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## **COURSE OVERVIEW**

*PCP-108, Special Considerations*, will be delivered in the classroom setting using a blend of lecture and group discussion. Special Considerations will present the student with specific information regarding the recognition and management of conditions related to or affected by particular patient circumstances such as age, body composition, neglect etc.

Specific topics include: neonatology, pediatrics, abuse, geriatrics, patients with special needs, and acute interventions for the chronic care patient

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## **MEETING TIMES & INSTRUCTIONAL METHODS**

In-class sessions (virtual when warranted)

Lecture/Group Discussion:                      Thursdays                                      08:30 – 10:00

Total hours:    20

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## **REQUIRED MATERIALS, PREREQUISITES, & COREQUISITES**

### **Textbooks**

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 be 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 (OLS) website:** Materials related to PCP-108 will be available for student access on this website. Academy faculty does not authorize the posting of PCP-108 materials on other sites. Each student is responsible for his/her own learning which includes staying current with postings on the OLS website.

**Prerequisites:**

None

**Corequisites:**

PCP-100, PCP-122, PCP-124, PCP-126, PCP-127, PCP-129,  
& PCP-12PT



**OLS  
Academy**

**Primary Care Paramedicine 2023-24**  
**Term 2 | Block 1 & 2**  
**PCP-108 Special Considerations**  
OLS Academy  
Course Outline

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## **INSTRUCTOR(S)**

**Instructor:** Chelsea Greene, PCP    E-mail: [chelsea.greene@omnilifesupport.com](mailto:chelsea.greene@omnilifesupport.com)  
Voice: (506) 830-4277

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## **LEARNING OUTCOMES:**

Learning outcomes for PCP-108 are guided by the *National Occupational Competency Profiles* for Paramedics. By the end of the course, the student will be able to:

- List the unique characteristics of a neonate
- Describe a physical assessment that is appropriate for a neonate
- Describe management of neonates suffering from specific pathophysiologies
- Explain procedures for managing a neonate in cardiac arrest
- List the unique characteristics of a pediatric patient
- Describe a physical assessment that is appropriate for a pediatric patient
- Describe management of pediatric patients suffering from specific pathophysiologies
- Explain procedures for managing a pediatric patient in cardiac arrest
- Describe management strategies for caring for a pediatric patient that has suffered traumatic injuries
- Describe management strategies for caring for a pediatric patient with special needs
- List signs of abuse for patients of various stages of development
- Describe the Paramedic's responsibility to report suspected abuse
- List the unique characteristics of a geriatric patient
- Describe management strategies for caring for a pediatric patient that has suffered traumatic injuries
- Describe what is meant by "end of life care" and what role a Paramedic can play in it
- Recognize a patient with special needs and describe how it may alter the care that a Paramedic will provide
- Recognize when a chronic care patient requires acute intervention



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**INTENDED LEARNING OBJECTIVES:**

Learning objectives for PCP-108 Special Considerations 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>O1.7.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>O4.3.1</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"><li>○ <b>4.3.1.1 - Define</b>, “neonatal patient.”</li><li>○ <b>4.3.1.2 - Explain</b> the pathophysiology of neonatal illnesses and injuries.</li><li>○ <b>4.3.1.3 - Apply</b> assessment techniques, neonatal patients.</li><li>○ <b>4.3.1.4 - Evaluate</b> findings related to the etiology, pathophysiology, and manifestations of neonatal illnesses and injuries.</li><li>○ <b>4.3.1.5 - Demonstrate</b> assessment techniques, for neonatal illnesses and injuries.</li><li>○ <b>4.3.1.6 - Adjust</b> assessment techniques, to neonatal history findings.</li></ul>
<b>O4.3.n</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"><li>○ <b>4.3.n.1 – Define</b>, “pediatric patient.”</li><li>○ <b>4.3.n.2 - Explain</b> developmental parameters.</li><li>○ <b>4.3.n.3 - Describe</b> the anatomical and physiological differences, between the adult and pediatric patient.</li><li>○ <b>4.3.n.4 - Explain</b> variations in assessment findings, between the adult and pediatric patient.</li><li>○ <b>4.3.n.5 - Modify</b> assessment approach for the pediatric patient.</li></ul>



