

Justice Institute of British Columbia
COURSE OUTLINE

Course Code:	PARA352
Course Title:	Advanced Care Paramedic Classic Cases – Respiratory and Cardiovascular
Prerequisite Courses:	PARA321, 391
School:	School of Health, Community and Social Justice
Division/Academy/Centre:	Health Sciences Division – Paramedic Academy
Previous Course Code & Title:	PARA351 ACP Classic Cases I
Course First Offered:	September 2014

# of Credits:	6
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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 cardiac and respiratory conditions.

Course Goal(s): The focus in this course is on two classic case topics: Cardiovascular and Respiratory. Learners will be provided with the opportunity to enhance their call management and clinical decision-making skills through the study and research of classic cases typically encountered by Advanced Care Paramedics. Learners will apply technical skills acquired in PARA321 and PARA391 to the assessment and management of classic presentations of cardiac and respiratory conditions.

Learning Outcomes:

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

1. Perform ACP technical skills, and call management skills, assessments and exams for cardiovascular cases.
2. Perform ACP technical skills, and call management skills, assessments and exams for respiratory cases.

Course Topics/Content:

- Cardiovascular Cases
 - Call Management
 - General Arterial Vascular Problems
 - Acute Coronary Syndrome - Angina
 - Acute Coronary Syndrome – Myocardial Infarction
 - Arrhythmias
 - Congestive Heart Failure
 - Classic Case Presentations
 - Other Common Causes of Chest Pain
- Respiratory Cases
 - General Respiratory Anatomy
 - Pulmonary Function
 - Respiratory Diseases
 - Other Respiratory Diseases
 - Disorders of Ventilation
 - Problems Outside the Lung Parenchyma
 - Assessment of Respiratory Patients
 - Management of Patients with Dyspnea
 - (Classic?) Case Presentations

Text and Resource Materials:**Required:**

American Heart Association (2006). *Advanced Cardiovascular Life Support Provider Manual. (Cdn Ed w/inserts)*. Field, J.M. (Ed.) South Deerfield, MA: Channing L Bete. Co., 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.

Caroline, N.L. (2008). *Nancy Caroline's Emergency Care in the Streets. (6th 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.

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.

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.*

* Online library resource available through Stat!Ref

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	46			
Simulation/Lab	58			
Praxis Exercise				
Practicum/Fieldwork				
Online	12			
Correspondence				
Total Class Hours	116			

Comments on Delivery Methods:

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.

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	50%	Assignments	20%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	10%	Other	%
Quizzes/Test	20%	Simulations	%	Practicum	%	TOTAL	100%

Comments on Evaluation Activities and Weighting:

Evaluation methods for this course include written and oral assignments and research projects. Participation in classroom and online discussions is required.

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 the Academic Progression Program Procedures (links noted below) for more information.

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.