



COURSE OVERVIEW

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

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

MEETING TIMES & INSTRUCTIONAL METHODS

In-class sessions (virtual when warranted)

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

Total hours: 20

REQUIRED MATERIALS, PREREQUISITES, & COREQUISITES

Textbooks

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 be prepared to take notes and 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 their 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 2025-26
Term 2
PCP-108 Special Considerations
OLS Academy
Course Outline

INSTRUCTOR(S)

Instructor: Cheyenne Heath, ACP E-mail: cheyenne.heath@omnilifesupport.com
Voice: (506) 830-4277

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



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:

Learning Objectives	Embedded Knowledge and Skills
O1.7.b	By the end of the course, the student will be able to: <ul style="list-style-type: none">○ 1.7.b.1 - Describe the ethical and legal requirements for reporting real or suspected situations of abuse, from ethical and legal perspectives.○ 1.7.b.2 - Comply with reporting requirements.○ 1.7.b.3 - Adapt care and scene management, to fulfill reporting requirements.
O4.3.1	By the end of the course, the student will be able to: <ul style="list-style-type: none">○ 4.3.1.1 - Define, “neonatal patient.”○ 4.3.1.2 - Explain the pathophysiology of neonatal illnesses and injuries.○ 4.3.1.3 - Apply assessment techniques, neonatal patients.○ 4.3.1.4 - Evaluate findings related to the etiology, pathophysiology, and manifestations of neonatal illnesses and injuries.○ 4.3.1.5 - Demonstrate assessment techniques, for neonatal illnesses and injuries.○ 4.3.1.6 - Adjust assessment techniques, to neonatal history findings.
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.



Learning Objectives	Embedded Knowledge and Skills
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.
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.
O5.5.p	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 5.5.p.1 - Identify the purpose of an ostomy drainage system. ○ 5.5.p.2 - Identify equipment for ostomy drainage. ○ 5.5.p.3 - Identify the site of the ostomy and relate to patient condition. ○ 5.5.p.4 - Describe the components of drainage bag.
O5.5.q	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 5.5.q.1 - Identify equipment for non-catheter urinary drainage. ○ 5.5.q.2 - Relate urine output to patient condition. ○ 5.5.q.3 - Identify the purpose of non-catheter urinary drainage. ○ 5.5.q.4 - Describe procedures for the routine care of a patient with non-catheter drainage system.



Learning Objectives	Embedded Knowledge and Skills
O5.5.t	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 5.5.t.1 - Describe indications for oral and nasal gastric intubation. ○ 5.5.t.2 - Identify equipment for oral and nasal gastric intubation.
O5.5.u	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 5.5.u.1 - Describe the indications for urinary catheterization. ○ 5.5.u.2 - Identify the equipment needed for urinary catheterization. ○ 5.5.u.3 - Identify the differences to catheterization between males and females.
O6.1.m	By the end of the course, the student will be able to: <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.
O6.2.a	By the end of the course, the student will be able to: <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.



Learning Objectives	Embedded Knowledge and Skills
O6.2.b	By the end of the course, the student will be able to: <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.
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.



Learning Objectives	Embedded Knowledge and Skills
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.
O6.2.f	By the end of the course, the student will be able to: <ul style="list-style-type: none">○ 6.2.f.1 - Identify possible abuse or neglect of a bariatric patient.○ 6.2.f.2 - Explain variations in approach, treatment and transport methods for a bariatric patient.○ 6.2.f.3 - Justify approach, treatment and transport decisions for the bariatric patient.

GRADING

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

Midterm Test	40%
Final Exam	60%

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. This includes turning off cell phones and other distractors 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 the break.

Unless otherwise notified by the class instructor, attendance of 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 Ms. Heath 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. **Total Amount of Absences Permitted** = 2 classes.

Academic Integrity: 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. Students can email the instructor at cheyenne.heath@omnilifesupport.com.

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