

## OFFICIAL COURSE OUTLINE

<b>Course Code:</b>	PARA-3313A
<b>Short Title:</b>	Health and Wellness
<b>Long Title:</b>	Health and Wellness
<b>Prerequisites:</b>	ENG100 (or equivalent)
<b>Co-requisites:</b>	
<b>School:</b>	School of Health, Community and Social Justice
<b>Division/Academy/Centre:</b>	Health Sciences Division – Paramedic Academy
<b>Previous Code &amp; Title:</b>	PARA313, PARA-3313
<b>Course First Offered:</b>	September 2015

<b>Credits:</b>	4
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### Course Description

This course focuses on personal health, wellness and nutrition; leadership; and current challenges and policies in healthcare. Learners will apply concepts related to health, wellness and nutrition to make effective personal choices to promote a healthy lifestyle. This course will provide a foundation for learners to apply these concepts throughout the Advanced Care Paramedic (ACP) Advanced Diploma program to paramedic calls and case studies. Learners will work through a number of assignments in groups, thereby enabling them to practice both working effectively in teams and to practice taking on a leadership role. Current challenges and policies in healthcare including topics of addiction, homelessness, youth crises, and mental health are introduced through case studies, research and discussion. Learners will focus on emergency health issues faced in particular in small rural communities. As leadership skills are developed, learners will begin to consider their role and potential influence in the broader health care system.

### Course Goals

The goal of this course is to encourage and to provide learners with the tools to make effective health and wellness choices which promote a healthy lifestyle. Learners will begin to build the skills necessary to function effectively in team environments and to assume a leadership role as an ACP. In this course learners will explore the current challenges and policies in healthcare and apply this to their experience as a paramedic.

### Learning Outcomes

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

1. Apply principles of health and wellness to your personal and professional life.
2. Understand the relationship between lifestyle factors, disease and their impact on communities.
3. Apply strategies to strengthen teamwork and leadership skills.
4. Discuss contemporary issues within community-based emergency health.

### Course Topics/Content

- Healthy mind and body.
  - Wellness
  - Physical well-being
  - Mind-Body Connection
- Lifestyle and nutrition.
  - Lifestyle
  - Relationship between lifestyle and disease
  - Impacts on society
- Teamwork and leadership.
- Contemporary issues in community based emergency health.

### Text & Resource Materials

Caroline, N.L. (2015). Nancy Caroline's Emergency Care in the Streets. (7th ed.). Sudbury, MA: Jones and Bartlett.

Thompson, V.D. (2010) Health and Health Care Delivery in Canada. Toronto, ON: Elsevier.

All other readings for this course are available on Blackboard LMS/JIBC ARES Course Reserves.

### Equivalent JIBC Courses

Instructional Method(s) <i>(select all that apply)</i>	Hours
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	40
<input checked="" type="checkbox"/> Supervised Practice (includes simulations & labs)	7
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
<b>Total</b>	47

### Course Evaluation

The evaluation criteria used for this course are represented below. Specific course evaluation information will be provided by the instructor at the start of the course.

Criterion	% of Final Grade <small>(may be represented as a range)</small>
Course work (activities, assignments, essays, reports, etc.)	100
Quizzes and exams	
Simulations/Labs	
Attendance/Participation (in class or online)	
Practice Education/Internships	
<b>Total</b>	<b>100%</b>

### Comments on Evaluation

Written work for this course will be submitted via Blackboard SafeAssign, a third party service licensed for use by JIBC. Blackboard SafeAssign is used for originality checking to help detect plagiarism. Students are not required to create an account with Blackboard SafeAssign, but their work may be submitted to SafeAssign, under the terms of the Blackboard SafeAssign terms of use agreement (<http://wiki.safeassign.com/display/SAFE/Terms+of+Use>). This agreement includes the retention of your submitted work as part of the Blackboard SafeAssign database. Any student with a concern about using the Blackboard SafeAssign service must notify the instructor at least two weeks in advance of any submission deadline.

