

## OFFICIAL COURSE OUTLINE

<b>Course Code:</b>	PARA-1100
<b>Short Title:</b>	Clinical Sciences
<b>Long Title:</b>	Clinical Sciences
<b>Prerequisites:</b>	PARA-1050 Emergency Medical Responder; or, PARA-1051 Emergency Medical Responder Accelerated
<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>	
<b>Course First Offered:</b>	August 2016

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

In the Clinical Sciences course learners will build a strong foundational knowledge in human anatomy and functionality, which is vital to their success in the study of paramedicine. Together, the use and understanding of medical terminology, anatomy and physiology, and the principles of pathophysiology (the body's response to disease and injury) form the framework on which the learners' successful practice of paramedicine is built.

### Course Goals

The goal of this course is to develop the necessary foundational knowledge in the use and understanding of medical terminology, anatomy, physiology, and pathophysiology to continue studies at the Primary Care Paramedic (PCP) level.

### Learning Outcomes

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

- Demonstrate the use of medical terminology in oral and written communications
- Describe the structural anatomy and basic physiology of human body systems
- Relate the general principles of pathophysiology to the body's response to disease and injury
- Describe the body's defense against disease and injury

### Course Topics/Content

- Structure and function of the normal cell
- Anatomy and physiology of the integumentary system
- Anatomy and physiology of the hematopoietic system
- Anatomy and physiology of the musculoskeletal system
- Anatomy and physiology of the nervous system
- Anatomy and physiology of the endocrine system

- Anatomy and physiology of the cardiovascular system
- Anatomy and physiology of the respiratory system
- Anatomy and physiology of the gastro-intestinal system
- Anatomy and physiology of the genitourinary system
- Homeostasis
- Medical terminology
- Principles of pathophysiology
- Cellular adaptation, injury and death

### Text & Resource Materials

*Nancy Caroline's Emergency Care in the Streets*, 2016, 7<sup>th</sup> Canadian Edition – Navigate 2 Premier Access

Other material accessed through the Blackboard LMS

### Equivalent JIBC Courses

None

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	
<b>Total</b>	42

### Course Evaluation

Criterion	% of Final Grade <i>(may be represented as a range)</i>
Course work (activities, assignments, essays, reports, etc.)	30
Quizzes and exams	40
Simulations/Labs	
Attendance/Participation (in class or online)	30
Practice Education/Internships	
<b>Total</b>	<b>100%</b>

#### Comments on Evaluation

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

### 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:

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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 checked="" 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 type="checkbox"/> <b>Leadership:</b> Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.</li> <li><input checked="" type="checkbox"/> <b>Independent learning:</b> Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.</li> <li><input type="checkbox"/> <b>Globally minded:</b> 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.</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 checked="" 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 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> <li><input checked="" type="checkbox"/> <b>Information literacy:</b> 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.</li> </ul> |
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## OFFICIAL COURSE OUTLINE

<b>Course Code:</b>	PARA-1200B
<b>Short Title:</b>	Fund Para Care 1
<b>Long Title:</b>	Fundamentals of Paramedical Care 1
<b>Prerequisites:</b>	PARA-1100
<b>Co-requisites:</b>	DRIV-1271
<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-1200, PARA-1200A
<b>Course First Offered:</b>	May 2017

<b>Credits:</b>	5
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### Course Description

This course covers three topic areas that are fundamental to paramedical care. Learners will be introduced to aspects of the paramedic profession including communication skills, stress management strategies, and the use of ambulance equipment. They will explore the principles of pharmacology, including the maintenance of fluid and electrolyte balance and perfusion. Finally, learners will assess and manage life- and limb-threatening injuries and conditions, including airway, breathing, and circulation issues.

### Course Goals

The goals of this course are to introduce the learner to relative aspects of the paramedic profession, and to the fundamental skills, knowledge and judgement that go into assessing and managing life- and limb-threatening injuries and conditions.

