

MASTER SYLLABUS

EMS 1422 Special Patient Populations August, 2017

INSTRUCTOR: DENLEY **OFFICE LOCATION: AHB**
OFFICE HOURS: As posted **PHONE: 662.621.4049**
CLASS TIME(S)/SECTIONS: M-R 8A-4P **EMAIL: LDENLEY@COAHOMACC.EDU**

Course Description:

This course will provide a comprehensive overview of providing care for the patient with special needs. This course was previously taught as Special Considerations (EMT 1423). (2 sch: 1-hr lecture, 2-hr lab)

Textbook(s) and Material(s): Brady Paramedic Care: Principles and Practice 5th ed. Volume 5 (2017)

Student Learning Outcomes:

Upon completion of this course, the student will be able to do the following:

1. Explain the pathophysiological principles and the assessment findings to formulate and implement a treatment plan for the geriatric patient. (EMS 2, EMS3, EMS4, EMS5, EMS7, EMS8, EMS9, EMS10, EMS11, EMS12, EMS13, EMS14)
 - a. Discuss population demographics demonstrating the rise in elderly population in the U.S.
 - b. Discuss society's view of aging and the social, financial, and ethical issues facing the elderly.
 - c. Assess the various living environments of elderly patients.
 - d. Describe the local resources available to assist the elderly, and create strategies to refer at-risk patients to appropriate community services.
 - e. Discuss issues facing society concerning the elderly.
 - f. Discuss common emotional and psychological reactions to aging to include causes and manifestations.
 - g. Apply the pathophysiology of multi-system failure to the assessment and management of medical conditions in the elderly patient.
 - h. Discuss the problems with mobility in the elderly, and develop strategies to prevent falls.
 - i. Discuss the implications of problems with sensation to communication and patient assessment.
 - j. Discuss the problems with continence and elimination, and develop communication

strategies to provide psychological support.

k. Discuss factors that may complicate the assessment of the elderly patient.

l. Describe principles that should be employed when assessing and communicating with the elderly.

m. Compare the assessment of a young patient with that of an elderly patient.

n. Discuss common complaints of elderly patients.

o. Compare the pharmacokinetics of an elderly patient to that of a young adult.

p. Discuss the impact of polypharmacy and medication non-compliance on patient assessment and management.

q. Discuss drug distribution, metabolism, and excretion in the elderly patient.

r. Discuss medication issues of the elderly including polypharmacy, dosing errors, and increased drug sensitivity.

s. Discuss the use and effects of commonly prescribed drugs for the elderly patient.

t. Discuss the normal and abnormal changes with age of the pulmonary system.

u. Describe the epidemiology of pulmonary diseases in the elderly, including incidence, morbidity/mortality, risk factors, and prevention strategies for patients with pneumonia, chronic obstructive pulmonary diseases, and pulmonary embolism.

v. Compare and contrast the pathophysiology of pulmonary diseases in the elderly with that of a younger adult, including pneumonia, chronic obstructive pulmonary diseases, and pulmonary embolism.

w. Discuss the assessment of the elderly patient with pulmonary complaints, including pneumonia, chronic obstructive pulmonary diseases, and pulmonary embolism.

x. Identify the need for intervention and transport of the elderly patient with pulmonary complaints.

y. Develop a treatment and management plan of the elderly patient with pulmonary complaints, including pneumonia, chronic obstructive pulmonary diseases, and pulmonary embolism.

z. Discuss the normal and abnormal cardiovascular system changes with age.

aa. Describe the epidemiology for cardiovascular diseases in the elderly, including incidence, morbidity/mortality, risk factors, and prevention strategies for patients with myocardial infarction, heart failure, dysrhythmias, aneurism, and hypertension.

bb. Compare and contrast the pathophysiology of cardiovascular diseases in the elderly with that of a younger adult, including myocardial infarction, heart failure, dysrhythmias, aneurism, and hypertension.

cc. Discuss the assessment of the elderly patient with complaints related to the cardiovascular system, including myocardial infarction, heart failure, dysrhythmias, aneurism, and hypertension.

