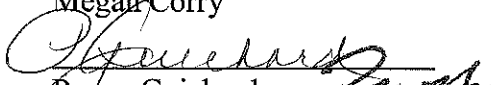
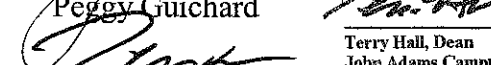


City College of San Francisco
Course Outline of Record

I. GENERAL DESCRIPTION

- | | |
|-------------------------------|---|
| A. Approval Date | October 2013 |
| B. Department | Health Care Technology |
| C. Course Number | EMTP 129 |
| D. Course Title | Special Populations, EMS Ops |
| E. Course Outline Preparer(s) | Megan Corry |
| F. Department Chairperson | 
Peggy Guichard |
| G. Dean | 
Terry Hall, Dean
John Adams Campus/
School of Health & P.E. |
| | Terrance Hall |

II. COURSE SPECIFICS

- | | |
|-------------------------|--|
| A. Hours | Lecture – 80 total
Conference – 20 total |
| B. Units | 5 |
| C. Prerequisites | Acceptance into Paramedic Program |
| Corequisites | None |
| Advisories | None |
| D. Course Justification | The course content reflects the material outlined in the National EMS Education Standards. |
| E. Field Trips | No |
| F. Method of Grading | Letter |
| G. Repeatability | 0 |

III. CATALOG DESCRIPTION

Prehospital assessment and management of patients with special challenges. Includes geriatrics, abuse/neglect, hospice and home care. Also reviews EMS operations, including patient and scene management at multiple casualty incidents. Final didactic module of Paramedic program includes final cognitive evaluation.

IV. MAJOR LEARNING OUTCOMES

Upon completion of this course a student will be able to:

- Integrate assessment findings with principles of epidemiology and pathophysiology to formulate a field impression and implement a treatment plan for an acutely ill or injured patient.
- Demonstrate the systematic patient assessment used for patients with special challenges including geriatrics, chronically ill, technology-dependent, abused/neglected and dying patients.
- Identify the differences in pharmacokinetics, physiology and psychosocial environment between adult and geriatric patients.
- Given a scenario, use critical thinking skills to determine the preferred method of treatment for geriatric patients with common and acute medical and trauma emergencies.

- E. Demonstrate proper use of the medical incident command system when performing in any of the medical group officer roles (medical group supervisor, triage, treatment, staging, transport officers).
- F. Describe the purpose and overall structure of the medical incident command system.
- G. Demonstrate knowledge and practice of personnel safety issues, crime scene awareness, transport considerations and need for additional expert resources on simulated routine EMS incidents and multiple casualty incidents.

V. CONTENTS

- A. Patients with special challenges
 - 1. Geriatric patients
 - a. Normal and abnormal changes associated with aging
 - b. Pharmacokinetic changes with aging
 - c. Psychosocial and economic issues
 - d. Age-related assessment and treatment modifications for major or common geriatric emergencies
 - 1. Cardiovascular disease
 - 2. Respiratory diseases
 - 3. Neurological diseases
 - 4. Endocrine diseases
 - 5. Alzheimers
 - 6. Dementia and delirium
 - 7. Inflammatory diseases
 - 8. Infectious diseases
 - e. Elder abuse and neglect
 - 1. Signs of abuse/neglect
 - 2. Types of abuse
 - 3. Profiles of abusers
 - 4. Role of EMS providers
 - 5. Case studies
 - 2. Patients with special healthcare needs and challenges
 - a. Poverty and access to healthcare
 - b. Technology-dependent patients
 - c. Hospice and the terminally ill patient
 - d. Tracheostomy care and dysfunction
 - e. Bariatrics
- B. EMS operations
 - 1. Ambulance operations
 - 2. Incident management
 - a. Team dynamics and choreography
 - b. Communications and documentation with multiple providers on scene
 - c. Role of local/state policy
 - 3. Aeromedical transport
 - a. Advantages/disadvantages
 - b. Determining need