### Learning Outcomes

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

- Define the field of paramedical care
  - Identify the roles and responsibilities of a paramedic
  - Indicate how to deal with the media
  - Define elements of professional practice as a paramedic
  - Describe how to manage personal stress and maintain one's own well-being
  - Illustrate key elements of the communication process and demonstrate the use of effective communication skills
- Apply the selection and safe use of common lifts, transfers, lifting devices and stretchers
- Demonstrate the use and maintenance of ambulance equipment
  - Outline the use of radio equipment, policies and procedures
  - Describe how to maintain and operate an ambulance and its equipment
  - Describe the role of the paramedic partner as driver
  - Demonstrate emergency and defensive driving techniques in a simulated setting

- Discuss issues involving occupational health and safety and WHMIS
  - Describe the pathophysiology, risks and principles of managing patients with communicable diseases
  - Differentiate the use of universal precautions and personal protective equipment in the pre-hospital and allied health care setting
- Relate the principles of pharmacology to the administration of PCP medications
- Discuss the pathophysiology of maintaining fluid and electrolyte balance and perfusion
- Describe the principles of call management
- Describe the use of a clinical decision-making process to identify a range of likely differentials, and infer an interim diagnosis based on key features found or ruled out in each component of the Patient Assessment Model
- Perform an organized and prioritized patient assessment, using the Patient Assessment Model
  - Demonstrate the use of oxygen therapy equipment, procedures and administration
  - Assess and manage patients, integrating Primary Survey interventions and PCP equipment and procedures with the Patient Assessment Model
  - Assess and maintain patient's airway using PCP equipment, skills and procedures
  - Assess and maintain a patient's breathing using PCP equipment, skills and procedures
  - Assess and manage bleeding using PCP equipment, skills and procedures
  - Adapt patient assessment procedures to account for age, setting and situation of the patient
- Demonstrate effective documentation, record keeping, and giving and receiving reports

### Course Topics/Content

- Anatomy and Physiology Review
- Medical Terminology Review
- Professionalism
- Wellness and Stress Management
- Life as a Paramedic
- Communication Skills
- Documentation & EMS and the Law
- Lifts and Transfers
- Equipment and Ambulance Orientation
- Radio Communications
- Orientation to Driving
- Driver's Role
- Occupational Safety & Health
  - Communicable Diseases
- Fluids and Electrolytes
- Principles of Call Management
- Introduction to Clinical Decision Making and Differential Diagnosis
- Patient Assessment Model
- Patient Assessment: The Rescue Scene
- Patient Assessment - The Primary Survey
- Primary Survey Interventions
  - Spinal Management
  - Oxygen Therapy
  - Airway Management

- Breathing Management
- Hemorrhage Management
- Patient Assessment - the Secondary Survey
  - History
  - Vital Signs
  - Physical Assessment
- Documentation, Records, and Reports

### Text & Resource Materials

MacDonald, R. (Ed.). (2016). *Nancy Caroline's emergency care in the streets* (7<sup>th</sup> Canadian ed.). Jones & Bartlett Learning.

Other material accessed through the Blackboard LMS

### Equivalent JIBC Courses

None

Instructional Method(s) <i>(select all that apply)</i>	Hours
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	45
<input checked="" type="checkbox"/> Supervised Practice (includes simulations & labs)	35
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
<b>Total</b>	<b>80</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 <i>(may be represented as a range)</i>
Course work (activities, assignments, essays, reports, etc.)	30
Quizzes and exams	60
Simulations/Labs	
Attendance/Participation (in class or online)	10
Practice Education/Internships	
<b>Total</b>	<b>100%</b>

### Comments on Evaluation

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

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 Accreditation Canada.

### 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



- 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.