<b>Learning Objectives</b>	<b>Embedded Knowledge and Skills</b>
<b>O4.3.o</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>4.3.o.1 - Define</b> “geriatric patient.”</li> <li>○ <b>4.3.o.2 Discuss</b> the effects of the aging process.</li> <li>○ <b>4.3.o.3 - Explain</b> variations in assessment findings.</li> <li>○ <b>4.3.o.4 - Demonstrate</b> appropriate assessment techniques, for the geriatric patient.</li> <li>○ <b>4.3.o.5 - Modify</b> assessment approach.</li> </ul>
<b>O4.3.p</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>4.3.p.1 - Define</b> “bariatric patient.”</li> <li>○ <b>4.3.p.2 - Discuss</b> the effects of obesity.</li> <li>○ <b>4.3.p.3 - Explain</b> variations in assessment findings.</li> <li>○ <b>4.3.p.4 - Demonstrate</b> appropriate assessment techniques for the bariatric patient.</li> <li>○ <b>4.3.p.5 - Modify</b> assessment approach.</li> </ul>
<b>O5.5.o</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>5.5.o.1 - Identify</b> the purpose of a urinary catheter</li> <li>○ <b>5.5.o.2 - Identify</b> equipment for catheterization.</li> <li>○ <b>5.5.o.3 - Explain</b> how the size of the catheter can affect the patient.</li> <li>○ <b>5.5.o.4 - Explain</b> relationship between urine output and patient condition.</li> <li>○ <b>5.5.o.5 - Demonstrate</b> the appropriate technique when caring for equipment and patient.</li> <li>○ <b>5.5.o.6 - Explain</b> potential complications to catheter care.</li> <li>○ <b>5.5.o.7 - Demonstrate</b> how to drain and measure urine output.</li> <li>○ <b>5.5.o.8 - Adapt</b> care procedures to patient presentation.</li> </ul>
<b>O5.5.p</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>5.5.p.1 - Identify</b> the purpose of an ostomy drainage system.</li> <li>○ <b>5.5.p.2 - Identify</b> equipment for ostomy drainage.</li> <li>○ <b>5.5.p.3 - Identify</b> the site of the ostomy and relate to patient condition.</li> <li>○ <b>5.5.p.4 - Describe</b> the components of drainage bag.</li> </ul>
<b>O5.5.q</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>5.5.q.1 - Identify</b> equipment for non-catheter urinary drainage.</li> <li>○ <b>5.5.q.2 - Relate</b> urine output to patient condition.</li> <li>○ <b>5.5.q.3 - Identify</b> the purpose of non-catheter urinary drainage.</li> <li>○ <b>5.5.q.4 - Describe</b> procedures for the routine care of a patient with non-catheter drainage system.</li> </ul>



<b>Learning Objectives</b>	<b>Embedded Knowledge and Skills</b>
<b>O5.5.t</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>5.5.t.1 - Describe</b> indications for oral and nasal gastric intubation.</li> <li>○ <b>5.5.t.2 - Identify</b> equipment for oral and nasal gastric intubation.</li> </ul>
<b>O5.5.u</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>5.5.u.1 - Describe</b> the indications for urinary catheterization.</li> <li>○ <b>5.5.u.2 - Identify</b> the equipment needed for urinary catheterization.</li> <li>○ <b>5.5.u.3 - Identify</b> the differences to catheterization between males and females.</li> </ul>
<b>O6.1.m</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>6.1.m.1 - Explain</b> the approach to a palliative patient.</li> <li>○ <b>6.1.m.2 - Identify</b> disease processes that contribute to terminal illness.</li> <li>○ <b>6.1.m.3 - Explain</b> how patient history relates to a palliative patient presentation.</li> <li>○ <b>6.1.m.4 - Explain</b> how age, gender and health status relate to a palliative patient presentation.</li> <li>○ <b>6.1.m.5 - Infer</b> a differential diagnosis for the palliative patient.</li> <li>○ <b>6.1.m.6 - Adapt</b> care based on the palliative patient presentation.</li> <li>○ <b>6.1.m.7 - Integrate</b> the approach, assessment, treatment, and transport of a palliative patient.</li> <li>○ <b>6.1.m.8 - Justify</b> approach, assessment, care, and transport decisions for the palliative patient.</li> </ul>
<b>O6.2.a</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>6.2.a.1 - Describe</b> disease processes that interfere with neonatal life functions.</li> <li>○ <b>6.2.a.2 - Describe</b> relationship between gestational age, presentation and care.</li> <li>○ <b>6.2.a.3 - Adapt</b> care based on neonatal patient presentation.</li> <li>○ <b>6.2.a.4 - Describe</b> potential complications with neonatal patients.</li> <li>○ <b>6.2.a.5 - Integrate</b> the approach, assessment, treatment and transport of the neonatal patient.</li> <li>○ <b>6.2.a.6 - Justify</b> approach, assessment, care and transport decisions of the neonatal patient.</li> </ul>