- c. EMS personnel safety
- 4. Rural EMS
- 5. Medical Incident Command system and mass casualty incidents
 - a. Review of structure of the medical incident command system
 - b. Roles of the medical group
 - 1. Triage
 - 2. Treatment
 - 3. Staging
 - 4. Transport
 - c. Communications
 - d. Practice scenarios
 - 1. Tabletop exercises
 - 2. MCI drills
- 6. Crime scene awareness
 - a. Resuscitation and crime scenes
 - b. Pronouncements and crime scenes
 - c. Types of crime scenes
 - d. Interacting with law enforcement and the medical examiner
 - e. Interacting with the media
- 7. Hazardous materials awareness
 - a. Review of basic HAZMAT
 - b. Operating as a paramedic in the cold zone of a HAZMAT incident
- 8. Bioterrorism and weapons of mass destruction
 - a. Safety
 - b. Role of EMS provider
 - c. Biological, nuclear, incendiary, chemical and explosive (B-NICE) substances
 - d. Using MCI protocols
 - e. Resource needs
 - f. Care of responders on scene
- C. Putting it all together: Scenarios of simulated patients in multiple incident types (trauma, medical, single and multiple casualties of all patient ages)
 - 1. Integrated Simulation Lab scenarios
 - a. Team leader
 - b. Team member
 - 2. Multiple Casualty Scenarios/drills with other agencies
- D. Clinical hospital rotations as assigned

VI. INSTRUCTIONAL METHODOLOGY

A. Assignments

- 1. In-class Assignments
 - a. Participation in interactive case review and discussions relating to actual case studies. Students will also participate as team leaders and members in the integrated simulation lab during simulated patient scenarios.
 - b. Presentation: each student will be given a topic to prepare for a short oral presentation to the class, including visual aids. Topics will be assigned by

- the instructor and will include core content subjects such as elder abuse reporting or triage at multiple casualty incidents.
- c. Paper: each student will write and submit a paper 2-3 pages in length on the same topic as the presentation and due one week after the presentation, including at least one journal article reference.
2. Out-of-class Assignments
 - a. Chapter reading from the textbooks as assigned on the course syllabus to be completed before the class session.
 - b. Online assignments:
 1. Review of the posted slides and outlines
 2. Take online multiple choice quizzes associated with each chapter before coming to class.
 3. Forum discussion: participate in message board discussion related to topics discussed in class as method of continuous study and peer-guided learning.
- B. Evaluation
1. In class assignments: students will be awarded points for quality of contributions during discussion and successful team leadership during simulated patient scenarios.
 - a. The oral presentation will be graded using a rubric designed to evaluate presentation style, content and relevance.
 - b. The paper will be graded using a rubric designed to evaluate writing basics, content and relevance.
 2. Written examinations include multiple-choice, true/false, short answer critical thinking questions within each topic area, designed to assess foundational knowledge, application and analytical skills in the cognitive domain.
 - a. In class quizzes: weekly quizzes to assess the cognitive skills on subject matter discussed in the previous week of class.
 - b. Comprehensive final examination covering all assigned chapters and additional materials assigned by the instructor. The comprehensive final exam includes material from the entire Paramedic program.
 - c. Online participation will be graded for quality of posted discussion items and completion of quizzes by deadline.
 - d. Clinical rotations as assigned with emphasis on clinical assessment and treatment associated with geriatric patients, chronically ill, homeless, and other patients with special challenges.
- C. Textbooks and other instructional materials
1. Mosby's Paramedic Textbook, revised 3rd edition. Mosby/Elsevier publishing, St. Louis, Missouri, 2007.
 2. Insight Learning Management system (Moodle), City College of San Francisco, 2011.
 3. Handouts provided by the instructor of case studies and updated materials from EMS standards and guidelines.

VII. TITLE 5 CLASSIFICATION

CREDIT/DEGREE APPLICABLE (meets all standards of Title 5. Section 55002(a)).