

Northwest Arkansas Community College

Division of Health

Discipline Code

EMTP

Course Number

1304

Course Title

Community Paramedicine

Catalog Description

This course is a prerequisite to EMTP 1404. This course explores the role of the Community Paramedic and how it is integrated into the primary care and public health systems. This new direction and expanded role of the paramedic is in compliance with both National and State standards. Advanced paramedic assessment, lab values, pharmacology, Nutrition, Pediatric, Ethics and many more topics are taught in this self-directed on line course. This course is designed to allow the student to progress at his/her own pace, but completion must be accomplished by the end of the semester. The course is WWW so internet and computer access are necessary for all course presentation and testing. Prerequisite: Must be a licensed Paramedic with a minimum of 1000 hour work experience in the past two years.

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Must be a licensed Paramedic with a minimum of 1000 hour work experience in the past two year.

Credit Hours

4 credit hours

Contact hours

45

Load hours

4 load hours

Semesters Offered

F, S, Sum

ACTS Equivalent

This course typically does not transfer

Grade Mode

A-F

Learning Outcomes

Students successfully completing this course will:

- Define community Paramedicine.
- Describe the scope of practice for the community paramedic.
- Discuss the history of community Paramedicine.
- Describe the roles of the community paramedic, including bringing primary care to the home and acting as a navigator for the patient.
- List the members of the health care team.
- Describe the strategies used in building productive working relationships with the members of the health care team.
- List the components that contribute to wellness and their importance in managing stress.
- Identify the physiologic, physical, and psychological responses to stress.
- Discuss reactions to expect from patients and how you can effectively work with patients exhibiting a range of behaviors.
- Identify three stress management techniques.
- Identify the warning signs of burnout from stress.
- Describe posttraumatic stress disorder (PTSD) and steps that can be taken to provide support for people at risk for PTSD.
- List various routes of disease transmission.
- Describe the standard precautions that are used to prevent infection when treating patients.
- Identify the steps to take for personal protection from airborne and blood borne pathogens.
- Explain post-exposure management when exposed to patient blood or body fluids.
- Recognize the possibility of hostile situations due to behavioral emergencies and the steps to take to deal with them.
- Describe how to safely lift and move a patient in the home environment.
- Define professional boundaries and limits.
- Describe why professional boundaries are vital to maintain in the patient-provider relationship.
- Identify how professional boundaries protect both the patient and the community paramedic.
- Summarize the challenges that may interfere with creating and maintaining professional boundaries.
- Describe the warning signs that a professional boundary has been breached.
- Identify the stages of a home visit.
- Discuss the strategies used to ensure personal safety during each step of the home visit.
- Identify the components of a personal safety plan.
- Describe how to develop a personal safety plan.
- Describe the enrollment visit, intake visit, follow-up home visit, and end-of-care visit, including the tasks performed by the community paramedic.
- Describe the qualifications for a disenrollment visit.
- Explain the factors that influence education of patients, including health literacy concerns.
- Describe the various approaches to educating patients with chronic conditions.
- Describe the role of payers in reimbursement for services.
- Describe how to effectively communicate with payers, including their documentation requirements.

- Define ethics, and describe why the study of ethics is vital to community paramedics.
- Describe the importance of understanding different worldviews, including naturalism, ethical theism, and postmodernism.
- Explain traditional ethics theories: utilitarianism, consequentialism, deontology, relativism, and ethical reasoning.
- Describe how ethical theories can be applied by community paramedics.
- Identify the steps for evaluating an ethical dilemma.
- Explain the differences between public health, community health, and population health.
- Describe the factors that affect the health of a community
- Identify current public health promotion initiatives in the United States, including Healthy People: The Surgeon General's Report on Health Promotion and Disease Prevention and the National Prevention Strategy.
- Describe the activities of public health agencies at the federal, state, and local levels. Describe the role of the community paramedic in supporting public health initiatives.
- Define social determinants.
- Identify common social determinants; include their impact on the overall health of the community and on patients.
- Describe how social ecology identifies the correlation between the social aspects of the patient's environment and overall health status.
- Describe how to identify environmental determinants of health.
- Describe the role of documentation in developing a plan of care, monitoring patient progress, and helping to secure funding for programs.
- Explain why culture is a broadly understood experience.
- Describe how cultural beliefs may impact a person's health and how the person accesses health care.
- Define cultural competence, include why it is a critical skill set for community paramedics.
- Describe how a community paramedic can learn and practice cultural competence.
- Identify the risks of stereotyping and over-attribution.
- List the four dimensions of culture, include a description of each.
- Describe how health care can be delivered with an awareness of cultural impacts.
- Discuss how the community paramedic can tailor a style of interaction according to the needs of the audience to ensure effective communication.
- Describe the purpose of a community health needs assessment.
- Describe the purpose of a community map.
- Explain how the statistics that populate a community map are collected.
- Identify the purpose of a health care delivery system gap analysis.
- Describe the purpose of a community resource capacity assessment.
- Describe the role of outreach services in patient care.
- Explain how the community paramedic builds a web of resources.
- Describe how the community paramedic uses the community health needs assessment, the health care delivery system gap analysis, and the community resource capacity assessment in providing patient care.
- Describe the purpose of the patient needs assessment.
- Explain why patient input is important to include in a patient needs assessment.
- Identify the special considerations that can affect the needs of the patient.
- Describe the discovery learning method.
- Define pathophysiology and homeostasis, and describe how alterations in homeostasis can lead to disease.
- Explain the structure of a cell and the general functions performed by different types of cells.