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>	DRIV 1271
<b>Short Title:</b>	EVDR - PCP
<b>Long Title:</b>	Emergency Vehicle Driving Regulation - PCP
<b>Prerequisites:</b>	
<b>Co-requisites:</b>	
<b>Program Restrictions:</b>	PCP
<b>School:</b>	SCJS
<b>Division/Academy/Centre:</b>	JPSD _ DEC
<b>Previous Code &amp; Title:</b>	EVDR100
<b>Course First Offered:</b>	2003

<b>Credits:</b>	0
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### Course Description

This course familiarizes Primacy Care Paramedic (PCP) students with the legislative requirements and British Columbia Ambulance Service (BCAS) policy for operating emergency vehicles.

### Course Goals

For students to demonstrate a working knowledge of the Motor Vehicle Act, Regulations, and BCAS Policy regarding emergency vehicle operation.

### Learning Outcomes

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

1. Explain the appropriate provisions of the Motor Vehicle Act, Emergency Vehicle Driving Regulation and BCAS Policy
2. Recall the correct risk assessment process when driving on the job
3. Identify the psychological and physiological factors associated with emergency vehicle operation
4. Explain the criminal, civil and personal moral liability issues associated with emergency vehicle operation situations

### Course Topics/Content

- Overview of the legislative framework for emergency vehicle operation
- Applicable BCAS policy
- The operation of emergency vehicles
- Risk assessment
- Physiological and psychological factors associated with the emergency vehicle operation
- Liability issues
- Reporting requirements
- Case studies

### Text & Resource Materials

British Columbia, Ministry of Public Safety and Solicitor General. (2013). *Emergency vehicle operation training program for emergency response by a person other than a police officer*. New Westminster, BC: Justice Institute of BC, Pacific Traffic Education

### Equivalent JIBC Courses

Instructional Method(s) <i>(select all that apply)</i>	Hours
<input type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	4
<input type="checkbox"/> Supervised Practice (includes simulations & labs)	
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
<b>Total</b>	<b>4</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 <i>(may be represented as a range)</i>
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

Passing grade is 75%

### Course Grading Scheme\*

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

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- 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.



**Justice  
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BRITISH COLUMBIA

LEARNING THAT TAKES YOU BEYOND

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*Approval Date:*

across cultures; value multiple perspectives;  
utilize curiosity to learn with and from others.

## OFFICIAL COURSE OUTLINE

<b>Course Code:</b>	PARA-1220A
<b>Short Title:</b>	Fund Para Care 2
<b>Long Title:</b>	Fundamentals of Paramedical Care 2
<b>Prerequisites:</b>	PARA-1200B
<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>	PARA-1220
<b>Course First Offered:</b>	May 2017

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

This course introduces learners to skills and knowledge that advance their abilities to manage stable trauma patients, situations such as cardiac arrest management, hazardous materials incidents, crime scenes, terrorist incidents, vehicle extrication, patient recovery situations, and multiple casualty incidents. This course also covers principles of interprofessional practice, continuum of patient care, and principles of ambulance operations in land and air-based settings.

### Course Goals

The goals of this course are to introduce the skills, knowledge, and judgment to develop a strong interprofessional practice, to assess and manage a stable trauma patient, and to properly assess and manage ambulance calls that involve special situations.

### Learning Outcomes

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

- Discuss interprofessional practice in the context of community care
- Describe and demonstrate the basic principles of call management
- Perform training protocols, and discuss indications, contraindications, guidelines and procedures
- Manage patients in cardiac arrest using PCP equipment, skills, procedures and protocols
- Manage stress and grief in family, bystanders and other responders at the scene of an emergency
- Use PCP equipment, skills, procedures, treatments and protocols to:
  - Assess and manage patients with burns
  - Assess and manage patients with wounds
  - Assess and manage patients with musculoskeletal injuries
  - Assess and manage patients with spinal injuries
- Assess and manage multiple patient and mass casualty incidents
- Evaluate and manage calls involving patient recovery
- Assess and manage patients requiring vehicle extrication
- Manage calls involving hazardous materials

