

## Justice Institute of British Columbia COURSE OUTLINE

<b>Course Code:</b>	<b>PARA250</b>
<b>Course Title:</b>	<b>Classic Medical Cases 1</b>
<b>Prerequisite Courses:</b>	<b>PARA220 Fundamentals of Paramedical Care 2</b>
<b>School:</b>	<b>School of Health, Community and Social Justice</b>
<b>Division/Academy/Centre:</b>	<b>Health Sciences Division-Paramedic Academy</b>
<b>Previous Course Code &amp; Title:</b>	<b>CC251 Classic Cases 251; CC252 Classic Cases 252</b>
<b>Course First Offered:</b>	<b>August 2013</b>

<b># of Credits:</b>	<b>3.0</b>
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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, the Chest Pain and Shortness of Breath protocols for patients presenting with these “classic” cardiac and respiratory medical conditions.

**Course Goal(s):** 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 the:
  - PCP Chest Pain Protocol
  - PCP Shortness of Breath Protocol
- 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 and Resource Materials:**

**Required:**

1. Bledsoe, B.E et al. (2006). *Essentials of Paramedic Care, Canadian Edition, Vol. 1 & 2*. Toronto, ON: Pearson Education Inc.
2. Paramedic Academy, *Training, Treatment and Protocol Manual*. (Revised 2013). Provided online with the cost of tuition. A paper-based version is available for purchase.
3. Paramedic Academy, *Classroom Logbook*. (Revised 2013). Supplied by the Paramedic Academy as part of the course tuition.
4. Other online resources and readings provided through the Blackboard LMS.

**Course Level:**

<input type="checkbox"/>	First Year	X	Second Year	<input type="checkbox"/>	Third Year	<input type="checkbox"/>	Fourth Year
<input type="checkbox"/>	Graduate	<input type="checkbox"/>	Other (describe):				

**Equivalent Course(s) within the JIBC:**

**Class Delivery Methods:**

<b>Delivery Methods</b>	<b>Class Option A (Hours)</b>	<b>Class Option B (Hours)</b>	<b>Class Option C (Hours)</b>	<b>Class Option D (Hours)</b>
Classroom/Lecture/Discussion	10			
Simulation/Lab	32	32		
Praxis Exercise				
Practicum/Fieldwork				
Online		10		
Correspondence				
<b>Total Class Hours</b>	42	42		

**Comments on Delivery Methods:**

The Classic Medical Cases 1 course is delivered by experienced practitioners that work in pre-hospital and allied health care settings.

Note: In addition to the hours specified above, learners will be required to spend further classroom time on evaluation of skills and a written examination.

**Course Grading System:**

Letter Grades	X	Percentage	Pass/Fail
Complete/Incomplete		Attendance Only	

<b>Passing Grade:</b>	75%
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**Evaluation Activities and Weighting:**

Final Written Exam	40%	Assignments	10%	Project	%	Capstone Project	%
Final Practical Exam	40%	Portfolio	%	Participation	10%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

**Comments on Evaluation Activities and Weighting:**

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 the Canadian Medical Association (CMA).

Students are required to complete the stand-alone online JIBC course, Emergency Vehicle Driving Regulations, with a passing grade on the Final Written Exam of 75%. Access to this course will be provided as part of the PARA200 course.

In addition to the overall passing grade, students must achieve a grade of 75% or higher on the Final Exams in order to pass the course.

**Retests:**

Students who receive a grade below 75% on an exam may be provided with the opportunity to complete one retest per failed exam. If a student does not achieve a grade of 75% or higher on a retest they may be required to withdraw from the program (see SOHS Program Procedures: Academic Progress for more information).

Late assignments will not be accepted for marking without prior permission of the Regional Training Coordinator. Students may only complete missed assignments, quizzes, projects or exams at the discretion of the Regional Training Coordinator.

**Other Course Guidelines, Procedures and Comments:**

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

**PCP Program Procedures**

<http://jibc.ca/programs-courses/schools-departments/school-health-sciences/paramedic-academy/programs/primary-care-paramedic>

These documents are located in the “Policy and Procedures” drop down menu located at the bottom of the above noted page.

- Program Evaluation Policy
- Program Grading Policy
- Program Academic Progression Policy

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/programs-courses/jibc-calendar/student-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.

### **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 oneself; recognize and acknowledge the needs and emotions of others including those with diverse 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.