### Course Grading Scheme\*

JIBC1 (A to F)     
  JIBC2 (MAS/NMA)     
  JIBC3(CM/IN)     
  JIBC4 (P/F)

(\* <http://www.jibc.ca/policy/3304> Grading policy)

### Other Course Guidelines, Procedures and Comments

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 Academic Integrity Policy  
 Academic Progression Policy  
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 Academic Appeals Policy  
 Evaluation Policy  
 Grading Policy

#### Student Policies:

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### 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:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>Critical thinking:</b> Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.</li> <li><input type="checkbox"/> <b>Communication, Oral and written:</b> Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.</li> <li><input checked="" type="checkbox"/> <b>Leadership:</b> Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Problem solving:</b> State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.</li> <li><input type="checkbox"/> <b>Interpersonal relations:</b> Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, backgrounds and capabilities.</li> <li><input checked="" type="checkbox"/> <b>Inter-professional teamwork:</b> Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.</li> </ul> |
|---|---|

- 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.
- 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.

## OFFICIAL COURSE OUTLINE

<b>Course Code:</b>	PARA-3314A
<b>Short Title:</b>	Professional Practice
<b>Long Title:</b>	Professional Practice
<b>Prerequisites:</b>	ENG100 (or equivalent)
<b>Co-requisites:</b>	
<b>School:</b>	School of Health, Community and Social Justice
<b>Division/Academy/Centre:</b>	Health Sciences Division – Paramedic Academy
<b>Previous Code &amp; Title:</b>	PARA314, PARA-3314
<b>Course First Offered:</b>	August 2017

<b>Credits:</b>	3
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### Course Description

This course focuses on the fundamental components of professional practice including effective communication, interprofessional practice and ethical decision-making. An understanding of the communication and reporting requirements and techniques in the healthcare field will enable learners to communicate effectively, both verbally and through written reports, within the hospital and prehospital settings and collaboratively with other health care professionals. Building on their knowledge of interprofessional communication, learners will explore how interprofessional teams function and about the competencies suggested for health care practitioners to work successfully in interprofessional teams. Learners will become aware of their legal responsibilities as an Advanced Care Paramedic through the study of relevant legislation, regulation, policy, procedure, code of ethics and scope of practice information.

### Course Goals

This course highlights the importance of effective communication within the prehospital and hospital environments and with other health care professionals. Learners will explore communication techniques which they can apply to common situations such as managing the grieving process. Learners will gain an appreciation for the different health care team roles and the effect of interprofessional collaborative practice on delivering patient-centered care. In addition, this course aims to raise the awareness of paramedics regarding the effective response to legal and ethical issues that apply to Advanced Care Paramedic practice

### Learning Outcomes

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

1. Apply communication models and concepts, including crisis communication.
2. Learn therapeutic communication for use during ambulance calls.
3. Differentiate cultural factors impacting communication.
4. Compare communication style preferences of other interprofessional practice professions.

5. Choose appropriate methods for providing a compassionate death notification.
6. Develop ACP level IPP competencies.
7. Apply relevant legislation, regulation, policy, procedure, and code of ethics within the British Columbia ACP scope of practice.

### Course Topics/Content

- Communication:
  - Human factors.
  - Therapeutic communication.
  - Intercultural communications.
  - Interprofessional communications.
- Managing the grieving process.
- Development of an interprofessional practitioner.
- Legal and ethical issues.

### Text & Resource Materials

All resources for this course are located on the Blackboard LMS.

### Equivalent JIBC Courses

Instructional Method(s) <i>(select all that apply)</i>	Hours
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	30
<input type="checkbox"/> Supervised Practice (includes simulations & labs)	
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
<b>Total</b>	30

### Course Evaluation

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Criterion	% of Final Grade <i>(may be represented as a range)</i>
Course work (activities, assignments, essays, reports, etc.)	100
Quizzes and exams	
Simulations/Labs	
Attendance/Participation (in class or online)	
Practice Education/Internships	
<b>Total</b>	<b>100%</b>

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### Course Grading Scheme\*

JIBC1 (A to F)       JIBC2 (MAS/NMA)       JIBC3(CM/IN)       JIBC4 (P/F)

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- Communication, Oral and written:** Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.
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- 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.