- Describe and demonstrate techniques to manage risk and preserve evidence in potentially violent situations and crime scenes
- Relate the role of the paramedic in dealing with nuclear, chemical and biological incidents (CBRNE)
- Discuss the continuum of patient care
- Discuss the process, preparation and procedures for assessing and managing an inter-facility transfer
- Relate the indications, contraindications, equipment required, procedures and role of the Primary Care Paramedic in assisting Advanced Care Paramedic or hospital personnel during advanced procedures
- Describe the paramedic's role and procedures related to land-transport operations
- Outline the paramedic's role and procedures related to air transport operations
- Prepare patients for air transport

### Course Topics/Content

- Principles of Interprofessional Practice
- Cardiac Arrest Management
  - Grief Management
- Stable Trauma Management
  - Spinal Management
  - Pain Management
  - Burn Management
  - Fracture Management
- Mass Casualty Incidents
- Patient Recovery
- Vehicle Extrication
- HAZMAT
- Crime Scene Management
- CBRNE Incidents
- Continuum of Patient Care
  - The Patient
  - Inter-facility Transfers
  - Advanced Care Paramedicine
  - Land and Air Transport Operations

### Text & Resource Materials

MacDonald, R. (Ed.). (2016). *Nancy Caroline's emergency care in the streets* (7<sup>th</sup> Canadian ed.). Jones & Bartlett Learning.

Health Sciences Division (n.d.). *Primary care paramedic training treatment and protocols manual*. Justice Institute of British Columbia

Other material accessed through the Blackboard LMS.

### Equivalent JIBC Courses

None

Instructional Method(s) <i>(select all that apply)</i>	Hours
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	21
<input checked="" type="checkbox"/> Supervised Practice (includes simulations & labs)	63
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
<b>Total</b>	<b>84</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 <i>(may be represented as a range)</i>
Course work (activities, assignments, essays, reports, etc.)	
Quizzes and exams	90
Simulations/Labs	
Attendance/Participation (in class or online)	10
Practice Education/Internships	
<b>Total</b>	<b>100%</b>

### Comments on Evaluation

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

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 Accreditation Canada.

### Course Grading Scheme\*

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

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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-1250A
<b>Short Title:</b>	Class Med Cases 1
<b>Long Title:</b>	Classic Medical Cases 1
<b>Prerequisites:</b>	PARA-1220 or PARA-1220A
<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>	PARA-1250
<b>Course First Offered:</b>	September 2016

<b>Credits:</b>	2
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### Course Description

This course examines the diagnosis and treatment of patients presenting with classic cardiac and respiratory medical conditions. Learners will employ clinical-decision making strategies to perform a focused patient assessment, generate a provisional diagnosis, and develop an appropriate management and treatment plan for critical and non-critical medical patients. Learners will acquire the knowledge, skills and judgment to administer, and determine when not to administer, applicable protocols for patients presenting with these 'classic' cardiac and respiratory medical conditions.

### Course Goals

The goal of this course is to provide learners with the skills, knowledge, and judgment to assess and manage patients presenting with classic cardiac and respiratory medical conditions using Primary Care Paramedic (PCP) assessment skills, treatments and protocols.

### Learning Outcomes

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

- Relate the pathophysiology to the assessment and management of medical patients
- Perform and discuss the indications, contraindications, guidelines and procedures of training protocols
- Describe the etiology, pathophysiology, key features and principles of management of:
  - Cardiac conditions
  - Respiratory conditions
- Use PCP treatments and protocols to assess and perform management of:
  - Cardiac conditions
  - Respiratory conditions
- 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 classic cardiac and respiratory medical calls

### Course Topics/Content

- Management of Medical Patients
- Patient Assessment – Differential Diagnosis
- Cardiac Conditions
- Respiratory Conditions

### Text & Resource Materials

Nancy Caroline's Emergency Care in the Streets, 2016, 7<sup>th</sup> Canadian Edition – Navigate 2 Premier Access

Paramedic Academy, *Training, Treatment and Protocol Manual*

Other material accessed through the Blackboard LMS.