dd. Identify the need for intervention and transportation of the elderly patient with cardiovascular complaints.

ee. Develop a treatment and management plan of the elderly patient with cardiovascular complaints, including myocardial infarction, heart failure, dysrhythmias, aneurism, and hypertension.

ff. Discuss the normal and abnormal changes with age of the nervous system.

gg. Describe the epidemiology for nervous system diseases in the elderly, including

incidence, morbidity/mortality, risk factors, and prevention strategies for patients with cerebral vascular disease, delirium, dementia, Alzheimer's disease, and Parkinson's disease.

hh. Compare and contrast the pathophysiology of nervous system diseases in the elderly with that of a younger adult, including cerebral vascular disease, delirium, dementia, Alzheimer's disease, and Parkinson's disease.

ii. Discuss the assessment of the elderly patient with complaints related to the nervous system, including cerebral vascular disease, delirium, dementia, Alzheimer's disease, and Parkinson's disease.

jj. Identify the need for intervention and transportation of the patient with complaints related to the nervous system.

kk. Develop a treatment and management plan of the elderly patient with complaints related to the nervous system, including cerebral vascular disease, delirium,

dementia, Alzheimer's disease, and Parkinson's disease.

ll. Discuss the normal and abnormal changes of the endocrine system with age.

mm. Describe the epidemiology for endocrine diseases in the elderly, including incidence, morbidity/mortality, risk factors, and prevention strategies for patients with diabetes and thyroid diseases.

nn. Compare and contrast the pathophysiology of diabetes and thyroid diseases in the elderly with that of a younger adult.

oo. Discuss the assessment of the elderly patient with complaints related to the endocrine system, including diabetes and thyroid diseases.

pp. Identify the need for intervention and transportation of the patient with endocrine problems.

qq. Develop a treatment and management plan of the elderly patient with endocrine problems, including diabetes and thyroid diseases.

rr. Discuss the normal and abnormal changes of the gastrointestinal system with age.

ss. Discuss the assessment of the elderly patient with complaints related to the gastrointestinal system.

tt. Identify the need for intervention and transportation of the patient with gastrointestinal complaints.

uu. Execute a treatment and management plan of the elderly patient with gastrointestinal problems.

vv. Discuss the assessment and management of an elderly patient with GI hemorrhage and bowel obstruction.

ww. Compare and contrast the pathophysiology of GI hemorrhage and bowel obstruction in the elderly with that of a young adult.

xx. Discuss the normal and abnormal changes with age related to toxicology.

yy. Discuss the assessment of the elderly patient with complaints related to toxicology.

zz. Identify the need for intervention and transportation of the patient with toxicological problems.

aaa. Execute a treatment and management plan of the elderly patient with toxicological problems.

bbb. Describe the epidemiology in the elderly, including the incidence,

- morbidity/mortality, risk factors, and prevention strategies, for patients with drug toxicity.
- ccc. Compare and contrast the pathophysiology of drug toxicity in the elderly with that of a younger adult.
- ddd. Discuss the assessment findings common in elderly patients with drug toxicity.
- eee. Discuss the management/considerations when treating an elderly patient with drug toxicity.
- fff. Describe the epidemiology for drug and alcohol abuse in the elderly, including incidence, morbidity/mortality, risk factors, and prevention strategies.
- ggg. Compare and contrast the pathophysiology of drug and alcohol abuse in the elderly with that of a younger adult.
- hhh. Discuss the assessment findings common in elderly patients with drug and alcohol abuse.
- iii. Discuss the management/considerations when treating an elderly patient with drug and alcohol abuse.
- jjj. Discuss the normal and abnormal changes of thermoregulation with age.
- kkk. Discuss the assessment of the elderly patient with complaints related to thermoregulation.
- lll. Identify the need for intervention and transportation of the patient with environmental considerations.
- mmm. Execute a treatment and management plan of the elderly patient with environmental considerations.
- nnn. Compare and contrast the pathophysiology of hypothermia and hyperthermia in the elderly with that of a younger adult.
- ooo. Discuss the assessment findings and management plan for elderly patients with hypothermia and hyperthermia.
- ppp. Discuss the normal and abnormal psychiatric changes of age.
- qqq. Describe the epidemiology of depression and suicide in the elderly, including incidence, morbidity/mortality, risk factors, and prevention strategies.
- rrr. Compare and contrast the psychiatry of depression and suicide in the elderly with that of a younger adult.
- sss. Discuss the assessment of the elderly patient with psychiatric complaints, including depression and suicide.
- ttt. Identify the need for intervention and transport of the elderly psychiatric patient.
- uuu. Develop a treatment and management plan of the elderly psychiatric patient, including depression and suicide.
- vvv. Discuss the normal and abnormal changes of the integumentary system with age.
- www. Describe epidemiology for pressure ulcers in the elderly, including incidence, morbidity/mortality, risk factors, and prevention strategies.
- xxx. Compare and contrast the pathophysiology of pressure ulcers in the elderly with that of a younger adult.
- yyy. Discuss the assessment of the elderly patient with complaints related to the integumentary system, including pressure ulcers.
- zzz. Identify the need for intervention and transportation of the patient with complaints

