

## OFFICIAL COURSE OUTLINE

<b>Course Code</b>	PARA-3315
<b>Short Title</b>	Professional Practice
<b>Long Title</b>	Professional Practice – Human Factors
<b>Prerequisites</b>	None
<b>Program Restrictions</b>	ACPAAD – Advanced Certificate in Advanced Care Paramedicine
<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>	PARA-3313A Health & Wellness and PARA-3314A Professional Practice
<b>Course Effective Date</b>	2025-03-10
<b>Credits</b>	7

We respectfully acknowledge JIBC campuses are located on the unceded Traditional Territories of the Qayqayt, Musqueam, and Coast Salish Peoples, the Katzie and Kwantlen First Nations, the Stó:lō Nation, the Sylix/Okanagan Nation, and the Traditional, Treaty Territories of the Songhees, Esquimalt, and WSÁNEC Nations.

### Course Goal(s)

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 and resilient lifestyle. Learners will begin to build the skills necessary to function effectively in team environments and to assume a leadership role as an ACP.

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 do the following:

- Apply principles of health and wellness to their personal and professional life.
- Apply stress coping skills and resilience strategies to their personal and professional life.
- Understand the relationship between lifestyle factors, disease, and their impact on communities.
- Discuss contemporary issues within community-based emergency health.
- Apply relevant legislation, regulation, policy, procedure, and code of ethics within the British Columbia ACP scope of practice.

- Apply communication models and concepts, including crisis communication.
- Apply strategies to strengthen teamwork and leadership.
- Learn therapeutic communication approaches to use with patients in a range of practice environments.
- Differentiate cultural factors impacting communication.
- Compare communication style preferences of other interprofessional practice professions.
- Choose appropriate methods for providing a compassionate death notification.
- Develop ACP level IPP competencies.
- Explain the legal and ethical frameworks that regulate paramedic practice and patient care

## Course Description

This course focuses on a variety of components of professional practice including 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 and resilient lifestyle. This course will provide a foundation for learners to apply these wellness and resilience concepts throughout the Advanced Care Paramedic (ACP) Advanced Diploma program to paramedic calls and case studies.

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.

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.

Finally, 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. 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.

## Course Topics/Content

- Healthy mind and body.
  - Wellness
  - Physical well-being
  - Mind-Body Connection
  - Factors that contribute to personal resilience
- Lifestyle and nutrition.
  - Lifestyle
  - Relationship between lifestyle and disease
  - Impacts on society
- Contemporary issues in community based emergency health.

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

### Instructional Method(s)

Select all that apply	Hours
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	72
<input checked="" type="checkbox"/> Supervised Practice (includes simulations & labs)	7
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	0
<b>Total:</b>	79

### Course Grading Scheme (see Grading Policy: [www.jibc.ca/policy/grading](http://www.jibc.ca/policy/grading))

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

### 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	JIBC1	JIBC2/JIBC3/JIBC4 (requires comments on evaluation)
	% of Final Grade (may be represented as a range)	Check all criteria included in course
Course Work (activities, assignments, essays, reports, etc.)	100%	<input type="checkbox"/>
Quizzes and Exams	0%	<input type="checkbox"/>
Simulations / Labs	0%	<input type="checkbox"/>
Participation (in class or online)	0%	<input type="checkbox"/>
Attendance	0%	<input type="checkbox"/>
Practice Education / Internships	0%	<input type="checkbox"/>
<b>Total:</b>	<b>100%</b>	

**Comments on Evaluation** *(required for JIBC2/JIBC3/JIBC4, and JIBC1 if minimum grade other than D)*

An overall grade of 75% is required to pass this course. In addition, students are required to achieve a minimum of 75% on all formal evaluations and assignments. In addition to the evaluation activities, students are required to competently perform, document, and submit to an electronic tracking system capturing all related mandatory skills (S or Simulation competencies) set out by the Paramedic Association of Canada (PAC) and accredited by Accreditation Canada.

**Relevant Policies**

Students are required to follow all JIBC policies, including ones that govern their education experience at JIBC. View official versions of related JIBC policies on the JIBC website at [www.jibc.ca/policies-procedures](http://www.jibc.ca/policies-procedures).