### Equivalent JIBC Courses

None

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)	32
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
<b>Total</b>	42

### 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	70
Simulations/Labs	
Attendance/Participation (in class or online)	10
Practice Education/Internships	
<b>Total</b>	<b>100%</b>

#### Comments on Evaluation

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. Students must maintain a 90% overall

attendance during the classroom portion of the program and must be present for all examinations as well as specified learning activities, such as field trips or specialty days.

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 Accreditation Canada.

### 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:

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#### 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:

- |  |   |
|--|---|
| <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 checked="" 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> <li><input checked="" type="checkbox"/> <b>Independent learning:</b> Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" 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 checked="" 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 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> <li><input checked="" type="checkbox"/> <b>Information literacy:</b> Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information;</li> </ul> |
|--|---|

- **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.

evaluate it and its sources critically, and use information effectively and ethically.

## OFFICIAL COURSE OUTLINE

<b>Course Code:</b>	PARA-1251A
<b>Short Title:</b>	Class Med Cases 2
<b>Long Title:</b>	Classic Medical Cases 2
<b>Prerequisites:</b>	PARA-1250 or PARA-1250A
<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>	PARA-1251
<b>Course First Offered:</b>	May 2017

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

This course examines the diagnosis and treatment of patients presenting with classic abdominal medical conditions, and classic altered level of consciousness medical conditions. Learners will employ clinical-decision making strategies to perform a focused patient assessment, generate a provisional diagnosis, and develop an appropriate management and treatment plan for these patients using appropriate training protocols.

### Course Goals

The goal of this course is to provide learners with the skills, knowledge, and judgment to assess and manage medical patients presenting with abdominal conditions and altered levels of consciousness using Primary Care Paramedic (PCP) assessment skills, treatments and protocols.

### Learning Outcomes

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

- Relate the pathophysiology and principles of management of specific conditions to the assessment and management of medical patients
- Perform and discuss the indications, contraindications, guidelines and procedures of training protocols
- Describe the etiology, pathophysiology, key features and principles of management of:
  - Abdominal disorders
  - Endocrine disorders
  - Neurological conditions
  - Immune system disorders
  - Poison, overdose, and alcohol disorders
- Use PCP treatments and protocols to assess and manage classic presentations of:
  - Abdominal Disorders
  - Endocrine disorders
  - Neurological conditions

- Immune system disorders
- Poison, overdose, and alcohol disorders
- Describe, pathophysiology, signs and symptoms and general paramedical management of various medical conditions
- Assess and manage classic presentations of common medical conditions using PCP treatments and protocols
- 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 classic medical calls

### Course Topics/Content

- Abdominal disorders
- Endocrine Disorders
- Neurological Disorders
- Anaphylaxis
- Poisons, Overdose, and Alcohol
- Other Medical Conditions

### Text & Resource Materials

Nancy Caroline's Emergency Care in the Streets, 2016, 7<sup>th</sup> Canadian Edition – Navigate 2 Premier Access

Paramedic Academy, *Training, Treatment and Protocol Manual*.

Other material accessed through the Blackboard LMS.

### Equivalent JIBC Courses

None

Instructional Method(s) <i>(select all that apply)</i>	Hours
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	21
<input checked="" type="checkbox"/> Supervised Practice (includes simulations & labs)	63
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
<b>Total</b>	<b>84</b>

### 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	70

Simulations/Labs

Attendance/Participation (in class or online)

10

Practice Education/Internships

**Total**

**100%**

### Comments on Evaluation

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

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 Accreditation Canada.

### Course Grading Scheme\*

JIBC1 (A to F)

JIBC2 (MAS/NMA)

JIBC3(CM/IN)

JIBC4 (P/F)

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

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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:

**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

**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

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.