related to the integumentary system.

aaaa. Develop a treatment and management plan of the elderly patient with complaints related to the integumentary system, including pressure ulcers.

bbbb. Discuss the normal and abnormal changes of the musculoskeletal system with age.

cccc. Describe the epidemiology for osteoarthritis and osteoporosis, including incidence, morbidity/mortality, risk factors, and prevention strategies.

dddd. Compare and contrast the pathophysiology of osteoarthritis and osteoporosis with that of a younger adult.

eeee. Discuss the assessment of the elderly patient with complaints related to the musculoskeletal system, including osteoarthritis and osteoporosis.

ffff. Identify the need for intervention and transportation of the patient with musculoskeletal complaints.

gggg. Develop a treatment and management plan of the elderly patient with musculoskeletal complaints, including osteoarthritis and osteoporosis.

hhhh. Describe the epidemiology for trauma in the elderly, including incidence, morbidity/mortality, risk factors, and prevention strategies for patients with orthopedic injuries, burns, and head injuries.

iiii. Compare and contrast the pathophysiology of trauma in the elderly with that of a younger adult, including orthopedic injuries, burns, and head injuries.

jjjj. Discuss the assessment findings common in elderly patients with traumatic injuries, including orthopedic injuries, burns, and head injuries.

kkkk. Discuss the management/considerations when treating an elderly patient with traumatic injuries, including orthopedic injuries, burns, and head injuries.

llll. Identify the need for intervention and transport of the elderly patient with trauma.

mmmm. Demonstrate appropriate interactions with the elderly that convey respect for their position in life.

nnnn. Recognize the emotional need for independence in the elderly while simultaneously attending to their apparent acute dependence.

oooo. Recognize and appreciate the many impediments to physical and emotional wellbeing in the elderly.

pppp. Recognize and appreciate the physical and emotional difficulties, particularly the patient with Alzheimer's disease.

qqqq. Demonstrate the ability to assess a geriatric patient.

rrrr. Demonstrate the ability to adjust an assessment to a geriatric patient.

ssss. Discuss aging and the immune function in the elderly, including herpes zoster.

tttt. Discuss the effect of aging on the mechanisms of self-defense.

2. Discuss the assessment findings to formulate a field impression, and implement a treatment plan for the patient who has sustained abuse or assault. (EMS 2, EMS3, EMS4, EMS5, EMS7, EMS8, EMS9, EMS10, EMS11, EMS12, EMS13, EMS14)

a. Discuss the incidence of abuse and assault.

b. Describe the categories of abuse.

c. Discuss examples of domestic abuse.

d. Discuss examples of elder abuse.

e. Discuss examples of child abuse.

f. Discuss examples of sexual assault.

