support the learning objectives for the above courses 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
O2.4.b	By the end of the course, the student will be able to: <ul style="list-style-type: none">○ 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.
O2.4.c	By the end of the course, the student will be able to: <ul style="list-style-type: none">○ 2.4.c.1 - List common emotional reactions exhibited by patients, relatives, bystanders, and paramedics.○ 2.4.c.2 - List common coping mechanisms and describe positive and negative aspects of coping mechanisms.○ 2.4.c.3 - Identify verbal means of supporting others displaying emotional reactions and coping mechanisms.○ 2.4.c.4 - Identify non-verbal means of supporting others displaying emotional reactions and coping mechanisms.○ 2.4.c.5 - Value the provision of emotional support.○ 2.4.c.6 - Demonstrate behaviors that provide emotional support.○ 2.4.c.7 - Identify community resources that may assist those in need.
O2.4.d	By the end of the course, the student will be able to: <ul style="list-style-type: none">○ 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.



Learning Objectives	Embedded Knowledge and Skills
O2.4.e	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 2.4.f.1 - Define "diplomacy," "tact," and "discretion." ○ 2.4.f.2 - Evaluate the impact of diplomacy, tact, and discretion. ○ 2.4.f.3 - Value diplomacy, tact, and discretion. ○ 2.4.f.4 - Adapt behavior to show diplomacy, tact, and discretion.
O2.4.g	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 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.
O3.3.e	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 3.3.e.1 - Describe applicable legislation and regulations as they relate to the Workplace Hazardous Materials Information System.
O4.1.a	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 4.1.a.1 - Discuss triage and identify circumstances under which triage is required. ○ 4.1.a.2 - Evaluate a triage system. ○ 4.1.a.3 - Apply the equipment and materials used to sort patients. ○ 4.1.a.4 - Perform targeted patient assessment based on a triage system. ○ 4.1.a.5 - Communicate with other responders. ○ 4.1.a.6 - Adapt triage decision-making processes.
O4.1.b	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 4.1.b.1 - Distinguish between the EMS practitioner roles involved when managing a multiple patient incident. ○ 4.1.b.2 - Describe the principal responsibilities of each role during a multiple patient incident.



Learning Objectives	Embedded Knowledge and Skills
O4.1.c	By the end of the course, the student will be able to: <ul style="list-style-type: none">○ 4.1.c.1 - Apply management principles to a multiple patient incident.○ 4.1.c.2 - Modify procedures, to meet the needs of a specific incident.
O4.3.f	By the end of the course, the student will be able to: <ul style="list-style-type: none">○ 4.3.f.1 - Explain the pathophysiology of specific illnesses and injuries related to the female reproductive system.○ 4.3.f.2 - Apply assessment techniques, specific to the obstetrical patient.○ 4.3.f.3 - Evaluate findings related to the etiology, pathophysiology, and manifestations of the illnesses and injuries related to the female reproductive system.○ 4.3.f.4 - Demonstrate assessment techniques, for illnesses and injuries related to the female reproductive system.○ 4.3.f.5 - Adapt assessment techniques, to history findings related to the female reproductive system.
O4.3.g	By the end of the course, the student will be able to: <ul style="list-style-type: none">○ 4.3.g.1 - Explain the pathophysiology of specific gastrointestinal illnesses and injuries.○ 4.3.g.2 - Apply assessment techniques, specific to the gastrointestinal system.○ 4.3.g.3 - Evaluate findings related to the etiology, pathophysiology, and manifestations of gastrointestinal system illnesses and injuries.○ 4.3.g.4 - Demonstrate assessment techniques, for gastrointestinal illnesses and injuries.○ 4.3.g.5 - Adapt assessment techniques, to gastrointestinal history findings.