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

## OFFICIAL COURSE OUTLINE

<b>Course Code:</b>	PARA-3321
<b>Short Title:</b>	Foundations Para Practice
<b>Long Title:</b>	Foundations of Paramedic Practice
<b>Prerequisites:</b>	PCP Certificate
<b>Co-requisites:</b>	
<b>School:</b>	School of Health, Community and Social Justice
<b>Division/Academy/Centre:</b>	Health Sciences Division – Paramedic Academy
<b>Previous Code &amp; Title:</b>	PARA321
<b>Course First Offered:</b>	September 2015

<b>Credits:</b>	6
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### Course Description

In this course, learners will develop the core skills, procedures and processes for clinical assessment and systems-based physical examination. Learners will relate the pathophysiology to assessment and management of patients in a pre-hospital setting. Learners will also adapt core elements of paramedic practice in the assessment of the geriatric patient and the assessment and management of cardiac arrest.

### Course Goals

This course will provide learners with opportunities to build a solid foundation in clinical assessment and physical examination. Furthermore, learners will develop specific competence in the assessment of geriatric patients and in the assessment and management of cardiac arrest.

### Learning Outcomes

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

1. Perform ACP call management skills, assessments and exams.
2. Perform ACP technical skills in the areas of monitors and defibrillators, ECG interpretation, heart and breath sounds, and drug administration.
3. Provide care for geriatric patients.
4. Manage Cardiac Arrest within the ACP scope of practice.

### Course Topics/Content

- Clinical Skills
  - Call Management
  - Patient Assessment
  - History Taking/Interviewing
  - Clinical Assessment
  - Cardiovascular Physical Exam

- Peripheral Vascular Exam
- Thorax and Respiratory System Physical Exam
- Musculoskeletal Physical Exam
- Abdominal (GI/GU) Physical Exam
- Head, Ears, Eyes, Neck, Throat Physical Exam
- Nervous System Physical Exam
- Spinal Physical Exam
- Technical Skills
  - Breath Sounds
  - Heart Sounds
  - ECG Rhythm
  - Drug Administration
  - Monitor/Defibrillator
- Geriatric Assessment and Communication
  - Introduction to Geriatrics
  - Geriatric Assessment and Communication
  - Quality of Life
  - Geriatric Home Devices
- Cardiac Arrest Management
  - Introduction to Cardiac Arrest Management
  - Primary ACLS Interventions
  - Treatable and Contributing Causes to Cardiac Arrest
  - Electrophysiology and the Shockable Rhythm
  - Cardiac Arrest Pharmacology
  - Primary Survey: The Unconscious Patient
  - Primary Survey Practice: The Unconscious Patient
  - Secondary Survey: The Unconscious Patient
  - Secondary Survey Practice: The unconscious Patient
  - Call Management Cardiac Arrest Simulations

### Text & Resource Materials

AHA guidelines – current version.

Bledsoe, B.E., et al. (2006). *Essentials of Paramedic Care, Canadian Edition, Vol. 2*. Toronto, ON: Pearson Education Inc.

Bickley, L.S. (2009). *Bates' Guide to Physical Examination and History Taking. (11<sup>th</sup> ed.)*. Philadelphia, PA: Wolters Kluwer and Heath - Lippincott Williams and Wilkins.

Bickley, L.S. (2009). *Bates' Pocket Guide to Physical Examination & History Taking (6<sup>th</sup> ed.)* Philadelphia, PA: Wolters Kluwer and Heath - Lippincott Williams and Wilkins.

Caroline, N.L. (2015). *Nancy Caroline's Emergency Care in the Streets. (7<sup>th</sup> ed.)*. Sudbury, MA: Jones and Bartlett.

Garcia, T. B. & Holtz, N.E. (2001) *12-Lead ECG: The Art of Interpretation (2<sup>nd</sup> ed.)*. Sudbury, MA: Jones and Bartlett.