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-1252A
<b>Short Title:</b>	Classic Trauma Cases
<b>Long Title:</b>	Classic Trauma Cases
<b>Prerequisites:</b>	PARA-1251 or PARA-1251A
<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>	PARA-1252
<b>Course First Offered:</b>	May 2017

<b>Credits:</b>	2
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### Course Description

This course examines the diagnosis and treatment of patients presenting with classic traumatic injuries such as head, neck and spinal injuries, chest and abdominal injuries, and upper and lower extremity injuries. Learners will employ clinical-decision making strategies to perform a focused patient assessment, generate a provisional diagnosis, and develop an appropriate management and treatment plan for patients presenting with critical and non-critical injuries.

### Course Goals

The goal of this course is to equip learners with the skills, knowledge and judgment required to assess and manage classic presentations of common injuries in critical and non-critical trauma patients using Primary Care Paramedic (PCP) assessment skills, treatments and protocols.

### Learning Outcomes

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

- Relate the pathophysiology and mechanism of injury to the assessment and management of trauma patients
- Describe and discuss the overall approach, key decisions and principles of managing trauma calls
- Relate kinematics and the mechanism of injury with the assessment, anticipation of likely injuries, and ongoing assessment and management of specific types of trauma calls
- Describe the pathophysiology, signs and symptoms, key features and principles of managing patients in hypovolemic shock
- Perform PCP protocols, and discuss indications, contraindications, guidelines and procedures
- Describe and demonstrate the general assessment and management of unstable trauma patients utilizing PCP equipment and applying skills, procedures, and protocols
- Describe the kinematics, pathophysiology, key features and principles of management of:
  - Injuries to the head, neck and spine
  - Chest and abdominal injuries
  - Injuries to the extremities

### Course Topics/Content

- Management of Trauma Cases
- Patent Assessment - Differential Diagnosis
- Kinematics
- Shock
- Head, Neck, and Spinal Injury Cases
- Chest and Abdominal Injury Cases
- Extremity Injury Cases

### Text & Resource Materials

Nancy Caroline's Emergency Care in the Streets, 2016, 7<sup>th</sup> Canadian Edition – Navigate 2 Premier Access

Paramedic Academy, *Training, Treatment and Protocol Manual*

Other material accessed through the Blackboard LMS

### Equivalent JIBC Courses

None

<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.)	7
<input checked="" type="checkbox"/> Supervised Practice (includes simulations & labs)	35
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
<b>Total</b>	42

## Course Evaluation

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

### Comments on Evaluation

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

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 Accreditation Canada.

## 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

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.

## OFFICIAL COURSE OUTLINE

<b>Course Code:</b>	PARA-1260A
<b>Short Title:</b>	Complex Cases
<b>Long Title:</b>	Complex Cases
<b>Prerequisites:</b>	PARA-1252 or PARA-1252A
<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>	PARA-1260
<b>Course First Offered:</b>	May 2017

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

In this course, 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 medical, trauma, and environmental conditions. Learners will also 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.

### Course Goals

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

### Learning Outcomes

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

- 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
- Describe the pathophysiology or backgrounds, anticipate the accommodations required when assessing, and demonstrate the management complex cases involving medical, trauma, and environmental conditions
- Describe the pathophysiology or backgrounds, anticipate the accommodations required when assessing, and demonstrate the management complex cases involving patients in special populations
- Perform assessment and management of complex cases involving medical, trauma, and environmental conditions using PCP treatments and protocols
- Assess and manage calls involving special populations using PCP treatments and protocols, including:
  - Disturbance of behaviour cases
  - Physically and mentally challenged cases

- Bariatric cases
- Terminally ill and palliative cases
- Obstetrical and neonatal cases
- Pediatric cases
- Geriatric cases
- 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
- 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 & Resource Materials

