

Justice Institute of British Columbia COURSE OUTLINE

Course Code: PARA260

Course Title: Complex Cases

Prerequisite Courses: PARA252 Classic Trauma Cases

School: School of Health, Community and Social Justice

Division/Academy/Centre: Health Sciences Division-Paramedic Academy

Previous Course Code & Title: CC260 Complex Cases

Course First Offered: November 2013

# of Credits:	6.0
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Course Description:

The assessment and management of complex cases requires a high level of skill, knowledge and judgment. In this course, learners will employ clinical judgment in complex medical and trauma cases, and environmental conditions cases. Specifically, learners will focus assessments and adapt treatments and protocols to meet the needs of patients in specialized populations, those with multiple conditions, or those who exhibit non-definitive conditions or symptoms. Further, learners will integrate the various facets of their paramedical education—professionalism; call management; medicine; patient care; and, clinical judgment—to meet the challenges of complex cases.

Course Goal(s):

The goal of this course is to provide the skills, knowledge and judgment required to assess and manage complex cases using Primary Care Paramedic (PCP) assessment skills, treatments and protocols.

Learning Outcomes:

Upon successful completion of this course, the learner will be able to:

1. Demonstrate the use of a clinical decision-making process to identify a range of likely differentials, perform a focused assessment, and infer an interim diagnosis for classic presentations of complex calls.
2. Describe the pathophysiology or backgrounds, anticipate the accommodations required when assessing, and demonstrate the management complex cases involving medical, trauma, and environmental conditions.
3. Describe the pathophysiology or backgrounds, anticipate the accommodations required when assessing, and demonstrate the management complex cases involving patients in special populations.
4. Perform assessment and management of complex cases involving medical, trauma, and environmental conditions using PCP treatments and protocols.
5. Assess and manage calls involving special populations using PCP treatments and protocols, including:
 - a. Disturbance of Behaviour Cases;
 - b. Physically and Mentally Challenged Cases;
 - c. Bariatric Cases;

- d. Terminally Ill and Palliative Cases;
 - e. Obstetrical and Neonatal Cases;
 - f. Pediatric Cases; and,
 - g. Geriatric Cases.
6. Apply the patient assessment model and clinical decision-making process to identify a Chief Complaint, develop a hypothesis and potential differentials, identify key features, and develop an appropriate management plan for the patient that presents as a complex case.
 7. Assess and manage complex cases.

Course Topics/Content:

- Management of Complex Cases
- Patient Assessment and Clinical Judgment
 - Choosing the Right Protocol
 - Clinical Decision Making and Documentation
- Complex Medical & Trauma Calls
- Environmental Condition Cases
- Special Populations
 - Disturbance of Behaviour Cases
 - Mentally & Physically Challenged Cases
 - Bariatric Cases
 - Terminally Ill & Palliative Cases
 - Obstetrical & Neonate Cases
 - Pediatric Cases
 - Geriatric Cases
 - Abuse and Assault

Text and Resource Materials:**Required:**

1. Bledsoe, B.E et al. (2006). *Essentials of Paramedic Care, Canadian Edition, Vol. 1 & 2*. Toronto, ON: Pearson Education Inc.
2. Paramedic Academy, *Training, Treatment and Protocol Manual*. (Revised 2013). Provided online with the cost of tuition. A paper-based version is available for purchase.
3. Paramedic Academy, *Classroom Logbook*. (Revised 2015). Supplied by the Paramedic Academy as part of the course tuition.
4. Caroline, N.L. (2008). *Nancy Caroline's Emergency Care in the Streets. (6th edition)*. Sudbury, MA: Jones and Bartlett. (Excerpts only provided online.)
5. Thompson, V.D. (2010). *Health and Health Care Delivery in Canada*. Toronto, ON: Mosby-Elsevier. (Excerpts only provided online.)
6. Other online resources and readings provided through the Blackboard LMS.

Recommended:

1. American Academy of Pediatrics (2014). *Pediatric Education for Prehospital Professionals (PEPP), Third Edition*. Burlington, MA: Jones & Bartlett Learning.

Course Level:

	First Year	x	Second Year		Third Year		Fourth Year
	Graduate		Other (describe):				

Equivalent Course(s) within the JIBC:

Class Delivery Methods:

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	21			
Simulation/Lab	63	63		
Praxis Exercise				
Practicum/Fieldwork				
Online		21		
Correspondence				
Total Class Hours	84	84		

Comments on Delivery Methods:

The Complex Cases course is delivered by experienced practitioners that work in pre-hospital and allied health care settings. The course will be delivered using an applied experiential learning model, which includes discussions, teamwork and group projects, on-line learning activities, lectures, skill stations, simulations, and other interactive delivery methodologies. Learning strategies have been selected to ensure effective learning in all three learning domains (cognitive, behavioural, and affective), and to help learners acquire the knowledge, skills and judgment needed to meet the course objectives.

Note: In addition to the hours specified above, learners will be required to spend further classroom time on evaluation of skills and a written examination.

Course Grading System:

	Letter Grades	x	Percentage		Pass/Fail
	Complete/Incomplete		Attendance Only		

Passing Grade:	75%
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Evaluation Activities and Weighting:

Final Written Exam	40%	Assignments	20%	Project	%	Capstone Project	%
Final Practical Exam	30%	Portfolio	%	Participation	10%	Other	%
Quizzes/Test	%	Simulations	%	Practice Education	%	TOTAL	100%

Comments on Evaluation Activities and Weighting:

In addition to the Evaluation Activities, students are required to competently perform, document, and submit to an electronic tracking system all related mandatory skills (S or Simulation competencies) set out by the Paramedic Association of Canada (PAC) and accredited by the Canadian Medical Association (CMA).

In addition to the overall passing grade, students must achieve a grade of 75% or higher on the Final Written and Practical Exam in order to pass the course.

Retests:

Students who receive a grade below 75% on an exam will be provided with the opportunity to complete one retest per failed exam. If a student does not achieve a grade of 75% or higher on a retest they may be required to withdraw from the program (see *SHCSJ Program Procedures: Academic Progress* for more information).

Late assignments will not be accepted for marking without prior permission of the Regional Training Coordinator. Students may only complete missed assignments, quizzes, projects or exams at the discretion of the Regional Training Coordinator.

Other Course Guidelines, Procedures and Comments:

Students must maintain a 90% overall attendance, and must be present for all examinations as well as specified learning activities, such as field trips or specialty days.

PCP Program Procedures

<http://www.jibc.ca/programs-courses/schools-departments/school-health-community-social-justice/paramedic-academy/programs-and-courses/primary-care-paramedic>

- Program Evaluation Policy
- Program Grading Policy
- Program Academic Progression Policy

View official versions of related JIBC academic regulations and student policies in the *JIBC Calendar* on the following pages of the JIBC website:

Academic Regulations:

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Policies:

<http://www.jibc.ca/about-jibc/governance/policies>

Student Academic Integrity Policy
Academic Progression Policy
Admissions Policy
Academic Appeals Policy
Evaluation Policy
Grading Policy

Access Policy
Harassment Policy – Students
Student Records Policy
Student Code of Conduct Policy

JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

Critical thinking

Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

Communication, oral and written

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

Leadership

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

Independent learning

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

Globally-Minded

Self-aware of own identity and culture, recognize the interconnectedness of world events and issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.

Problem solving

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

Interpersonal relations

Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, backgrounds and capabilities.

Inter-professional teamwork

Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.

Information literacy

Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.