<b>Learning Objectives</b>	<b>Embedded Knowledge and Skills</b>
<b>O6.2.b</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"><li>○ <b>6.2.b.1 - Identify</b> possible abuse or neglect of the pediatric patient.</li><li>○ <b>6.2.b.2 - Integrate</b> variations to approach, treatment and transport for the pediatric patient.</li><li>○ <b>6.2.b.3 - Justify</b> variations in approach, treatment and transport decisions of the pediatric patient.</li></ul>
<b>O6.2.c</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"><li>○ <b>6.2.c.1 - Identify</b> possible abuse or neglect of the geriatric patient.</li><li>○ <b>6.2.c.2 - Integrate</b> variations to the approach, treatment and transport methods for the geriatric patient.</li><li>○ <b>6.2.c.3 - Justify</b> variations in approach, treatment and transport decisions of the geriatric patient.</li></ul>
<b>O6.2.d</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"><li>○ <b>6.2.d.1 - Define</b> "physically impaired patient".</li><li>○ <b>6.2.d.2 - Modify</b> assessment approach for the physically impaired patient.</li><li>○ <b>6.2.d.3 - Identify</b> common medical emergencies associated with physically impaired patients.</li><li>○ <b>6.2.d.4 - Identify</b> common trauma emergencies associated with physically impaired patients.</li><li>○ <b>6.2.d.5 - Identify</b> possible abuse or neglect of the physically impaired patient.</li><li>○ <b>6.2.d.6 - Demonstrate</b> appropriate assessment techniques for the physically impaired patient.</li><li>○ <b>6.2.d.7 - Integrate</b> the approach, assessment, treatment and transport of the physically impaired patient.</li><li>○ <b>6.2.d.8 - Justify</b> approach, assessment, care and transport decisions for the physically impaired patient.</li></ul>



<b>Learning Objectives</b>	<b>Embedded Knowledge and Skills</b>
<b>O6.2.e</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"><li>○ <b>6.2.e.1 - Define</b> "mentally-impaired patient".</li><li>○ <b>6.2.e.2 - Modify</b> assessment approach for the mentally impaired patient.</li><li>○ <b>6.2.e.3 - Identify</b> common medical emergencies associated with mentally impaired patients.</li><li>○ <b>6.2.e.4 - Identify</b> common trauma emergencies associated with mentally impaired patients.</li><li>○ <b>6.2.e.5 - Identify</b> possible abuse or neglect of the mentally impaired patient.</li><li>○ <b>6.2.e.6 - Demonstrate</b> appropriate assessment techniques for the mentally impaired patient.</li><li>○ <b>6.2.e.7 - Integrate</b> the approach, assessment, treatment and transport of the mentally impaired patient.</li><li>○ <b>6.2.e.8 - Justify</b> approach, assessment, care and transport decisions of the mentally impaired patient.</li></ul>
<b>O6.2.f</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"><li>○ <b>6.2.f.1 - Identify</b> possible abuse or neglect of a bariatric patient.</li><li>○ <b>6.2.f.2 - Explain</b> variations in approach, treatment and transport methods for a bariatric patient.</li><li>○ <b>6.2.f.3 - Justify</b> approach, treatment and transport decisions for the bariatric patient.</li></ul>

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## **GRADING**

Students will be evaluated through written examination & class participation. A minimum of **70%** must be attained to receive a passing grade for PCP-108 Special Considerations.

Class Engagement	20%
Midterm Test	30%
Final Exam	50%

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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.



## OLS Academy

## Primary Care Paramedicine 2023-24 Term 2 | Block 1 & 2 PCP-108 Special Considerations OLS Academy Course Outline

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 special circumstances (with supporting verification).

**Engagement Points:** A student's engagement will be graded out of 100 (representing 20% of the overall course mark). Students will be evaluated on their attendance and participation in every class. Each class will be worth an equal portion of the total 100 points. (See: *Engagement Rubric* in the Resource Folder.)

**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-108 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 [chelsea.greene@omnilifesupport.com](mailto:chelsea.greene@omnilifesupport.com) with the intended recipient's name in the subject line.

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