

OFFICIAL COURSE OUTLINE

Course Code:	PARA-3353A
Short Title:	ACP Classic Cases - Trauma
Long Title:	Advanced Care Paramedic Classic Cases - Trauma
Prerequisites:	PARA-3352 or PARA-3352A
Co-requisites:	PARA-3491
School:	School of Health, Community and Social Justice
Division/Academy/Centre:	Health Sciences Division – Paramedic Academy
Previous Code & Title:	PARA353, PARA-3353
Course First Offered:	August 2017

Credits:	4
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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 trauma conditions.

Course Goals

Learners will 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, PARA-3391 and PARA-3352 to the assessment and management of classic presentations of trauma conditions.

Learning Outcomes

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

1. Perform ACP technical and call management skills, assessments and exams for trauma cases.

Course Topics/Content

- Trauma Cases
 - Call Management
 - Mechanism of Injury
 - Bleeding and Sock
 - Other Trauma
 - Classic Case Presentation

Text & Resource Materials

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

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

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

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

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

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

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

Katzung, B.G. (Ed.) (2009). *Basic and Clinical Pharmacology (11th 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 (4th ed.)*. Baltimore, MD: Lippincott Williams & Wilkins.

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

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

* 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.)	30
<input checked="" type="checkbox"/> Supervised Practice (includes simulations & labs)	30
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
Total	60

Course 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.

Criterion	% of Final Grade (may be represented as a range)
Course work (activities, assignments, essays, reports, etc.)	30
Quizzes and exams	70
Simulations/Labs	
Attendance/Participation (in class or online)	
Practice Education/Internships	
Total	100%

Comments on Evaluation

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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

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JIBC Core Competencies

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- 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.

OFFICIAL COURSE OUTLINE

Course Code:	PARA-3413
Short Title:	Health Care in Communities
Long Title:	Health Care in Communities
Prerequisites:	PARA-3313, PARA-3314
Co-requisites:	
School:	School of Health, Community and Social Justice
Division/Academy/Centre:	Health Sciences Division – Paramedic Academy
Previous Code & Title:	PARA413
Course First Offered:	September 2015

Credits:	3
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Course Description

This course explores the evolving role of Advanced Care Paramedics (ACP) in the broader healthcare system. ACP practitioners continue to enhance their leadership roles, particularly in rural communities. This course provides learners opportunities to explore the dynamics of coaching and mentoring. Learners will explore the current status and challenges facing the paramedic discipline within the health care system, and generate ideas for broadening their roles within the health care system. Furthermore, this course offers perspective on the challenges and issues related to delivering emergency health care to culturally diverse populations. Learners will gain exposure to different settings and communities by participating in field trips.

Course Goals

The goal of the course is to further develop an understanding of the Advanced Care Paramedic role. Learners will research and apply theories and concepts through papers and presentations to demonstrate their learning.

Learning Outcomes

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

1. Discuss the role ACPs have in Industry.
2. Understand differing perspectives present in health and patient care.
3. Plan personal and professional development for ongoing improvement in the ACP role.
4. Utilize best practices for coaching and mentoring.

Course Topics/Content

- ACP in Industry
 - Industrial Settings



- The Role of ACP in Industry
- Additional training/certificates
- Cultural Issues
 - Personal Bias
 - Differing Approaches on Healing and Health
 - Aboriginal Health
- Challenges and Trends in Health and Wellness
 - Professional Development
 - The Health Care System
- Coaching and Mentoring
 - Introduction to Peer Feedback
 - Kinds of Feedback
 - Sources of Feedback
 - Providing Feedback

Text & Resource Materials

All material accessed through 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.)	42
<input type="checkbox"/> Supervised Practice (includes simulations & labs)	
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
Total	42

Course Evaluation

This course is delivered in a blended format including online, classroom and a practical lab session. The hours listed in the class delivery methods above do not include time learners will spend carrying out independent study and activities, readings and assignments.

