



Western Technical College

10531913 Advanced Patient Assessment Principles

Course Outcome Summary

Course Information

Description	This course teaches the paramedic student to integrate scene and patient assessment findings with knowledge of epidemiology and pathophysiology to form a field impression. By utilizing a structured and organized assessment process with knowledge of anatomy, physiology, pathophysiology, life span development, and changes that occur to the human body with time, the students will learn to develop a list of differential diagnoses through clinical reasoning, along with the ability to modify the assessment as necessary to formulate a treatment plan for their patients.
Career Cluster	Law, Public Safety, Corrections and Security
Instructional Level	Associate Degree Courses
Total Credits	3
Total Hours	72

Textbooks

Bundle: Paramedic Care: Principles & Practice Volume 1-5 plus Access Card - 2017, Anatomy and Physiology for Health Professions plus Access Card – 2016, EMStesting.com Paramedic Student Access Card – 2nd Edition, Platinum Planner: Paramedic – Access Card – 2016, Basic Arrhythmias – 2017. 5th Edition. Copyright 2017. Bledose, Bryan, Robert Porter and Richard Cherry. Publisher: Pearson. **ISBN-13:** 978-0-13-729851-8. Required.

531-911 Paramedic Student Reference Guide, Skills Check Sheets and Paramedic Clinical Guidebook. Western. Publisher: Western. Required.

Learner Supplies

Program Clothing. **Vendor:** To be discussed in class. Required.

Success Abilities

1. Cultivate Passion: Enhance Personal Connections
2. Cultivate Passion: Expand a Growth-Mindset

3. Refine Professionalism: Participate Collaboratively
4. Refine Professionalism: Practice Effective Communication

Program Outcomes

1. Integrate pathophysiological principles and assessment findings to provide appropriate patient care.
2. Demonstrate paramedic skills associated with established standards and procedures for a variety of patient encounters.
3. Communicate effectively with others.
4. Demonstrate professional behavior.
5. Meet state and national competencies listed for paramedic certification(s).

Course Competencies

1. Examine the physiological and psychosocial characteristics associated with various stages of human life.

Assessment Strategies

- 1.1. Oral, Written or Graphic Assessment

Criteria

Your performance will be successful when:

- 1.1. you answer questions related to the learning objectives on a test
- 1.2. you achieve the threshold identified by your Training Center on the assessment

Learning Objectives

- 1.a. Discuss the physiological and psychosocial characteristics of infants (birth to one year).
- 1.b. Discuss the physiological and psychosocial characteristics of toddlers (two to three years) and pre-school age children (three to five years).
- 1.c. Discuss the physiological and psychosocial characteristics of school age children (six to 12 years).
- 1.d. Discuss the physiological and psychosocial characteristics of adolescents (13 to 18 years).
- 1.e. Discuss the physiological and psychosocial characteristics of individuals in early adulthood (19 to 40 years).
- 1.f. Discuss the physiological and psychosocial characteristics of individuals in middle adulthood (41 to 60 years).
- 1.g. Discuss the physiological and psychosocial characteristics of individuals in late adulthood (61 years and older).

2. Identify components of a primary assessment of a patient.

Assessment Strategies

- 2.1. Oral, Written or Graphic Assessment

Criteria

Your performance will be successful when:

- 2.1. you answer questions related to the learning objectives on a test
- 2.2. you achieve the threshold identified by your Training Center on the assessment

Learning Objectives

- 2.a. Identify common scene hazards encountered by paramedics.
- 2.b. Discuss the process of evaluating a scene for safety.
- 2.c. Discuss the impact of the environment on patient care.
- 2.d. Discuss techniques the paramedic could employ to address scene hazards.
- 2.e. Discuss means by which the paramedic can protect himself/herself from on-scene violence.
- 2.f. Discuss instances in which additional or specialized resources may be necessary to mitigate on-scene hazards.
- 2.g. Discuss standard precautions utilized to protect patients and responders alike from transmissible

- infectious agents.
- 2.h. Discuss scene management given multiple patients.
- 2.i. List criteria to be evaluated during the primary survey/assessment of a patient.
- 2.j. Discuss the need to integrate treatment or procedures necessary to preserve life when performing a primary survey/assessment of a patient.
- 2.k. Discuss the assignment of priority of patient care and transport based upon primary survey/assessment findings.

3. Value the importance of basic patient needs.

Assessment Strategies

- 3.1. Oral, Written or Graphic Assessment
- 3.2. Skill Demonstration

Criteria

Your performance will be successful when:

- 3.1. you answer questions related to the learning objectives on a test
- 3.2. you achieve the threshold identified by your Training Center on the assessment
- 3.3. you recognize the need for immediate intervention
- 3.4. you balance exigency with patient comfort

Learning Objectives

- 3.a. Demonstrate an understanding of basic patient needs.

4. Demonstrate a thorough primary patient assessment

Assessment Strategies

- 4.1. Skill Demonstration

Criteria

Your performance will be successful when:

- 4.1. you follow the assessment protocol as provided by the Training Center

Learning Objectives

- 4.a. Coordinate scene safety.
- 4.b. Demonstrate appropriate primary survey/assessment of a patient.
- 4.c. Formulate field impressions(s).
- 4.d. Formulate a working diagnosis.
- 4.e. Formulate patient treatment plan(s).
- 4.f. Implement patient treatment plan(s).