- Describe the implications of disruptions to fluid balance, water movement, and electrolyte balance.
- Explain how the body's buffering systems work to maintain acid–base balance and the consequences of acid–base imbalances.
- Describe the processes of cell signaling and feedback, and explain how alterations in these processes cause disease.
- List the types of tissues found in the body, and explain how they react to cell injury.
- Describe the components of the immune system.
- List the types of inflammatory responses.
- Describe the immune response.
- Identify the subjective and objective components of a patient assessment in community paramedicine.
- Identify the elements of a patient assessment in community paramedicine.
- Describe the best practices of an effective patient interview.
- Identify the elements of a thorough patient history in community paramedicine.
- Describe the best practices of a comprehensive physical examination in community paramedicine.
- Describe the four techniques of a physical examination—inspection, palpation, percussion, and auscultation—and explain how and when each technique is performed.
- Explain the process of performing a general assessment.
- Identify the vital signs that are assessed during the physical examination in community paramedicine.
- Describe the system review approach to the physical examination used in community paramedicine.
- Describe the assessment of the patient's skin.
- Describe the assessment of the patient's head, eyes, ears, nose, and throat.
- Explain the purpose of a complete blood count, including hemoglobin and hematocrit.
- Identify the components and purpose of a basic metabolic profile, including concentrations of glucose, blood urea nitrogen, and creatinine; the electrolytes sodium, potassium, and chloride; and bicarbonate ion and carbon dioxide levels.
- Explain the purpose of evaluating a serum lactate level.
- Explain the purpose of evaluating a troponin level.
- Explain the purpose of evaluating international normalized ratio values.
- Describe normal and abnormal findings in urine analysis.
- Explain the purpose of a stool guaiac test.
- Explain the purpose of evaluating the hemoglobin A_{1c} in a patient with diabetes.
- Explain the purpose of serum lipid profiles.
- Describe the components of liver function tests.
- Describe the components and purpose of venous blood gas analysis.
- Describe the role of the plan of care in ensuring integrated care.
- Describe the role of the plan of care in ensuring integrated care.
- Explain who crafts the plan of care.
- Describe how the plan of care is modified
- Describe the three types of intervention strategies in patient care. Explain how the Omaha system is used to create a plan of care.
- Explain how the plan of care may be implemented by the community paramedic.
- Define chronic disease.
- Describe the role of the community paramedic in promoting self-management in the patient.

- Describe the monitoring, management, and education roles of the community paramedic for coronary artery disease.
- Describe the monitoring, management, and education roles of the community paramedic for congestive heart failure.
- Describe the monitoring, management, and education roles of the community paramedic for hypertension.
- Describe the monitoring, management, and education roles of the community paramedic for asthma.
- Describe the monitoring, management, and education roles of the community paramedic for chronic obstructive pulmonary disease.
- Describe the monitoring, management, and education roles of the community paramedic for chronic constipation.
- Describe the monitoring, management, and education roles of the community paramedic for chronic diarrhea.
- Describe the monitoring, management, and education roles of the community paramedic for dysuria.
- Describe the monitoring, management, and education roles of the community paramedic for kidney disease.
- Describe the evolution of the understanding and treatment of psychiatric disorders.
- Explain the difference between psychiatric emergencies and chronic psychiatric disorders.
- Identify the risk factors for violence toward others.
- Explain the strategies to employ when assessing a patient at risk of suicide.
- Describe the tools to employ when assessing a patient at risk of substance abuse.
- Identify the signs and symptoms of schizophrenia.
- Describe the principal therapeutic interventions for schizophrenia.
- Identify the signs and symptoms of bipolar disorder.
- Describe the principal therapeutic interventions for bipolar disorder.
- Identify the signs and symptoms of depressive disorder.
- Describe the principal therapeutic interventions for depressive disorder.
- Identify the signs and symptoms of anxiety disorder.
- Describe the principal therapeutic interventions for anxiety disorder.
- Describe the principles of patient- and family-centered care in the community paramedicine setting.
- Name the four types of developmental delays in children.
- Describe common communication disorders in children.
- Identify common motor and movement disorders in children.
- Describe the signs and characteristics of autism spectrum disorder.
- Describe the signs and characteristics of Down syndrome.
- Describe the general strategies for the community paramedic in communicating with children with special health care needs, including using people-first language. Identify specific strategies for communicating with children with communication disorders.
- Identify specific strategies for communicating with children with autism spectrum disorder.
- Identify specific strategies for communicating with children with Down syndrome.
- Identify specific strategies for communicating with children with physical and physiologic barriers to communication
- Describe the types of technologies that may be used in providing in-home care for children with special health needs.
- Describe the normal aging process.
- Identify the topics to cover when taking the history of a geriatric patient, including use and abuse of medications and other substances.