Learning Objectives	Embedded Knowledge and Skills
<p>O4.3.h</p>	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> ○ 4.3.h.1 - Explain the pathophysiology of specific genitourinary / reproductive illnesses and injuries. ○ 4.3.h.2 - Apply assessment techniques, specific to the genitourinary / reproductive system. ○ 4.3.h.3 - Evaluate findings related to the etiology, pathophysiology, and manifestations of genitourinary / reproductive system illnesses and injuries. ○ 4.3.h.4 - Demonstrate assessment techniques, for genitourinary / reproductive illnesses and injuries. ○ 4.3.h.5 - Adapt assessment techniques, to genitourinary / reproductive history findings.
<p>O4.3.i</p>	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> ○ 4.3.i.1 - Define, “neonatal patient.” ○ 4.3.i.2 - Explain the pathophysiology of neonatal illnesses and injuries. ○ 4.3.i.3 - Apply assessment techniques, neonatal patients. ○ 4.3.i.4 - Evaluate findings related to the etiology, pathophysiology, and manifestations of neonatal illnesses and injuries. ○ 4.3.i.5 - Demonstrate assessment techniques, for neonatal illnesses and injuries. ○ 4.3.i.6 - Adjust assessment techniques, to neonatal history findings.
<p>O4.3.m</p>	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> ○ 4.3.m.1 - Distinguish between the “mentally well” and the “mentally unwell” person. ○ 4.3.m.2 - Explain the pathophysiology of psychiatric disorders. ○ 4.3.m.3 - Apply assessment techniques, specific to psychiatric disorders. ○ 4.3.m.4 - Evaluate psychiatric assessment findings. ○ 4.3.m.5 - Demonstrate assessment techniques, for psychiatric disorders.



Learning Objectives	Embedded Knowledge and Skills
O4.3.n	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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.
O4.3.p	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 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.
O4.5.n	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 4.5.n.1 - Explain the difference between a 3-lead ECG and a 12-lead ECG. ○ 4.5.n.2 - Identify indications for use of a 12-lead ECG. ○ 4.5.n.3 - Perform the technique of obtaining a 12-lead ECG. ○ 4.5.n.4 - Adapt the technique of obtaining a 12-lead ECG, to the patient age and gender. ○ 4.5.n.5 - Identify the steps involved in interpreting 12-lead ECGs and ECGs obtained with additional leads.
O5.5.f	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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.
O5.8.e	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 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.



Learning Objectives	Embedded Knowledge and Skills
<p>O6.1.d</p>	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> ○ 6.1.d.1 - Explain the pathophysiology of specific genitourinary /reproductive conditions. ○ 6.1.d.2 - Explain the approach to a patient presenting with genitourinary / reproductive conditions. ○ 6.1.d.3 - Explain how patient history relates to a patient presenting with genitourinary /reproductive conditions. ○ 6.1.d.4 - Explain how age, gender and health status relate to a patient presenting with genitourinary /reproductive conditions. ○ 6.1.d.5 - Infer a differential diagnosis for a patient with genitourinary /reproductive conditions. ○ 6.1.d.6 - Discuss potential complications of genitourinary / reproductive conditions. ○ 6.1.d.7 - Adapt care based on a patient presenting with genitourinary /reproductive conditions. ○ 6.1.d.8 - Integrate the approach, assessment, treatment and transport of a patient with genitourinary /reproductive conditions. ○ 6.1.d.9 - Justify approach, assessment, care and transport decisions for a patient with genitourinary /reproductive conditions.
<p>O6.1.f</p>	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> ○ 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.m	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> ○ 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.p	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> ○ 6.1.p.1 - Explain the approach to a patient presenting with psychiatric crisis. ○ 6.1.p.2 - Discuss conditions that may precipitate 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	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> ○ 6.1.q.1 - Explain the approach to an obstetrical patient. ○ 6.1.q.2 - Describe disease processes that interfere with the labour and delivery. ○ 6.1.q.3 - Describe complications of labour and delivery. ○ 6.1.q.4 - Explain how patient history relates to obstetrical patient presentation. ○ 6.1.q.5 - Explain how age and health status relate to the obstetrical patient presentation. ○ 6.1.q.6 - Discuss indications that suggest the need to prepare for imminent delivery. ○ 6.1.q.7 - Adapt care based on fetal and maternal presentation. ○ 6.1.q.8 - Demonstrate the ability to manage 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	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> ○ 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	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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
O7.4.a	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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 will be evaluated through practical examination. A mastery must be attained to receive a passing grade for PCP-127 Lab 2.

Midterm Test	Mastery
Final Exam	Mastery

EXPECTATIONS & TIPS FOR SUCCESS

Academic Workload: A typical PCP course should require 1-2 hours per week of out-of-class work. It is expected that, in order to hone the necessary skills to be successful in lab, more time may be required than what is required for a typical class.



**OLS
Academy**

Primary Care Paramedicine 2024-25
Term 2 | Block 1 & 2
PCP-127 Lab 2
OLS Academy
Course Outline

Lab 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.

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 Ms. Greene 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-127 will be done during lab sessions or class time. Special announcements will be posted on the OLS Academy website or sent through general email via academy@omnilifesupport.com. Students can email the Lab Coordinator at: chelsea.greene@omnilifesupport.com.

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