

## **Justice Institute of British Columbia COURSE OUTLINE**

<b>Course Code:</b>	<b>PARA413</b>
<b>Course Title:</b>	<b>Health Care in Communities</b>
<b>Prerequisite Courses:</b>	<b>PARA313, 314</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>NA</b>
<b>Course First Offered:</b>	<b>September 2014</b>

<b># of Credits:</b>	<b>3</b>
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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 Goal(s):** 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 and Resource Materials:**

**Required:**

All material accessed through the Blackboard LMS.

**Recommended:** None

**Course Level:**

	First Year		Second Year		X	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	14			
Simulation/Lab				
Praxis Exercise				
Practicum/Fieldwork				
Online	28			
Correspondence				
<b>Total Class Hours</b>	42			

**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		

<b>Passing Grade:</b>	50%
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**Evaluation Activities and Weighting:**

Final Exam	%	Assignments	50%	Project	%	Capstone Project	%
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Midterm Exam	%	Portfolio	30%	Participation	20%	Other	%
Quizzes/Test	%	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.

Students who receive a grade below 50% in the course will be required to re-take the course. 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:**

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. More information in the Academic Progression Program Procedures.

**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.

**Problem solving**

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

**Communication, oral and written**

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

**Interpersonal relations**

Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, backgrounds and capabilities.

**Leadership**

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

**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.

**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.

**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.