- g. Describe the characteristics associated with the profile of the typical abuser of a domestic partner.
 - h. Describe the characteristics associated with the profile of the typical abuser of the elderly.
 - i. Describe the characteristics associated with the profile of the typical abuser of children.
 - j. Describe the characteristics associated with the profile of the typical assailant of sexual assault.
 - k. Identify the profile of the “at-risk” domestic partners.
 - l. Identify the profile of the “at-risk” elderly.
 - m. Identify the profile of the “at-risk” child.
 - n. Discuss the assessment and management of the abused patient.
 - o. Discuss the legal aspects associated with abuse situations.
 - p. Identify community resources that are able to assist victims of abuse and assault.
 - q. Discuss the documentation associated with the abused and assaulted patient.
 - r. Demonstrate sensitivity to the abused patient.
 - s. Recognize the behavior of the abused patient.
 - t. Recognize the emotional state of the abused patient.
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- u. Recognize the value of nonverbal communication with the abused patient.
 - v. Demonstrate reassurance, empathy, and compassion with the abused patient.
 - w. Recognize the concerns expressed by the abused patient.
 - x. Recognize the concerns expressed by the sexually assaulted patient.
 - y. Demonstrate the ability to assess a domestic partner, an elder, or a child abused patient.
 - z. Demonstrate the ability to assess a sexually assaulted patient.
3. Explain the pathophysiological and psychosocial principles to adapt the assessment and treatment plan for diverse patients and those who face physical, mental, social, and financial challenges. (EMS 2, EMS3, EMS4, EMS5, EMS7, EMS8, EMS9, EMS10, EMS11, EMS12, EMS13, EMS14)
- a. Describe the various etiologies and types of hearing impairments.
 - b. Recognize the patient with a hearing impairment.
 - c. Plan for accommodations that may be needed in order to properly manage the patient with a hearing impairment.
 - d. Describe the various etiologies of visual impairments.
 - e. Recognize the patient with a visual impairment.
 - f. Plan for accommodations that may be needed in order to properly manage the patient with a visual impairment.
 - g. Describe the various etiologies and types of speech impairments.
 - h. Recognize the patient with speech impairment.
 - i. Plan for accommodations that may be needed in order to properly manage the patient with speech impairment.
 - j. Describe the various etiologies of bariatrics.
 - k. Plan for accommodations that may be needed in order to properly manage the bariatric patient.
 - l. Describe paraplegia/quadruplegia.

- m. Plan for accommodations that may be needed in order to properly manage the patient with paraplegia/quadruplegia.
- n. Define mental illness.
- o. Describe the various etiologies of mental illness.
- p. Recognize the presenting signs of the various mental illnesses.
- q. Plan for accommodations that may be needed in order to properly manage the patient with a mental illness.
- r. Define the term “developmentally disabled.”
- s. Recognize the patient with a developmental disability.
- t. Plan for accommodations that may be needed in order to properly manage the patient with a developmental disability.
- u. Describe Down syndrome.
- v. Recognize the patient with Down syndrome.
- w. Plan for accommodations that may be needed in order to properly manage the patient with Down syndrome.
- x. Describe the various etiologies of emotional impairment.
- y. Recognize the patient with an emotional impairment.
- z. Plan for accommodations that may be needed in order to properly manage the patient with an emotional impairment.
- aa. Define emotional/cognitive impairment.

- bb. Recognize the patient with an emotional or cognitive impairment.
- cc. Plan for accommodations that may be needed in order to properly manage patients with an emotional or cognitive impairment.
- dd. Discuss the following diseases/illnesses to include signs/symptoms and management of the following:
 - (1) Arthritis
 - (2) Cancer
 - (3) Cerebral palsy
 - (4) Cystic fibrosis
 - (5) Multiple sclerosis
 - (6) Muscular dystrophy
 - (7) Myasthenia gravis
 - (8) Poliomyelitis
 - (9) Spina bifida
 - (10) Patients with a previous head injury
- ee. Define cultural diversity.
- ff. Recognize a patient who is culturally diverse populations.
- gg. Plan for accommodations that may be needed in order to properly manage a patient who is culturally diverse populations.
- hh. Identify a patient that is terminally ill.
- ii. Plan for accommodations that may be needed in order to properly manage a patient who is terminally ill.
- jj. Identify a patient with a communicable disease.
- kk. Recognize the presenting signs of a patient with a communicable disease.