- Explain how to conduct a physical examination of a geriatric patient.
- Identify the “five I’s of geriatrics,” which contribute to abnormal findings in the assessment of older patients.
- Describe mental health disorders, including delirium, dementia, and depression, in geriatric patients.
- Explain trauma-related findings in geriatric patients.
- Identify the potential signs of elder abuse.
- Describe common complaints among older patients, including shortness of breath; abdominal pain; dizziness and vertigo; fever; generalized pain; and nausea, vomiting, and diarrhea.
- Compare the differences and similarities between palliative care, curative care, and hospice care.
- List the five stages of the grieving process as developed by Elisabeth Kübler-Ross.
- Describe the strategies the community paramedic may employ in assisting a patient with a terminal illness.
- Describe the strategies the community paramedic may employ in assisting the family members of a patient with a terminal illness
- Explain how to interact across multiple cultural and religious customs while caring for a patient in hospice care.
- Explain how the incident command structure can provide a familiar framework in organizing the potential resources that may be used in hospice care.
- Describe how advance directives, do not resuscitate (DNR) orders, and physician orders for life-sustaining treatment (POLST) may be used to preserve patient autonomy.
- Explain the importance in knowing and understanding the laws surrounding end-of-life issues in the state of practice.
- Explain the need for nutrition in health.
- List the five food groups.
- Describe the nutritional components of food.
- Describe the components of a well-balanced diet for a healthy adult.
- Describe how a nutritional assessment is performed.
- Explain how a community paramedic can help the patient to implement a food plan written by a nutritionist.
- Explain how to prepare and store food safely.
- Describe the nutritional needs of older adults.
- Describe the nutritional requirements of patients with chronic diseases, such as diabetes, chronic obstructive pulmonary disease, heart failure, and mental illness.
- Describe the components of a special diet.
- List strategies to help a patient maintain a special diet.
- Describe the community paramedic’s role in medication inventory and compliance.
- Identify the categories of medications used for managing diabetes.
- Describe the potential side effects of the medications used for managing diabetes.
- Identify categories of medications used for managing inflammatory bowel disease.
- Describe the potential side effects of the medications used for managing inflammatory bowel disease.
- Identify the categories of medications used for managing cardiovascular disorders, including hypertension, congestive heart failure, coagulation disorders, and elevated cholesterol.
- Describe the basic function of the immune system. Identify the types of vaccines and how they provide immunity
- Explain how the community paramedic may assist in implanting an immunization schedule.
- Identify contraindications and precautions to vaccinations
- Identify special populations and the considerations to apply during immunization.

- Describe how to conduct an immunization assessment.
- Describe how to communicate the benefits and risks of vaccination.
- Describe how to administer vaccinations via intradermal, subcutaneous, intramuscular, Z-track, and oral routes.
- Describe the potential types of reactions to vaccines and the actions the community paramedic should take.
- Explain the proper storage and handling techniques for vaccines.
- Discuss the role of the community paramedic when vaccinating in patient-focused and population-focused settings.
- Describe the potential side effects of the medications used for managing cardiovascular disorders.
- Identify the categories of medications used for managing respiratory disorders, including chronic obstructive pulmonary disease and asthma.
- Describe the potential side effects of the medications used for managing respiratory disorders.
- Identify the categories of medications used for managing psychiatric disorders, including depression, anxiety, bipolar disorder, attention-deficit/hyperactivity disorder and schizophrenia.

General Education Outcomes Supported

- Students develop higher order thinking skills.
- Students can employ a variety of sources to locate, evaluate, and use Information.

Standard Practices

Topics list

- Introduction to Community Paramedicine
- Personal Safety and wellness
- Professional Boundaries
- Interactions
- Ethics
- The Role of the Community Paramedic in Public Health
- Social Determinants of Health
- Cultural Competence
- Community Needs Assessment
- Patient Needs Assessment
- Pathophysiology
- Patient Assessment
- Lab Values
- Plan of Care
- Chronic Disease Management
- Mental Health
- Communication Strategies for Children With Special Needs
- Geriatrics
- Hospice and Palliative Care
- Nutrition
- Pharmacology
- Immunizations

Learning activities

- N/A

General Education Outcomes Supported

- Students develop higher order thinking skills.
- Students can employ a variety of sources to locate, evaluate, and use Information.

Assessments

Written Exams

Grading guidelines

- Written quizzes and unit exams will make up the total points for grading.

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