Heart & Stroke Foundation Providers Manual. Part 2: *The Systematic Approach: The BLS Primary Survey and ACLS Secondary Survey*.

Sinz, E., Navarro, K., and Soderberg, E.S. (2010). *Advanced Cardiovascular Life Support Provider Manual*. Dallas, TX: American Heart Association.

Dr. Ip's Clinical Handbook for Medical Students (PDF online) Brief Notes on History-Taking & PE: The Medical Model.

Essential Clinical Anatomy

Health Sciences Division: *ACP Treatment Guidelines Training Manual*

BCAS. *BCAS Treatment Guidelines*

Other resources for this course are located on the Blackboard LMS.

### Equivalent JIBC Courses

<b>Instructional Method(s)</b> <i>(select all that apply)</i>	<b>Hours</b>
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	37
<input checked="" type="checkbox"/> Supervised Practice (includes simulations & labs)	68
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
<b>Total</b>	<b>111</b>

## Course Evaluation

The evaluation criteria used for this course are represented below. Specific course evaluation information will be provided by the instructor at the start of the course.

Criterion	% of Final Grade (may be represented as a range)
Course work (activities, assignments, essays, reports, etc.)	
Quizzes and exams	100
Simulations/Labs	
Attendance/Participation (in class or online)	
Practice Education/Internships	
<b>Total</b>	<b>100%</b>

### Comments on Evaluation

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### Course Grading Scheme\*

JIBC1 (A to F)     
  JIBC2 (MAS/NMA)     
  JIBC3(CM/IN)     
  JIBC4 (P/F)

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- 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.
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- 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.

## OFFICIAL COURSE OUTLINE

<b>Course Code:</b>	PARA-3352A
<b>Short Title:</b>	ACP Cases 1 Cardio/Resp
<b>Long Title:</b>	ACP Classic Cases 1 – Cardiovascular and Respiratory
<b>Prerequisites:</b>	
<b>Co-requisites:</b>	PARA-3321 or PARA-3321A
<b>School:</b>	School of Health, Community and Social Justice
<b>Division/Academy/Centre:</b>	Health Sciences Division – Paramedic Academy
<b>Previous Code &amp; Title:</b>	PARA352, PARA-3352
<b>Course First Offered:</b>	August 2017

<b>Credits:</b>	7
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### Course Description

In this course, learners will integrate principles of anatomy, physiology, pathophysiology and pharmacology, with advanced care paramedic skills, procedures, principles of management, and equipment. Learners will use these principles to assess and manage classic presentations of cardiac and respiratory conditions.

### Course Goals

The focus in this course is on two classic case topics: Cardiovascular and Respiratory. Learners will be provided with the opportunity to enhance their call management and clinical decision-making skills through the study and research of classic cases typically encountered by Advanced Care Paramedics. Learners will apply technical skills acquired in PARA-3321 and PARA-3391 to the assessment and management of classic presentations of cardiac and respiratory conditions.

### Learning Outcomes

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

1. Perform ACP technical skills, and call management skills, assessments and exams for cardiovascular cases.
2. Perform ACP technical skills, and call management skills, assessments and exams for respiratory cases.

### Course Topics/Content

- Cardiovascular Cases
  - Call Management
  - General Arterial Vascular Problems
  - Acute Coronary Syndrome - Angina
  - Acute Coronary Syndrome – Myocardial Infarction
  - Arrhythmias

- Congestive Heart Failure
- Classic Case Presentations
- Other Common Causes of Chest Pain
- Respiratory Cases
  - General Respiratory Anatomy
  - Pulmonary Function
  - Respiratory Diseases
  - Other Respiratory Diseases
  - Disorders of Ventilation
  - Problems Outside the Lung Parenchyma
  - Assessment of Respiratory Patients
  - Management of Patients with Dyspnea
  - Classic Case Presentations

### Text & Resource Materials

American Heart Association (2006). *Advanced Cardiovascular Life Support Provider Manual. (Cdn Ed w/inserts)*. Field, J.M. (Ed.) South Deerfield, MA: Channing L Bete. Co., Inc.