- ll. Plan for accommodations that may be needed in order to properly manage a patient with a communicable disease.
- mm. Recognize sign(s) of financial impairments.
- nn. Plan for accommodations that may be needed in order to properly manage the patient with a financial impairment.
- 4. Discuss the pathophysiological principles and the assessment findings to formulate a field impression, and implement a treatment plan for the acute deterioration of a chronic care patient. (EMS 2, EMS3, EMS4, EMS5, EMS7, EMS8, EMS9, EMS10, EMS11, EMS12, EMS13, EMS14)
 - a. Compare and contrast the primary objectives of the ALS professional and the home-care professional.
 - b. Identify the importance of home health care medicine as related to the ALS level of care.
 - c. Differentiate between the role of EMS provider and the role of the home-care provider.
 - d. Compare and contrast the primary objectives of acute care, home care, and hospice care.
 - e. Summarize the types of home health care available in your area and the services provided.
 - f. Discuss the aspects of home care that result in enhanced quality of care for a given patient.
 - g. Discuss the aspects of home care that have a potential to become a detriment to the quality of care for a given patient.

- h. List complications commonly seen in the home-care patients that result in their hospitalization.
- i. Compare the cost, mortality, and quality of care for a given patient in the hospital versus the home-care setting.
- j. Discuss the significance of palliative care programs as related to a patient in a home health care setting.
- k. Define hospice care, comfort care, and DNR/DNAR as they relate to local practice, law, and policy.
- l. List the stages of the grief process, and relate them to an individual in hospice care.
- m. List pathologies and complications typical to home-care patients.
- n. Given a home-care scenario, predict complications requiring ALS intervention.
- o. Given a series of home-care scenarios, determine which patients should receive follow-up home care and which should be transported to an emergency care facility.
- p. List vascular access devices found in the home-care setting.
- q. Recognize standard central venous access devices utilized in home health care.
- r. Describe the basic universal characteristics of central venous catheters.
- s. Describe the basic universal characteristics of implantable injection devices.
- t. List devices found in the home-care setting that are used to empty, irrigate, or deliver nutrition or medication to the GI/GU tract.
- u. Describe complications of assessing each of the airway, vascular access, and GI/GU devices described above.

- v. Given a series of scenarios, demonstrate the appropriate ALS interventions.
- w. Given a series of scenarios, demonstrate interaction and support with the family members/support persons for a patient who has died.
- x. Describe common complications with central venous access and implantable drug administration ports in the out-of-hospital setting.
- y. Describe the indications and contraindications for urinary catheter insertion in an out-of-hospital setting.
- z. Identify the proper anatomy for placement of urinary catheters in males and females.
 - aa. Identify failure of GI/GU devices found in the home-care setting.
 - bb. Identify failure of ventilatory devices found in the home-care setting.
 - cc. Identify failure of vascular access devices found in the home-care setting.
 - dd. Identify failure of drains.
 - ee. Differentiate between home care and acute care as preferable situations for a given patient scenario.
 - ff. Discuss the relationship between local home-care treatment protocols/SOPs and local EMS protocols/SOPs.
 - gg. Discuss differences in the ability of individuals to accept and cope with their own impending death.
 - hh. Discuss the rights of the terminally ill.
 - ii. Give in the paramedic's own words the role of the home-care professional in patient care along the life-span continuum.
 - jj. Recognize the patient's desire to remain in the home setting.
 - kk. Recognize the patient's desire to accept or deny hospice care.

ll. Recognize the uses of long-term venous access in the home health setting, including but not limited to the following:

- (1) Chemotherapy
- (2) Home pain management
- (3) Nutrition therapy
- (4) Congestive heart therapy
- (5) Antibiotic therapy

mm. Observe for an infected or otherwise complicated venous access point.

nn. Demonstrate the proper technique for drawing blood from a central venous line.

oo. Demonstrate the method of accessing vascular access devices found in the home health-care setting.

