

Justice Institute of British Columbia
COURSE OUTLINE

Course Code:	PARA321
Course Title:	Foundations of Paramedic Practice
Prerequisite Courses:	PCP Certificate
School:	School of Health, Community and Social Justice
Division/Academy/Centre:	Health Sciences Division – Paramedic Academy
Previous Course Code & Title:	ACP Paramedic Core Skills 311
Course First Offered:	September 2014

# of Credits:	6
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Course Description:

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

Course 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 and in the assessment and management of cardiac arrest.

Learning Outcomes:

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

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

Course Topics/Content:

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

Text and Resource Materials:**Required:**

AHA guidelines – current version.

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

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

Bickley, L.S. (2009). *Bates' Pocket Guide to Physical Examination & History Taking (6th 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.

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

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

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

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

Essential Clinical Anatomy:

School of Health Sciences ACP Treatment Guidelines Training Manual

BCAS: Treatment Guidelines (to be handed out in class)

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

Recommended: None

Course Level:

	First Year		Second Year	X	Third Year		Fourth Year
	Graduate		Other (describe):				

Equivalent Course(s) within the JIBC: None.

Class Delivery Methods:

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	37			
Simulation/Lab	68			
Praxis Exercise				
Practicum/Fieldwork				
Online	6			
Correspondence				
Total Class Hours	111			

Comments on Delivery Methods:

This course is delivered in a blended format including online, classroom and practical lab sessions. 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.

Course Grading System:

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

Passing Grade:	75%
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Evaluation Activities and Weighting:

Final Exam	55%	Assignments	20%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	5%	Other	%
Quizzes/Test	20%	Simulations	%	Practicum	%	TOTAL	100%

Comments on Evaluation Activities and Weighting:

Evaluation methods for this course include written and oral assignments, quizzes, and simulations. Participation in classroom and online discussions is required.

Students are required to submit assignments/course requirements according to due dates. Late assignments have mark penalties (see program guidelines). In extenuating circumstances, an extension to the assignment due date may be granted upon application to the Program Manager.

Other Course Guidelines, Procedures and Comments:

ACP Advanced Diploma program guidelines can be found in the *JIBC Calendar* and on the ACP Advanced Diploma program website. Use the link and scroll to the page bottom for "Policy and Procedures."

ACP Advanced Diploma Program Guidelines

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

- Academic Progression Program Procedures.
- Evaluation of Learning Program Procedures.
- Grading Program Procedures.

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.