Bickley, L.S. (2009). *Bates' Guide to Physical Examination and History Taking. (11<sup>th</sup> ed.)*. Philadelphia, PA: Wolters Kluwer and Heath | Lippincott Williams and Wilkins.

Caroline, N.L. (2015). *Nancy Caroline's Emergency Care in the Streets. (7<sup>th</sup> ed.)*. Sudbury, MA: Jones and Bartlett.

Dejardins, T. and, Burton, G. (2006). *Clinical Manifestations and Assessment of Respiratory Disease. (6<sup>th</sup> ed.)*. Philadelphia, PA: Mosby

Fauci, A.S. et al. (Eds) (2008). *Harrison's Principles of Internal Medicine (17<sup>th</sup> ed.)*. New York: McGraw-Hill Companies, Inc.\*

Garcia, T.B. and Holtz, N.E. (2001). *12 –Lead ECG. The Art of Interpretation (12<sup>th</sup> ed.)*. Mississauga, ON: Jones & Bartlett.

Garcia, Tomas B. Miller, Geoffrey T. (2004). *Arrhythmia Recognition, The Art of Interpretation. (1<sup>st</sup> ed.)*. Mississauga, ON: Jones & Bartlett.

Katzung, B.G. (Ed.) (2009). *Basic and Clinical Pharmacology (11<sup>th</sup> ed.)*. New York: McGraw-Hill Companies, Inc.\*

Kovacs, G.J. and Law, A. (2008). *Airway Management in Emergencies*. New York: McGraw Hill.

Lilly, L.S. (2007). *Pathophysiology of Heart Disease: A Collaborative Project of Medical Students and Faculty (4<sup>th</sup> ed.)*. Baltimore, MD: Lippincott Williams & Wilkins.

Porth, C.M. (2013) *Pathophysiology: Concepts of Altered Health States. (9<sup>th</sup> ed.)*. Philadelphia, PA: Lippincott Williams & Wilkins.

Hall, J.B., Schmidt, G.A., and Wood, L.D.H. (Eds). (2005). *Principles of Critical Care (3<sup>rd</sup> ed.)*. New York: McGraw-Hill Companies, Inc.\*

\* Online library resource available through Stat

### Equivalent JIBC Courses

Instructional Method(s) <i>(select all that apply)</i>	Hours
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	58
<input checked="" type="checkbox"/> Supervised Practice (includes simulations & labs)	58
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
<b>Total</b>	116

### Course Evaluation

The evaluation criteria used for this course are represented below. Specific course evaluation information will be provided by the instructor at the start of the course.

Criterion	% of Final Grade <i>(may be represented as a range)</i>
Course work (activities, assignments, essays, reports, etc.)	40
Quizzes and exams	60
Simulations/Labs	
Attendance/Participation (in class or online)	
Practice Education/Internships	
<b>Total</b>	<b>100%</b>

#### Comments on Evaluation

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JIBC1 (A to F)     
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  JIBC4 (P/F)

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|---|---|

## OFFICIAL COURSE OUTLINE

<b>Course Code:</b>	PARA-3391A
<b>Short Title:</b>	ACP Clinical PE I
<b>Long Title:</b>	Advanced Care Paramedic Clinical Practice Education I
<b>Prerequisites:</b>	
<b>Co-requisites:</b>	PARA-3321, PARA-3352
<b>School:</b>	School of Health, Community and Social Justice
<b>Division/Academy/Centre:</b>	Health Sciences Division – Paramedic Academy
<b>Previous Code &amp; Title:</b>	PARA391, PARA-3391
<b>Course First Offered:</b>	August 2017

<b>Credits:</b>	10
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### Course Description

This course provides learners with the opportunity to develop, integrate and apply their skills, knowledge and judgment. This practice education experience occurs in the hospital and ambulance settings, where learners assess and manage classic presentations of common medical conditions and injuries.