5. Demonstrate history taking as a part of a thorough patient assessment.

Assessment Strategies

- 5.1. Skill Demonstration

Criteria

Your performance will be successful when:

- 5.1. you follow the protocol provided by your Training Center

Learning Objectives

- 5.a. Describe the purpose of obtaining a patient history.
- 5.b. Discuss potential barriers to and techniques for obtaining a patient history.
- 5.c. Identify strategies for developing rapport with the patient ("setting the stage").
- 5.d. Discuss interviewing techniques to assist in learning about the patient's present illness.
- 5.e. Discuss the purpose of direct questions and the techniques employed in asking direct questions.
- 5.f. Discuss considerations in obtaining a history pertaining to sensitive topics.
- 5.g. Identify considerations pertaining to obtaining a history in trauma patients.
- 5.h. Identify the components of a patient history.
- 5.i. Discuss cross-cultural interviewing considerations.
- 5.j. Discuss special challenges in obtaining a patient history.
- 5.k. Discuss the fundamental elements of critical thinking for paramedics to develop a field impression of the patient given the integration of therapeutic communication, history taking techniques, patient

- presentation, and assessment findings.
- 5.l. Summarize the "six Rs" of putting it all together to develop and implement a treatment plan based upon the field impression.
- 5.m. Discuss considerations when obtaining a history for a pediatric patient.
- 5.n. Discuss considerations when obtaining a history for a geriatric patient.

6. Identify the components of a secondary assessment of a patient.

Assessment Strategies

- 6.1. Oral, Written or Graphic Assessment

Criteria

Your performance will be successful when:

- 6.1. you answer questions related to the learning objectives on a test
- 6.2. you achieve the threshold identified by your Training Center on the assessment

Learning Objectives

- 6.a. List major body systems.
- 6.b. List major anatomical regions.
- 6.c. Identify the major components of a patient assessment.
- 6.d. Discuss the need to employ different physical examination techniques given differences in patients and their chief complaints, present illnesses, and histories.
- 6.e. Define various physical examination techniques.
- 6.f. Discuss the general approach to be taken in conducting a physical examination of a patient.
- 6.g. List the categories of a comprehensive physical examination.
- 6.h. Describe the examination of a patient's mental status.
- 6.i. Discuss the techniques used in conducting a general survey physical examination.
- 6.j. Identify vital signs commonly obtained during a physical examination.
- 6.k. Discuss the examination of the body by region/system to include normal findings, abnormal findings, and the significance of any abnormal findings.
- 6.l. Discuss how the assessment process is modified when a patient has a life-threatening emergency.
- 6.m. Discuss the purpose, indications, procedures, and limitations of continuous ECG monitoring.
- 6.n. Discuss the purpose, indications, and procedures of 12-lead ECG interpretation.
- 6.o. Discuss the purpose, indications, procedures, and limitations of carbon dioxide monitoring.
- 6.p. Discuss the purpose, indications, procedures, and limitations of basic blood chemistry analyses.
- 6.q. Discuss other monitoring devices available for use at the paramedic level.
- 6.r. Discuss the process of forming a field impression based upon assessment findings.
- 6.s. Discuss how and when to reassess a patient.
- 6.t. Discuss the reassessment process.
- 6.u. discuss the need to document reassessment findings.
- 6.v. Identify age-related considerations for reassessing pediatric and geriatric patients.
- 6.w. Summarize assessment factors to be considered in developing a comprehensive treatment/disposition plan for a patient with medical complaints.

7. Demonstrate a thorough secondary patient assessment.

Assessment Strategies

- 7.1. Skill Demonstration

Criteria

Your performance will be successful when:

- 7.1. you follow the protocol provided by your Training Center

Learning Objectives

- 7.a. Demonstrate an appropriate secondary assessment/survey of a patient.
- 7.b. Re-evaluate the effectiveness of treatment plan(s).
- 7.c. Modify treatment plan(s) as necessary based upon re-evaluation.

8. Differentiate anatomical, physical, cognitive, and emotional differences between pediatric and adult patients.

Assessment Strategies

8.1. Oral, Written or Graphic Assessment

Criteria

Your performance will be successful when:

- 8.1. you answer questions related to the learning objectives on a test
- 8.2. you achieve the threshold identified by your Training Center on the assessment

Learning Objectives

- 8.a. Differentiate the anatomical differences between the pediatric and adult head.
- 8.b. Differentiate the anatomical differences between the pediatric and adult airway.
- 8.c. Differentiate the anatomical differences between the pediatric and adult chest and lungs.
- 8.d. Differentiate the anatomical differences between the pediatric and adult abdomen.
- 8.e. Differentiate the anatomical differences between pediatric and adult extremities.
- 8.f. Differentiate the anatomical differences between the pediatric and adult skin and body surface area.
- 8.g. Differentiate the anatomical differences between the pediatric and adult respiratory system.
- 8.h. Differentiate the anatomical differences between the pediatric and adult nervous system and spinal column.
- 8.i. Differentiate the metabolic differences between a pediatric and adult patient.
- 8.j. Discuss the physical, cognitive, and emotional development of infants.
- 8.k. Discuss the physical, cognitive, and emotional development of preschoolers.
- 8.l. Discuss the physical, cognitive, and emotional development during middle childhood.
- 8.m. Discuss the physical, cognitive, and emotional development of adolescents.

9. Compare and contrast normal and abnormal changes to the human body associated with aging.

Assessment Strategies

- 9.1. Oral, Written or Graphic Assessment

Criteria

Your performance will be successful when:

- 9.1. you answer questions related to the learning objectives on a test
- 9.2. you achieve the threshold identified by your Training Center on the assessment

Learning Objectives

- 9.a. Discuss normal and abnormal changes associated with aging.
- 9.b. Discuss sensory changes in vision, hearing, and pain perception related to aging.