Attendance:

Absence from Class for School Sanctioned Activities

The nature of the educational programs at Coahoma Community College is such that it is necessary for every student to attend class regularly. Instructors will keep accurate class attendance records, and those records will become part of the student's official record. Regular class attendance and punctuality are expected. All arrangements for completing missed work are

to be made with the instructor. It is the student's responsibility to initiate these arrangements. *Excessive absences may result in loss of credit for the course concerned as well as loss of grant refunds and/or financial aid eligibility.* For more information, see the Attendance Policy section in the College Catalog.

Make-up Policy:

The student will be allowed one (1) makeup exam for any major exam missed in a given semester. No additional makeup exams shall be given beyond this.

Academic Dishonesty:

Cheating and plagiarism (the representation of someone else's work as your own, usually by directly copying or paraphrasing without a reference to the original source) will not be tolerated. The penalty will be receiving a (0) for that assignment, without any possibility of make-up work or alternative assignments. Additionally, according to the Student Handbook, *such acts will be considered a severe infraction and carry a possible sanction of suspension in semester (s) length or expulsion.* For a more in-depth explanation of academic dishonesty, see the Student Handbook.

Electronic Devices in Class

The use of cellular phones, pagers, CD players, radios, and similar devices is prohibited in the classroom and laboratory facilities.

Non-Discrimination/Disability Policy:

Notice of Non-discrimination. Coahoma Community College does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Michael Houston; Coordinator for Section 504/ADA, Title IX; Vivian M. Presley Administration Bldg, 3240 Friars Point Road; Clarksdale, MS 38614; Telephone # (662) 621-4853; Email: mhouston@coahomacc.edu

Accommodations for Students with Disabilities.

Disability Support Services Coordinator has established open hours when students, staff and faculty may drop in without an appointment. Appointments can be made by call (662) 621-4853 or by email to mhouston@coahomacc.edu

Michael Houston

Disability Support Services Coordinator
Vivian M. Presley Administration Building
(662) 621-4853
mhouston@coahomacc.edu

Instructional Techniques:

Instructors may use many different methods of instruction, to include power-point, video presentations, hands-on participation in the skills lab and any other training aid the instructor feels would benefit the student, given the material being presented at that time, provided there is no unnecessary exposure of the student to risk.

Method(s) of Evaluation:

Didactic and psychomotor examinations at regular intervals throughout each semester. Such evaluations will be a direct measurement of the students' level of retention of the material. *(Method(s) of evaluation must measure the student learning outcomes listed above.)*

Grade Scale:

Coahoma Community College changed from the 3.0 system to the 4.0 system effective, September, 1974. College students' academic progress is evaluated according to the following grading system.

Grading Scale for Paramedic		
Grade	Scale	Quality Points
A – Excellent	94-100	4.0
B – Good	87-93	3.0
C – Average	80-86	2.0
D – Poor	70-79	1.0
F - Failure	69 or below	0.0
I – Incomplete		0.0
W – Withdrawal		0.0
Z – Unassigned Grade		0.0
Failure to attain a course grade of “C” or 80% will prevent the student from progressing to the next scheduled semester in the Paramedic Program. 80% will be considered the “cut score” for all major assignments.		

To be in good academic standing, students are required to maintain a cumulative 2.0 average on the 4.0 system. Each grade reported as having been earned by the student at the end of a semester or summer term will be included in computing the cumulative grade point average. The student should observe that the grade “F” carries zero quality points and will be included in the

computation. For more information on the Coahoma Community College Grade Scale, students should see the College Catalog.

**COURSE OUTLINE
EMS 1422
August, 2017**

Chapter	Subject	Date
1	Gynecology	
2	Obstetrics	
3	Neonatology	
	Opportunities for test	
4	Pediatrics	
	MID TERM EXAM	
5	Geriatrics	
6	Abuse, Neglect & Assault	
7	The Challenged Patient	
8	Acute Interventions for the Chronic Care Patient	
	FINAL EXAM	

This outline is intended as a guideline for the course. The institution and the instructor reserve the right to make modifications in content, schedule, and requirements as necessary to enhance each student's educational experience and student learning outcomes.