## OFFICIAL COURSE OUTLINE

<b>Course Code</b>	PARA-3322
<b>Short Title</b>	Foundations Para Practice
<b>Long Title</b>	Foundations of Paramedic Practice
<b>Prerequisites</b>	None
<b>Program Restrictions</b>	ACPAAD Advanced Certificate in Advanced Care Paramedicine
<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>	PARA-3321 Foundations of Paramedic Practice
<b>Course Effective Date</b>	2025-03-10
<b>Credits</b>	7

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### Course Goal(s)

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.

### Learning Outcomes

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

- Upon successful completion of this course, the learner will be able to:
- Perform ACP call management skills, assessments, and exams.
- Perform ACP technical skills in the areas of monitors and defibrillators, point of care testing, ECG interpretation, heart and breath sounds, and drug administration.
- Interpret 12 lead ECG findings.
- Perform ACP level invasive procedures.
- Perform advanced airway management.
- Manage patients with clinical devices, approved for use within the ACP scope of practice.
- Provide care for geriatric patients.
- Explain fundamental pharmacology of medications in the ACP scope of practice

### 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, including advanced airway management. Learners will also adapt core elements of paramedic practice in the assessment of the geriatric patient.

## 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
  - Pharmacology
- Technical Skills
  - Breath Sounds
  - Heart Sounds
  - ECG Rhythm
  - Drug Administration
  - Monitor/Defibrillator use
- 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
- Geriatric Assessment and Communication
  - Introduction to Geriatrics
  - Geriatric Assessment and Communication
  - Quality of Life
  - Geriatric Home Devices

### Instructional Method(s)

Select all that apply	Hours
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	55
<input checked="" type="checkbox"/> Supervised Practice (includes simulations & labs)	60
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	0
<b>Total:</b>	115

### Course Grading Scheme (see Grading Policy: [www.jibc.ca/policy/grading](http://www.jibc.ca/policy/grading))

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

### 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	JIBC1	JIBC2/JIBC3/JIBC4 (requires comments on evaluation)
	<b>% of Final Grade</b> (may be represented as a range)	<b>Check all criteria included in course</b>
Course Work (activities, assignments, essays, reports, etc.)	25%	<input type="checkbox"/>
Quizzes and Exams	50%	<input type="checkbox"/>
Simulations / Labs	25%	<input type="checkbox"/>
Participation (in class or online)	0%	<input type="checkbox"/>
Attendance	0%	<input type="checkbox"/>
Practice Education / Internships	0%	<input type="checkbox"/>
<b>Total:</b>	<b>100%</b>	

### Comments on Evaluation (required for JIBC2/JIBC3/JIBC4, and JIBC1 if minimum grade other than D)

An overall grade of 75% is required to pass this course. In addition, students are required to achieve a minimum of 75% on all formal evaluations and assignments. In addition to the evaluation activities, students are required to competently perform, document, and submit to an electronic tracking system capturing all related mandatory skills (S or Simulation competencies) set out by the Paramedic Association of Canada (PAC) and accredited by Accreditation Canada.

### Relevant Policies

Students are required to follow all JIBC policies, including ones that govern their education experience at JIBC. View official versions of related JIBC policies on the JIBC website at [www.jibc.ca/policies-procedures](http://www.jibc.ca/policies-procedures).

## OFFICIAL COURSE OUTLINE

<b>Course Code</b>	PARA-3351
<b>Short Title</b>	ACP Cases 1 Cardio/Resp
<b>Long Title</b>	ACP Classic Cases 1 – Cardiovascular and Respiratory
<b>Prerequisites</b>	None
<b>Program Restrictions</b>	Advanced Care Paramedic Program
<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>	PARA-3352A ACP Classic Cases 1 – Cardiovascular and Respiratory
<b>Course Effective Date</b>	2025-03-10
<b>Credits</b>	9

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### Course Goal(s)

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-3322 to the assessment and management of classic presentations of cardiac and respiratory conditions, and the assessment and management of cardiac arrest.