### Course Goals

Students learn several advanced care procedures, including invasive procedures, use of special equipment, advanced airway management, and interpretation of 12 lead ECGs

### Learning Outcomes

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

1. Interpret 12 lead ECG findings.
2. Perform five ACP level invasive procedures.
3. Perform advanced airway management.
4. Manage patients with clinical devices, approved for use within the ACP scope of practice.

### Course Topics/Content

- 12 Lead ECG Lab
- Advanced Airway Management
- Invasive Procedures:
  - External Jugular Venous Cannulation
  - Adult Intraosseous Infusion
  - Central Venous Port Access
  - Needle Thoracentesis
  - Nasogastric/Orogastric Tube
- Clinical Devices

- Practice Education
  - Hospital setting
  - Ambulance setting

### Text & Resource Materials

Bickley, L.S. (2009). *Bates' Guide to Physical Examination and History Taking. (11<sup>th</sup> ed.)*. Philadelphia, PA: Wolters Kluwer and Heath - Lippincott Williams and Wilkins.

Caroline, N.L. (2015). *Nancy Caroline's Emergency Care in the Streets. (7<sup>th</sup> ed.)*. Sudbury, MA: Jones and Bartlett.

Garcia, T.B. & Holtz, N.E. (2001). *12-Lead ECG. The Art of Interpretation (12<sup>th</sup> ed.)*. Mississauga, ON: Jones & Bartlett.

Great Big Solutions – *Comptracker*

Health Sciences Division. *ACP Treatment Guidelines*. New Westminster, BC: JIBC.

Kovacs, G. & Law, J.A. (2008). *Airway Management in Emergencies*. New York: McGraw Hill.

Other material accessed through the Blackboard LMS.

\* Online library resource available through Stat

### Equivalent JIBC Courses

<b>Instructional Method(s)</b> <i>(select all that apply)</i>	<b>Hours</b>
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	36
<input checked="" type="checkbox"/> Supervised Practice (includes simulations & labs)	16
<input checked="" type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	280
<b>Total</b>	<b>332</b>

## Course Evaluation

The evaluation criteria used for this course are represented below. Specific course evaluation information will be provided by the instructor at the start of the course.

Criterion	% of Final Grade (may be represented as a range)
Course work (activities, assignments, essays, reports, etc.)	20
Quizzes and exams	20
Simulations/Labs	
Attendance/Participation (in class or online)	
Practice Education/Internships	60
<b>Total</b>	<b>100%</b>

### Comments on Evaluation

Written work for this course will be submitted via Blackboard SafeAssign, a third party service licensed for use by JIBC. Blackboard SafeAssign is used for originality checking to help detect plagiarism. Students are not required to create an account with Blackboard SafeAssign, but their work may be submitted to SafeAssign, under the terms of the Blackboard SafeAssign terms of use agreement (<http://wiki.safeassign.com/display/SAFE/Terms+of+Use>). This agreement includes the retention of your submitted work as part of the Blackboard SafeAssign database. Any student with a concern about using the Blackboard SafeAssign service must notify the instructor at least two weeks in advance of any submission deadline.

Effective July 1, 2019 the PERT + Form on Comptracker will be replaced by the **Global Rating Scale (GRS) for the Assessment of Paramedic Clinical Competence**. The GRS will be used by all ACP Students and Preceptors and the ACP Program will use the results entered on this form to determine if the student has successfully passed each of the Term's Ambulance Practice Education Requirements.

## Course Grading Scheme\*

JIBC1 (A to F)     
  JIBC2 (MAS/NMA)     
  JIBC3(CM/IN)     
  JIBC4 (P/F)

(\* <http://www.jibc.ca/policy/3304> Grading policy)

## Other Course Guidelines, Procedures and Comments

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 Academic Integrity Policy  
Academic Progression Policy  
Admissions Policy

### Student Policies:

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

Access Policy  
Harassment Policy – Students  
Student Records Policy

Academic Appeals Policy  
Evaluation Policy  
Grading 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.