Nancy Caroline's Emergency Care in the Streets, 2016, 7<sup>th</sup> Canadian Edition – Navigate 2 Premier Access

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

Paramedic Academy, *Training, Treatment and Protocol Manual*

Other material accessed through the Blackboard LMS

### Equivalent JIBC Courses

None

<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.)	21
<input checked="" type="checkbox"/> Supervised Practice (includes simulations & labs)	63

Instructional Method(s) <i>(select all that apply)</i>	Hours
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
<b>Total</b>	84

### 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	70
Simulations/Labs	
Attendance/Participation (in class or online)	10
Practice Education/Internships	
<b>Total</b>	<b>100%</b>

#### Comments on Evaluation

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

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 Accreditation Canada.

### Course Grading Scheme\*

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

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

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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

<b>Course Code:</b>	PARA-1290A
<b>Short Title:</b>	Clinical Practice Education
<b>Long Title:</b>	Clinical Practice Education
<b>Prerequisites:</b>	PARA-1260 or PARA-1260A
<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>	PARA-1290
<b>Course First Offered:</b>	May 2017

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

In this clinical practicum based course, learners will put into practice the skills, knowledge and judgment acquired during all previous courses in the Primary Care Paramedic (PCP) program. By caring for real patients in hospital and ambulance settings, learners will integrate their professional, paramedical, interprofessional and interoperability skills, as well as their knowledge and judgment, toward the goal of developing best practice in paramedical patient care at the PCP level. Learners will be under the supervision of skilled clinicians and preceptors throughout this course.

### Course Goals

The goal of this course is to provide learners with exposure to common injuries and conditions, and to enable them to practice skills and procedures on actual patients in a controlled clinical setting under medical supervision. Learners will also apply these skills in the ambulance environment under the guidance of an experienced paramedic preceptor.

### Learning Outcomes

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

- Demonstrate core PCP skills and procedures in a clinical setting
- Assess and manage common injuries and conditions in a clinical setting
- Demonstrate PCP skills and procedures in the ambulance setting
- Apply PCP procedures, treatments and protocols in the ambulance setting
- Integrate the use of an organized and prioritized patient assessment and the knowledge of anatomy, physiology, pathophysiology and pharmacology to identify the causes and range of differentials, to perform a focused patient assessment, infer a provisional diagnosis, and develop and implement an appropriate management plan using PCP treatments and protocols
- Assess and manage common injuries and conditions in the ambulance setting
- Integrate the principles of call management
- Integrate professional behaviors, skills, judgement, and knowledge required in interprofessional and interoperable practice in the clinical and ambulance environment

### Course Topics/Content

- Professionalism
- Clinical Applications: Hospital
- Clinical Applications: Ambulance

### Text & Resource Materials

Great Big Solutions – *Comptracker*

Other material accessed through the Blackboard LMS

### Equivalent JIBC Courses

None

Instructional Method(s) <i>(select all that apply)</i>	Hours
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	7
<input type="checkbox"/> Supervised Practice (includes simulations & labs)	
<input checked="" type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	200
<b>Total</b>	<b>207</b>

### Course Evaluation

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

#### Comments on Evaluation

Overall, PARA-1290A is comprised of a minimum of:

- 24 hours in a hospital
- 168 hours in an ambulance environment
- 7 hours in the classroom

Practice Education is delivered over two blocks. The first block is situated after PARA-1220A Fundamentals of Paramedical Care 1, and is comprised of one Clinical Shift (Hospital) and two Observation Ambulance Shifts. The second block is after PARA-1260A Complex Cases, and is comprised of two Clinical Shift (Hospital) and a minimum of twelve Ambulance Shifts.

In addition to the evaluation activities, students are required to competently perform, document, and submit to an electronic tracking system all related mandatory skills set out by the Paramedic Association of Canada (PAC) and accredited by Accreditation Canada.

### Course Grading Scheme\*

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

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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.