Criterion	% of Final Grade <i>(may be represented as a range)</i>
Course work (activities, assignments, essays, reports, etc.)	90
Quizzes and exams	10
Simulations/Labs	
Attendance/Participation (in class or online)	
Practice Education/Internships	
Total	100%

Comments on Evaluation

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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

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JIBC Core Competencies

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

Course Code:	PARA-3451A
Short Title:	Classic ACP Cases II
Long Title:	Classic Advanced Care Paramedic Cases II
Prerequisites:	PARA-3352 or PARA-3352A.
Co-requisites:	
School:	School of Health, Community and Social Justice
Division/Academy/Centre:	Health Sciences Division – Paramedic Academy
Previous Code & Title:	PARA451, PARA-3451
Course First Offered:	August 2017

Credits:	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 apply these principles to assess and manage classic presentations of toxicological, mental health, environmental and common medical conditions. Learners will also explore the implications of life span development (maternity and pediatric) on the presentation and management of injuries and conditions at the advanced care level

Course Goals

The goal of this course is to equip learners with the knowledge and skills to assess and manage patients with classic presentations and to prepare for the second of three practice education courses

Learning Outcomes

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

1. Assess classic medical, environmental, toxicological, mental health, and lifespan cases.
2. Apply ACP technical skills in the areas of monitors and defibrillators, ECG interpretation, heart and breath sounds, and drug administration.
3. Provide care for maternity and pediatric cases.

Course Topics/Content

- Medical Cases
 - Immune System Disorders
 - Allergic reaction and anaphylaxis
 - Endocrine disorders
 - GI/GU
 - Neurological conditions

- Hematologic conditions
- Terminal illness
- Environmental Cases
 - Heat related conditions
 - Cold related conditions
 - Drowning
- Toxicology Cases
- Mental Health Cases
- Lifespan Cases
 - Obstetrics and maternity cases
 - Pediatric Education for Prehospital Professionals

Text & Resource Materials

American Academy of Pediatrics. (2006). *Pediatric Education for Pre-hospital Professionals (PEPP, 3rd ed.)*.

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

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

Current Diagnosis and Treatment Emergency Medicine (6th ed.)* Ch 47 STAT!Ref

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

Porth, C.M. (2014) *Pathophysiology: Concepts of Altered Health States (9th ed.)*. Philadelphia, PA: Wolters Kluwer Health | Lippincott, Williams & Wilkins.

Other material accessed through 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.)	43
<input checked="" type="checkbox"/> Supervised Practice (includes simulations & labs)	105
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
Total	148

Course Evaluation

Criterion	% of Final Grade (may be represented as a range)
Course work (activities, assignments, essays, reports, etc.)	30
Quizzes and exams	70
Simulations/Labs	
Attendance/Participation (in class or online)	
Practice Education/Internships	
Total	100%

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.
- ☒ **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.

OFFICIAL COURSE OUTLINE

Course Code:	PARA-3491A
Short Title:	ACP Clinical PE II
Long Title:	Advanced Care Paramedic Clinical Practice Education II
Prerequisites:	PARA-3391 or PARA-3391A
Co-requisites:	PARA-3451A
School:	School of Health, Community and Social Justice
Division/Academy/Centre:	Health Sciences Division – Paramedic Academy
Previous Code & Title:	PARA491, PARA-3491
Course First Offered:	August 2017

Credits:	8
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Course Description

In this course, learners will review, extend and integrate the core Advanced Care Paramedic technical and call management skills required to assess and manage classic presentations of common medical conditions and injuries in the hospital and ambulance practicum settings. The hospital placement includes a focus on obstetrics. In the Technical Skills section of this course, learners will complete their training in Advanced Airway Management which they will practice in the practicum setting.

Course Goals

The goal of this course is to provide learners with the opportunity to apply assessment and management skills to classic presentations of common medical conditions and injuries in clinical and ambulance settings.

Learning Outcomes

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

1. Assess classic medical, environmental, toxicological, mental health, and lifespan cases.
2. Provide care for maternity and pediatric cases.
3. Apply ACP skills in the ambulance and clinical environments.

Course Topics/Content

- Non-invasive Ventilator Adjunct
- Advanced Airway Management II
- Hospital Practicum
- Ambulance Practicum

Text & Resource Materials

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

Caroline, N.L. (2008). *Nancy Caroline's Emergency Care in the Streets. (6th ed.)*. Sudbury, MA: Jones and Bartlett.

Great Big Solutions – *CompTracker*

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

Kovacs, G., & Law, A.J. (2008). *Airway Management in Emergencies (2nd ed.)*. New York, NY: McGraw Hill.

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

Other material accessed through 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.)	10
<input checked="" type="checkbox"/> Supervised Practice (includes simulations & labs)	
<input checked="" type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	310
Total	320

Course Evaluation

Criterion	% of Final Grade <i>(may be represented as a range)</i>
Course work (activities, assignments, essays, reports, etc.)	20
Quizzes and exams	30
Simulations/Labs	
Attendance/Participation (in class or online)	
Practice Education/Internships	50
Total	100%

Comments on Evaluation

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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)

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