### Learning Outcomes

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

- Perform ACP technical skills, and call management skills, assessments, and exams for cardiovascular cases.
- Perform ACP technical skills, and call management skills, assessments, and exams for respiratory cases.
- Perform ACP technical skills, and call management skills, assessments, and exams for cardiac arrest cases, including ROSC.

### 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, respiratory conditions, and the assessment and management of cardiac arrest.



## 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
- 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
  - Management principles for ROSC

## Instructional Method(s)

<i>Select all that apply</i>	Hours
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	82
<input checked="" type="checkbox"/> Supervised Practice (includes simulations & labs)	82
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	0
<b>Total:</b>	164

## Course Grading Scheme (see Grading Policy: [www.jibc.ca/policy/grading](http://www.jibc.ca/policy/grading))

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

## 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	JIBC1	JIBC2/JIBC3/JIBC4 (requires comments on evaluation)
	% of Final Grade (may be represented as a range)	Check all criteria included in course
Course Work (activities, assignments, essays, reports, etc.)	40%	<input type="checkbox"/>
Quizzes and Exams	60%	<input type="checkbox"/>
Simulations / Labs	0%	<input type="checkbox"/>
Participation (in class or online)	0%	<input type="checkbox"/>
Attendance	0%	<input type="checkbox"/>
Practice Education / Internships	0%	<input type="checkbox"/>
<b>Total:</b>	<b>100%</b>	

## Comments on Evaluation *(required for JIBC2/JIBC3/JIBC4, and JIBC1 if minimum grade other than D)*

An overall grade of 75% is required to pass this course. In addition, students are required to achieve a minimum of 75% on all formal evaluations and assignments. In addition to the evaluation activities, students are required to competently perform, document, and submit to an electronic tracking system capturing all related mandatory skills (S or Simulation competencies) set out by the Paramedic Association of Canada (PAC) and accredited by Accreditation Canada.

## Relevant Policies

Students are required to follow all JIBC policies, including ones that govern their education experience at JIBC. View official versions of related JIBC policies on the JIBC website at [www.jibc.ca/policies-procedures](http://www.jibc.ca/policies-procedures).

**OFFICIAL COURSE OUTLINE**

**Course Code:** PARA-3392

**Short Title:** ACP Clinical PE I

**Long Title:** Advanced Care Paramedic Clinical Practice Education I

**Prerequisites:** PARA-3315, PARA-3322, and PARA-3351

**Co-requisites:**

**School:** School of Health, Community and Social Justice

**Division/Academy/Centre:** Health Sciences Division – Paramedic Academy

**Previous Code & Title:** PARA-3391A ACP Clinical PE I

**Course First Offered:** August 2021

<b>Credits:</b>	7
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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 under the supervision of skilled clinicians and preceptors.

**Course Goals**

Learners will demonstrate competence at assessment and management of classic ACP level cases, including classic respiratory, cardiac, and cardiac arrest presentations in a supervised practice environment.

Learners will begin to demonstrate the skills necessary to function effectively in team environments and to assume a leadership role as an ACP.

**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 classic cardiovascular cases in a supervised practice setting.
2. Perform ACP technical skills, and call management skills, assessments, and exams for classic respiratory cases in a supervised practice setting.
3. Perform ACP technical skills, and call management skills, assessments, and exams for classic cardiac arrest cases, including ROSC in a supervised practice setting.
4. Demonstrate strategies for effective communication with other members of emergency and health-care teams.
5. Interact appropriately and effectively with the patient, relatives, and bystanders during stressful situations.

### Course Topics/Content

- Practice Education
  - Hospital setting
  - Ambulance setting

### Text & Resource Materials

Great Big Solutions – *CompTracker*

BCEHS Handbook

Other material accessed through the Blackboard LMS.

### Equivalent JIBC Courses

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

### 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.)	30
Quizzes and exams	
Simulations/Labs	
Attendance/Participation (in class or online)	
Practice Education/Internships	70
<b>Total</b>	<b>100%</b>

## 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  
 Academic Appeals Policy  
 Evaluation Policy  
 Grading Policy

### Student Policies:

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

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.